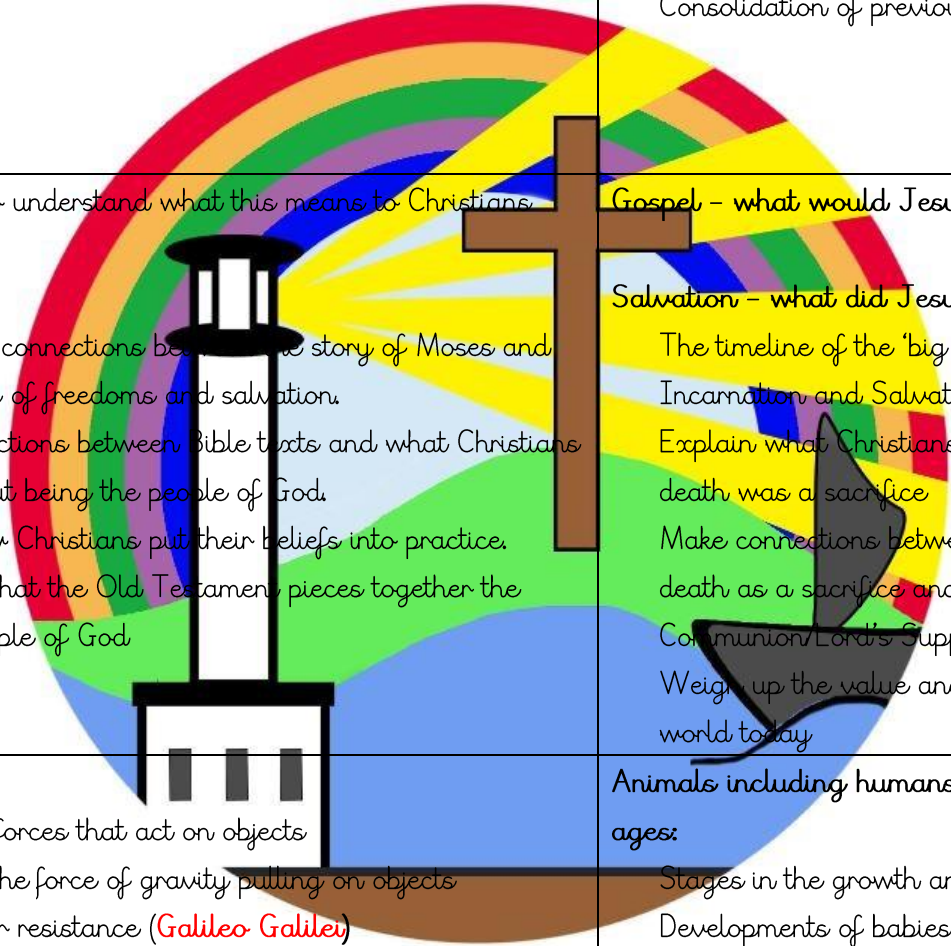
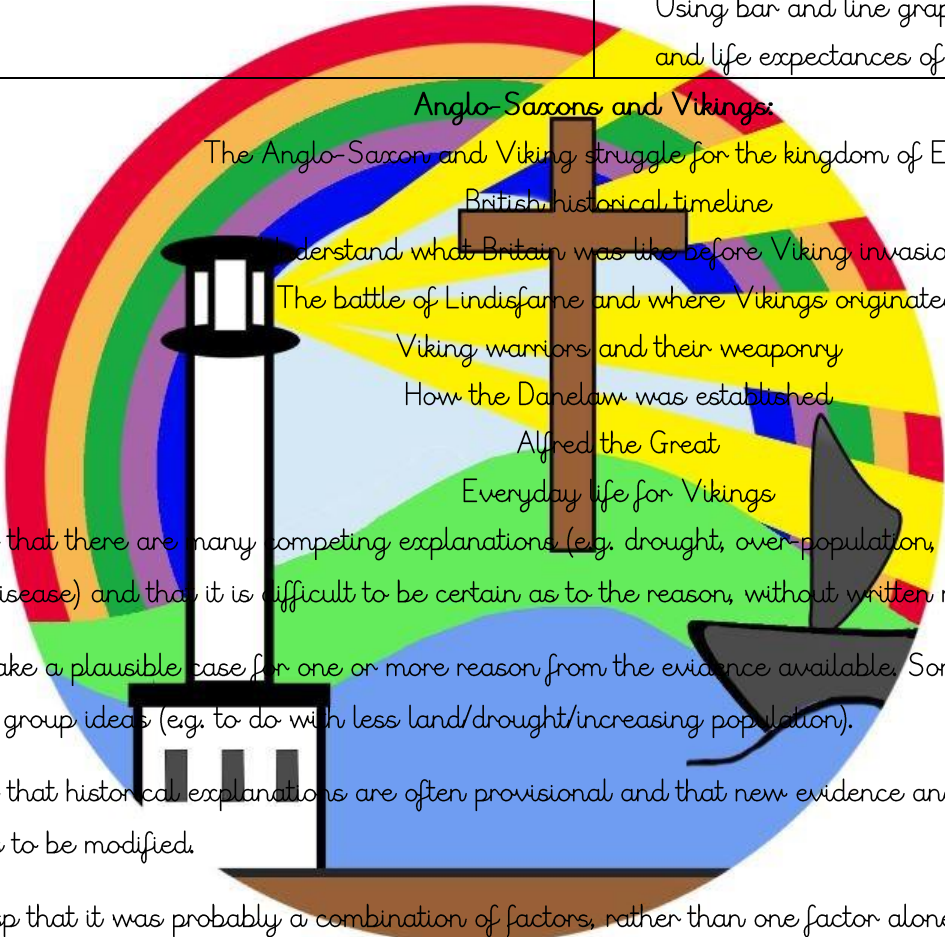


