

Year Group: 5

Term: Spring 1

Subject	
History	<p>Crime and Punishment through the ages. - (link to medicine) Museum trip – use of range of historical artefacts</p> <ul style="list-style-type: none"> ● Investigate and Interpret the Past: ● Children can begin to use, interpret and analyse evidence that they have gathered about the past. ● Pupils can begin to select and use suitable sources of evidence to form a hypothesis about the past. ● Children can begin to understand propaganda and bias in evidence and that an individual source isn't reliable. ● Children begin to evaluate the usefulness of different sources. <ul style="list-style-type: none"> ● World History People: ● Children can begin to discuss and interpret the characteristic features of the past, including ideas beliefs and attitudes of men/ women and children. <p>World History Places:</p> <ul style="list-style-type: none"> ● Pupils learn to identify similarities and differences between crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. ● Understanding Chronology: ● Pupils sequence key events of the period of history being studied chronologically. ● Pupils use dates to order and place events on a timeline. ● Pupils place a wider range of events, people and changes within a chronological framework. ● Pupils begin to describe the main changes in a period of history using the terms: social, religious, political, technological and cultural. <p><u>Key vocabulary</u></p> <p>Suitable, hypothesis, testable, reliable, culture, characteristic, features, analyse, justify, bias, deterrent, humiliation, jury, victim, trial, justice, torture, branding, the rock, the crank, crime and punishment, criminal law, greed, retribution, reform, prison, community, service, corporal punishment</p>
Geography	Taught in Spring 2
MFL	French- What is the weather? (IN)
Art	<p>Knowledge</p> <ul style="list-style-type: none"> ● To experiment with different styles that artists have used. ● To learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information. <p>Skills</p> <ul style="list-style-type: none"> ● To experiment with and combine materials and processes to design and make 3D form. ● To sculpt clay and other malleable materials.

	<ul style="list-style-type: none"> To use textile and sewing skills as part of a project e.g. hanging textile book, this could include running stitch, cross stitch, book stitch, applique and /or embroidery. <p>Key vocabulary conventional, family unit, maquette, sculptor, semi-abstract</p>
RE	<p>Christianity</p> <ul style="list-style-type: none"> Why is the gospel such good news for Christians? <p>Key Vocabulary Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit</p>
Science	<p>Materials</p> <ul style="list-style-type: none"> Compare and group every day materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Give reasons based on evidence from comparative and fair tests, for the particular uses of every day materials including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda <p>Key Vocabulary hardness, transparency, conductivity (electrical, thermal) solubility, solution dissolve, filter, evaporate, sieve, reversible, irreversible</p>
Working Scientifically	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests (TAPS 'Do' – Insulation Layers) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Key Vocabulary predictions, further comparative and fair test</p>
PE	<p>Fitness</p> <ul style="list-style-type: none"> Run at the appropriate speed over longer distances or for longer periods of time.

	<ul style="list-style-type: none"> ● Demonstrate good balance and control when performing other fundamental skills. ● Demonstrate improved body posture and speed when changing direction. ● Can coordinate a range of body parts at increased speed. ● Independently compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Key vocabulary technique, down sweep, upsweep, flight, rhythm and stride.</p> <p>School games value: respect</p>
PE with Total Sports	<p>Gymnastics</p> <ul style="list-style-type: none"> ● Show increasing control and balance when moving from one balance to another. ● Use strength to improve the quality of an action and the range of actions available. ● Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. ● Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. <p>Key vocabulary symmetrical, rotation, aesthetics, canon, asymmetrical, synchronization and progression.</p> <p>School games value: respect</p>
Computing	<ul style="list-style-type: none"> ● Discovery Coding Level 4 Unit 1 – 2 lessons complete to at least ‘build’ task. (Tablet Till and Pirate Gold) plus debugging exercises. ● To learn how computers use variables to count things and keep track of what is going on. <p>Key Vocabulary variable, change, set, value, score, condition</p> <p>E-safety Pixl lesson 3 – digital citizens Digital citizen</p>
Music	<p>Charanga unit: The Fresh Prince of Bel-Air Style of main song: Old-School Hip Hop Unit theme: Old School Hip-Hop Performance focus: Sing/rap, with their own lyrics they have written and added to the song.</p> <p>Listening: Discuss and recognise the structure of the song (piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending). Identify instruments/sounds they can hear (loops, samples, decks, scratching, drums, bass, synthesizer, rapper). Find the pulse as they are listening. Identify/discuss whether the tempo is fast, slow or inbetween, dynamics and texture. Know the song is an example of Hip-Hop music and be able to describe the style indicators of Hip-Hop music.</p> <p>Copying rhythms: Play and copy back rhythms, on a glockenspiel using up to 3 notes (D, E + F).</p> <p>Sing: In unison.</p>

	<p>Play instruments: With the song by ear, or from notation. Using up to 3 notes (D, G + A). Know the difference between pulse and rhythm and be about to keep an internal pulse.</p> <p>Improvise: using the up to 3 notes (D, E + F).</p> <p>Compose: a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A. Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>Key Vocabulary Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, musical dimensions, style indicators.</p>
PSHE and RSE	<ul style="list-style-type: none"> ● H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it ● H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed ● H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) ● R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
DT	Spring 2
British Values	<ul style="list-style-type: none"> ● How the justice system works. ● How crime and punishment has changed over time. ● Who are the police and what do they do.
SMSC	<ul style="list-style-type: none"> ● Pupils' spiritual development is shown by their: beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values sense of