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| **Year 5 Spring Term Overview** |
|  | **Spring 1** | **Spring 2** |
| **Focus Christian Value** | **Thankfulness**  (cycle 1)**Perseverance**(cycle 2) | **Forgiveness** (cycle 1)**Friendship** (cycle 2) |
| **English** | **Instructions:**Analyse the features of an instruction textDraft an instruction textCreate an instruction textInclude parenthesis in instructions**Beowulf (Myths and Legends):**Create a fact file on Michael MorpurgoWrite complex sentences about the opening of the book using subordinate clauses as openersWrite an invitation to the Great Mead Hall (use of colons and semi-colons)Description of Grendel’s attack using a variety of sentence structuresVisualise a scene and use powerful vocabularyTo be able to classify words (nouns, verbs, adjectives and adverbs)Write an advert including modal verbsWrite a letter of offer to BeowulfWrite a recount in roleComprehension activitiesDevelop the use of standard English |  **Highwayman (Classic narrative poetry):**Deduce information about a character from an imageIdentify key details and understand how language can contribute to the poem’s meaningsExplore figurative language in a poemStoryboard a narrative poemExplore inferred thoughts, events and emotions in the highwaymanPerform the highwayman poem (tone, rhythm, pitch, volume and actions)Interview a character in roleDraft and edit a newspaper reportPublish a newspaper reportRewrite a narrative poem |
| **Maths** | Number: Multiplication and DivisionNumber: Fractions | Numbers: FractionsNumber: Decimals and PercentagesConsolidation of previous learning |
| **RE** | **Incarnation**: Understanding Christianity - 2b.4 Was Jesus the Messiah ?   | **Gospel** Understanding Christianity – 2b.5What would Jesus do?**Salvation – what did Jesus do to save human beings?**The timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within itExplain what Christians mean when they say that Jesus’ death was a sacrificeMake connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s SupperWeigh up the value and impact of ideas of sacrifice in the world today |
| **Science** | **Forces:**Identifying forces that act on objectsMeasuring the force of gravity pulling on objectsEffects of air resistance (**Galileo Galilei)**Effects of water resistanceEffects of frictionRecognise some mechanisms including levers, pulleys and gears | **Animals including humans – changes from birth to old ages:**Stages in the growth and development of humansDevelopments of babies in their first yearComparing the changes that take place to boys and girls during pubertyChanges that take place in old ageThe gestation period for animalsUsing bar and line graphs to compare gestations periods and life expectances of animals**Scientist:** Sir David Attenborough- |
| **History** | **Anglo-Saxons and Vikings:**The Anglo-Saxon and Viking struggle for the kingdom of EnglandBritish historical timelineUnderstand what Britain was like before Viking invasionsThe battle of Lindisfarne and where Vikings originatedViking shieldsViking long boatsViking warriors and their weaponryHow the Danelaw was establishedAlfred the GreatEveryday life for Vikings |
| **Geography** |  |  |
| **Art** | **Formal Elements:**Draw from observation and draw accurate interpretationTo design and create a monoprintTo improve mastery of art and design techniquesTo describe and recognise Hudertwasser’s workDevelop different techniques in artTo design a building and draw chosen perspective or elevationTo understand the purpose of a monumentDesign own monument to symbolise a person or event**Artist:** Friedensreich Hundertwasser |  |
| **DT** |  | **Structures(Bridges):**Identify strong and weak structuresExplore different ways to reinforce structuresTo identify truss and suspension bridgesTo generate, develop and communicate ideas through discussion and prototypesTo select appropriate tools and equipment and use safelyTo construct own bridge and be able to evaluate effectively |
| **ICT** | **Search Engines – Research skills and finding accurate information:**To understand what a search engine is and how to use itTo be aware not everything online is trueTo search effectivelyTo create an informative posterTo understand how search engines work  | **Sonic Pi – Music programming apps:**Tinkering with Sonic PiTo create a program that plays themed musicTo plan a soundtrack programTo program a soundtrackTo program music |
| **Music** | Beowulf and legendsComposing songs and musical stories |  |
| **PE** | **Striking and Fielding:**To explore the use of space using gamesChoose appropriate positioning when fieldingTo strike a ball/object using both hands and feetTo retrieve, intercept and stop a ball when fieldingTo develop the range and consistency of their skills | **Dance:**Able to demonstrate light and floaty dynamicsAble to demonstrate realistic gestures to represent an astronautAble to develop relationships – unisonAble to explore the space around them – entrances and exitsAble to explore time – continuous and sustained**Play Leaders**  |
| **MFL****Spanish** | **Presenting myself** | **What is the date?** |
| **PSHE** | **Being My Best***Growing independence and taking responsibility:*Explain why increasing independence bring with it increasing responsibilityGive an example of when I have had increased independence and how that has also helped me to show responsibilityI can predict the increasing levels of independence and responsibilities I will have as I grow older*Media awareness and safety:*Explain that the images for celebrities I see of people on TV, online doesn’t always give a true picture of what they are really likeName several qualities that make people attractive that are nothing to do with how they look, but about how they behaveExplain how media images of celebrities (and sometimes of friends) can make some people feel | **Growing and Changing***Managing difficult feelings:*Explain why people have good and not so good feelingsExplain what resilience is and how it can be developedList a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience*Managing change:*List some of the way in which we can experience changeList ways that I can prepare for changesSuggest ways to cope with strong emotions in response to change*Getting help:*List some of the ways my body responds when I may need helpIdentify when I need help and can identify adults in my life who can helpRecognise when others may need to get help and can advise them to talk to a trusted adult |
| **Enrichment opportunities** | Moorforge Viking settlementProfessor Bubbleswork Science workshopPlanetarium workshop |  |