

Year 5 Spring Term

Thurgoland CE Primary School

Learning Together in Faith and Joy

Science Materials

Compare and group together everyday 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, including through filtering, sieving and evaporating.

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday 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 that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Working Scientifically

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.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a 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.

RE

To show understanding of the relevance of Sikh stories today

To understand the Hindu belief that there is one God with many different aspects

We are learning to question whether God intended Jesus to be crucified or whether Jesus's crucifixion was the consequence of events during Holy Week

Music

Class Orchestra – Ukulele

Introduction of some second position chords

Introduction to ukulele tablature

Introduction to music notation/note values

Blues/Soul/Rock

Design and Technology

Tudor Shirt Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Use surveys and questionnaires as part of the research. Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces. Children learn that materials have functional and aesthetic properties

Make

Select from and use a wider range of tools and equipment to perform practical tasks. Use a range of stitches, cutting, shaping, joining and finishing accurately. Select from and use a wider range of textiles and threads according to their functional properties and aesthetic qualities.

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Food Technology

Tudor Feast

Understand and apply the principles of a healthy and varied diet and apply this understanding to a Tudor diet. Learn about foods grown in England at this time and the introduction of foods new to Europe following exploration. Prepare and cook traditional Tudor dishes using a range of cooking techniques safely and hygienically.

PSHE

Health and well being

Emergency aid, help, safety, rules, drugs, alcohol, tobacco, medicines, caffeine, advice, support, asking for help, risk, danger, hazard, responsibility, safety

Relationships

Coworking, shared goals, bullying, discrimination, aggressive behavior, friendships, families, couples, positive relationships, relationships, unhealthy, pressure, committed loving relationships, civil partnerships, marriage

Living in the wider world

Money, spending, saving, budgeting, money, interest, loan, tax, debt, resources, sustainability, economics, choices, environment

Art Still Life

Pupils will look at the work of artists across different times and places ie Carl Warner, Cezanne, Hans Holbein, Pieter Claesz producing still life; they will learn about of composition, perspective, light and dark, moods and use this when discussing artists work.

Pupil will take photographs and make detailed studies of natural forms in sketchbooks. They will explore techniques of layering and blending media such as pastels, charcoal, colour pencils, using hard and soft lead and cross-hatching. Work will show an increasing awareness in own drawings of texture, line, pattern and shape, and colour.

Children will plan and paint still life compositions based on their own observations, showing an awareness of perspective. They will handle paint with increasing control, using subtle variations in colour.

PE

Games – NC linked to REAL PE Scheme

Use running, jumping and throwing in isolation and in combination.

Play competitive games, modified where and apply basic principles suitable for attacking and defending.

Take part in outdoor adventurous activities individually and in a team.

Compare their performances with previous ones and demonstrate how they can improve in order to achieve their personal best.

Gymnastics – bridges

To use balancing on different body parts to create bridge shapes both as individuals and with a partner

To sustain concentration and practice to improve the quality and accuracy of their movements

To work co-operatively with a partner and create a sequence showing planned variations in level, direction and shape

To understand the compositional principles of sequencing and recognize when something is absent

Dance – Tudor Dance and Street Dance

Modern Foreign Languages - French

Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts.

Understand and express simple opinions.

Listen attentively and understand more complex phrases and sentences.

Re-read frequently a variety of short texts.

Make simple sentences and short texts.

Write words, phrases and short sentences, using a reference.

Look at further aspects of their everyday lives from the perspective of someone from France.

Make a simple story book.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Appreciate simple stories, songs, poems and rhymes in French.

History - What was life like in Tudor times?

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Chronological Understanding

Know and sequence key events of time studied. Relate to previous studies (including Mayans, Victorians and Romans) and begin to make comparisons between different times in history. Pupils can sequence between 4 and 6 key events leading up to the Break with Rome; pupils can analyse factors rather than simply describe events. Pupils can sequence key events in the course of the Armada.

Knowledge and understanding of events, people and places

Children can grasp that portraits are a product of the time in which they were painted and understand the reasons why Henry wanted a certain type of portrait. Children can explain why some portraits have become iconic.

Historical interpretation and enquiry

Pupils can make deductions about relative wealth of individuals from their inventories; they can match the owners of inventories with images of the houses they would have lived in and explain their reasoning; they can analyse the inventories to work out which were the highest value items; pupils can analyse a photo of a Tudor palace and make deductions as to what was novel about it.

Organization and Communication

Work independently and together to communicate knowledge and understanding in different ways.

Geography

How do volcanoes affect the lives of people on Hiemaey?

This enquiry encourages and supports pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical processes – the very essence of geography.

Locational knowledge

The countries (including the location of Russia), major cities and key physical and human geography of Europe.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.

Human and physical geography

Describe and understand key aspects of:

Physical geography including climate zones and volcanoes.

Human geography including economic activity and trade links, and the distribution of natural resources including energy.

Geographical skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

ICT

We are artists – tessellations – Purple Mash Inkscape and Scratch

Pupils will develop an appreciation of the links between geometry and art

Become familiar with the tools and techniques of a vector graphics package

Develop an understanding of turtle graphics

Experiment with tools available, refining and developing their work as they

apply their own criteria to evaluate it and receive feedback from peers

Develop some awareness of computer-generated art

E-safety - safe searching and evaluating quality of online content, protecting personal information

We are web developers – creating a website about cyber safety – word

Develop their research skills to decide what information is appropriate

Understand some elements of how search engines select and rank results

Question the plausibility and quality of information

Develop and refine their ideas and text collaboratively

Develop their understanding of e-safety and responsible use of technology

E-safety – focus is keeping safe online, reliability and bias in online content, safe and responsible use of technology