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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 text  Draft an instruction text  Create an instruction text  Include parenthesis in instructions  **Beowulf (Myths and Legends):**  Create a fact file on Michael Morpurgo  Write complex sentences about the opening of the book using subordinate clauses as openers  Write an invitation to the Great Mead Hall (use of colons and semi-colons)  Description of Grendel’s attack using a variety of sentence structures  Visualise a scene and use powerful vocabulary  To be able to classify words (nouns, verbs, adjectives and adverbs)  Write an advert including modal verbs  Write a letter of offer to Beowulf  Write a recount in role  Comprehension activities  Develop the use of standard English | **Highwayman (Classic narrative poetry):**  Deduce information about a character from an image  Identify key details and understand how language can contribute to the poem’s meanings  Explore figurative language in a poem  Storyboard a narrative poem  Explore inferred thoughts, events and emotions in the highwayman  Perform the highwayman poem (tone, rhythm, pitch, volume and actions)  Interview a character in role  Draft and edit a newspaper report  Publish a newspaper report  Rewrite a narrative poem |
| **Maths** | Number: Multiplication and Division  Number: Fractions | Numbers: Fractions  Number: Decimals and Percentages  Consolidation of previous learning |
| **RE** | **Incarnation**:  Understanding Christianity - 2b.4 Was Jesus the Messiah ? | **Gospel**  Understanding Christianity – 2b.5  What 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 it  Explain what Christians mean when they say that Jesus’ death was a sacrifice  Make connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper  Weigh up the value and impact of ideas of sacrifice in the world today |
| **Science** | **Forces:**  Identifying forces that act on objects  Measuring the force of gravity pulling on objects  Effects of air resistance (**Galileo Galilei)**  Effects of water resistance  Effects of friction  Recognise some mechanisms including levers, pulleys and gears | **Animals including humans – changes from birth to old ages:**  Stages in the growth and development of humans  Developments of babies in their first year  Comparing the changes that take place to boys and girls during puberty  Changes that take place in old age  The gestation period for animals  Using 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 England  British historical timeline  Understand what Britain was like before Viking invasions  The battle of Lindisfarne and where Vikings originated  Viking shields  Viking long boats  Viking warriors and their weaponry  How the Danelaw was established  Alfred the Great  Everyday life for Vikings | |
| **Geography** |  |  |
| **Art** | **Formal Elements:**  Draw from observation and draw accurate interpretation  To design and create a monoprint  To improve mastery of art and design techniques  To describe and recognise Hudertwasser’s work  Develop different techniques in art  To design a building and draw chosen perspective or elevation  To understand the purpose of a monument  Design own monument to symbolise a person or event  **Artist:** Friedensreich Hundertwasser |  |
| **DT** |  | **Structures(Bridges):**  Identify strong and weak structures  Explore different ways to reinforce structures  To identify truss and suspension bridges  To generate, develop and communicate ideas through discussion and prototypes  To select appropriate tools and equipment and use safely  To 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 it  To be aware not everything online is true  To search effectively  To create an informative poster  To understand how search engines work | **Sonic Pi – Music programming apps:**  Tinkering with Sonic Pi  To create a program that plays themed music  To plan a soundtrack program  To program a soundtrack  To program music |
| **Music** | Beowulf and legends  Composing songs and musical stories |  |
| **PE** | **Striking and Fielding:**  To explore the use of space using games  Choose appropriate positioning when fielding  To strike a ball/object using both hands and feet  To retrieve, intercept and stop a ball when fielding  To develop the range and consistency of their skills | **Dance:**  Able to demonstrate light and floaty dynamics  Able to demonstrate realistic gestures to represent an astronaut  Able to develop relationships – unison  Able to explore the space around them – entrances and exits  Able 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 responsibility  Give an example of when I have had increased independence and how that has also helped me to show responsibility  I 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 like  Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave  Explain 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 feelings  Explain what resilience is and how it can be developed  List 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 change  List ways that I can prepare for changes  Suggest ways to cope with strong emotions in response to change  *Getting help:*  List some of the ways my body responds when I may need help  Identify when I need help and can identify adults in my life who can help  Recognise when others may need to get help and can advise them to talk to a trusted adult |
| **Enrichment opportunities** | Moorforge Viking settlement  Professor Bubbleswork Science workshop  Planetarium workshop |  |