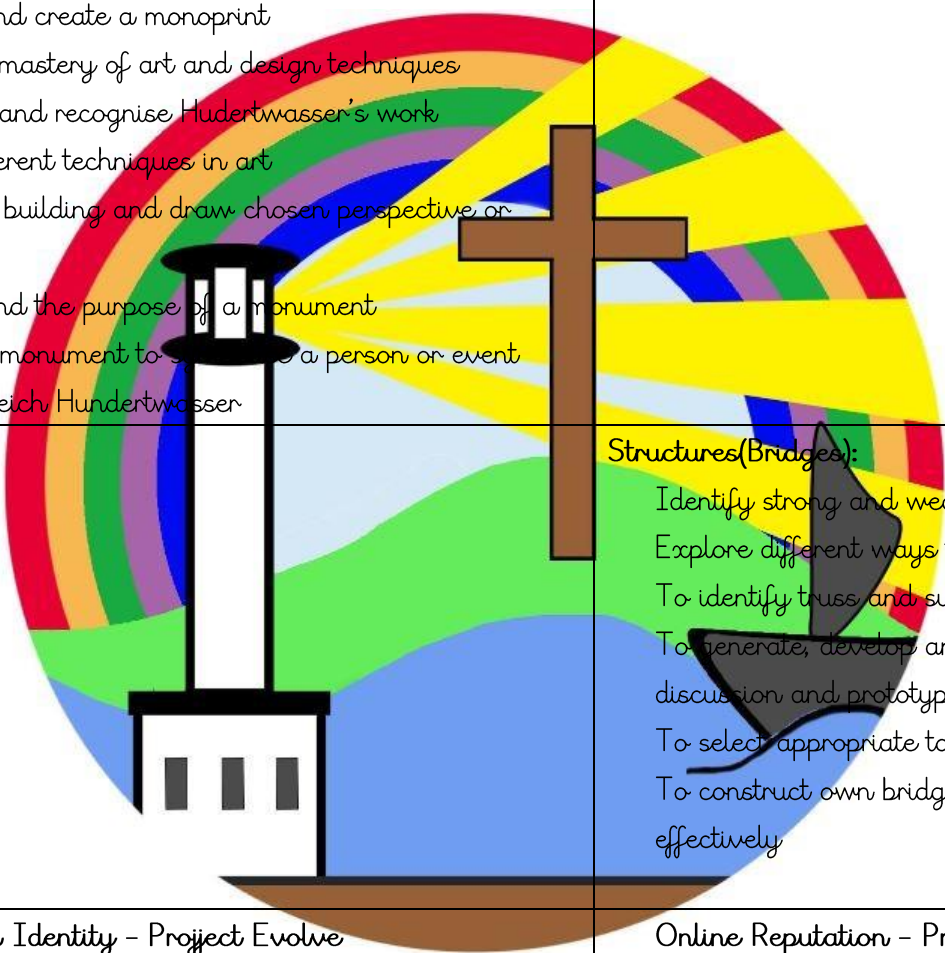
Year 5 Spring Term Overview

	Spring 1	Spring 2
Focus Christian Value	Thankfulness (cycle 1) Perseverance (cycle 2)	Forgiveness (cycle 1) Friendship (cycle 2)
English	<p>Beowulf (Myths and Legends):</p> <ul style="list-style-type: none"> Create a fact file on Michael Monjurgo 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 recount in role Comprehension activities Develop the use of standard English 	<p>Highwayman (Classic narrative poetry):</p> <ul style="list-style-type: none"> 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

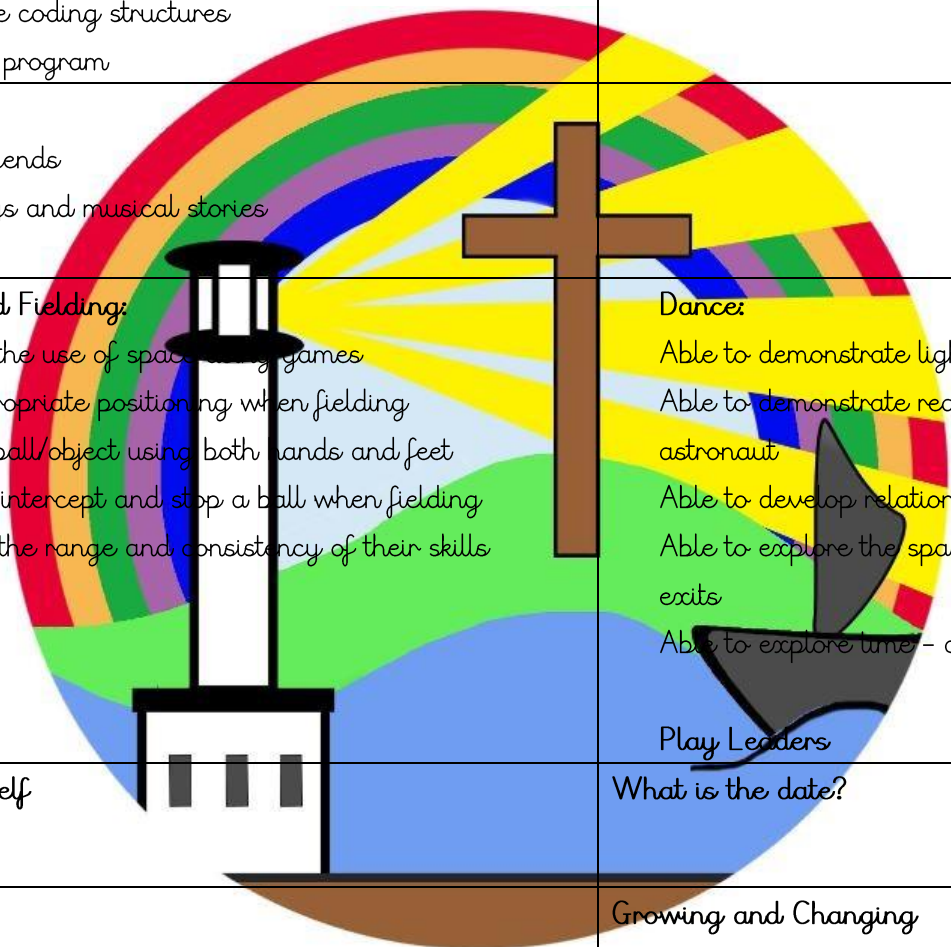
<p>Maths</p>	<p>Number: Multiplication and Division Number: Fractions</p>	<p>Numbers: Fractions Number: Decimals and Percentages Consolidation of previous learning</p>
<p>RE</p>	<p>Incarnations: to understand what this means to Christians</p> <p>People of God: Explore the connections between the story of Moses and the concepts of freedoms and salvation. Make connections between Bible texts and what Christians believe about being the people of God. Explain how Christians put their beliefs into practice. Understanding that the Old Testament pieces together the story of the People of God</p>	<p>Gospel - what would Jesus do?</p> <p>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</p>
<p>Science</p>	<p>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</p>	<p>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</p>



	<p>Recognise some mechanisms including levers, pulleys and gears</p>	<p>Changes that take place in old age The gestation period for animals Using bar and line graphs to compare gestations periods and life expectancies of animals</p>
<p>History</p>	 <p>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 warriors and their weaponry How the Danelaw was established Alfred the Great Everyday life for Vikings</p> <p>Pupils grasp that there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.</p> <p>They can make a plausible case for one or more reason from the evidence available. Some will instinctively want to classify and group ideas (e.g. to do with less land/drought/increasing population).</p> <p>Pupils grasp that historical explanations are often provisional and that new evidence and research techniques cause explanations to be modified.</p> <p>They grasp that it was probably a combination of factors, rather than one factor alone. They learn to write in tentative language e.g. might/possibly and can refer to evidence when making their judgement.</p>	
<p>Geography</p>		

<p>Art</p>	<p>Formal Elements:</p> <ul style="list-style-type: none"> 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 Hundertwasser'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 someone or a person or event <p>Artist: Friedensreich Hundertwasser</p>	
<p>DT</p>		<p>Structures(Bridges):</p> <ul style="list-style-type: none"> 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
<p>ICT</p>	<p>Self Image and Identity - Project Evolve</p> <p>Micro:bit - the meaning and purpose of programming:</p>	<p>Online Reputation - Project Evolve</p> <p>Programming: selection in quizzes</p>

	<p>To tinker with BBC micro:bit</p> <p>To program an animation</p> <p>To recognise coding structures</p> <p>To create a program</p>	
Music	<p>Beowulf and legends</p> <p>Composing songs and musical stories</p>	
PE	<p>Striking and Fielding:</p> <p>To explore the use of space in games</p> <p>Choose appropriate positioning when fielding</p> <p>To strike a ball/object using both hands and feet</p> <p>To retrieve, intercept and stop a ball when fielding</p> <p>To develop the range and consistency of their skills</p>	<p>Dance:</p> <p>Able to demonstrate light and floaty dynamics</p> <p>Able to demonstrate realistic gestures to represent an astronaut</p> <p>Able to develop relationships - unison</p> <p>Able to explore the space around them - entrances and exits</p> <p>Able to explore time - continuous and sustained</p> <p>Play Leaders</p>
MFL Spanish	<p>Presenting myself</p>	<p>What is the date?</p>
PSHE	<p>Being My Best</p> <p>Growing independence and taking responsibility:</p> <p>Explain why increasing independence bring with it increasing responsibility</p>	<p>Growing and Changing</p> <p>Managing difficult feelings:</p> <p>Explain why people have good and not so good feelings</p> <p>Explain what resilience is and how it can be developed</p>



	<p>Give an example of when I have had increased independence and how that has also helped me to show responsibility</p> <p>I can predict the increasing levels of independence and responsibilities I will have as I grow older</p> <p><i>Media awareness and safety:</i></p> <p>Explain that the images for photos I see of people on TV, online doesn't always give a true picture of what they are really like</p> <p>Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave</p> <p>Explain how media images of celebrities (and sometimes of friends) can make some people feel</p>	<p>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</p> <p><i>Managing change:</i></p> <p>List some of the way in which we can experience change</p> <p>List ways that I can prepare for changes</p> <p>Suggest ways to cope with strong emotions in response to change</p> <p><i>Getting help:</i></p> <p>List some of the ways my body responds when I may need help</p> <p>Identify when I need help and can identify adults in my life who can help</p> <p>Recognise when others may need to get help and can advise them to talk to a trusted adult</p>
<p>Enrichment opportunities</p>	<p>Viking Visitor</p>	<p>Church Visits</p>

