



Year 5 , Spring Term 2022

Subjects which are taught every week:

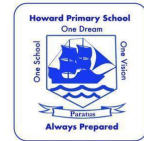
Maths, English, PE, Science, RHE, Spanish, Music

Subjects to block: Art, DT, History, Geography, RE, Computing

NB: History is taught in Autumn and Summer terms

| Week | Subject | Topic Area | Key Skills | Key Vocabulary | Concept Threads |
|------------------------------|---------|---|--|--|---|
| Week 1 - Tuesday 4th January | RE | Sikhism - Sacred and inspirational writings. | Explain what vows mean to me and others. Understand the significance of prayer. Apply ideas about religions and world views thoughtfully. Investigate Sikh symbols and sayings. Understand how sayings impact people's lives | Guru Granth Sahib, Guru Gobind Singh, 5Ks (Kalsa, Kachera, Kara, Kirpan, Kangha). Guru • Granth • Sahib • Gurmukhi • Rumala • Respect • Chauri • Granthi • Akhand • Ik • Onkar Granthi • Path • Gurmurkhi | Holy book, symbols, celebration, place of worship, holy figures, stories, theology |
| Week 2 - 10th January | ART | <u>Pattern and shape/Line and tone</u> <u>Texture</u> -Resist/textiles <u>Colour through painting</u> -Monochrome | Able to use a sketchbook to collect, research patterns / shape / cultural differences / similarities (Greeks) (<i>Pattern and shade</i>) | pattern, shape, line, tone, hue, monochrome, mixed media, sketch, crosshatch, primary colours, secondary colours, tints, textiles, dye | expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape |

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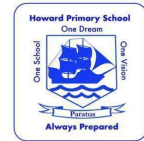
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| | | | Able to use sketchbooks to plan and organise work. | | |
| Week 3 - 17th January | ART | see above | Can produce a resist textile, showing understanding of resist method. <i>(Pattern and shade)</i> Can produce varied monochrome tones <i>(Colour through painting)</i> | see above | see above |
| Week 4 - 24th January | ICT | Decoding and Computational Thinking (Scratch) Cryptographers and Cracking Codes | Can use and combine a range of programs on multiple devices. Can design and create programs on a computer in response to a given goal. Can design, write and debug a program using a block language based on their own ideas. Can experiment with computer control applications. Can plan a solution to a problem using decomposition. | design, create, rule-based, algorithm, sequence, debug, program, control, trial, error, decomposition, repetition, error, reason, | programming, debugging, researching, problem solving, e-safety, algorithms, analysing data, digital footprint, editing and publishing |

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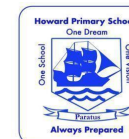
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| | | | <p>Can use sequence, selection and repetition in programs. Can write a program that accepts keyboard and mouse input and produces output on screen and through speakers. Can explain a ruled-based algorithm in their own words. Can use logical reasoning to detect errors in algorithms.</p> | | |
| Week 5 - 31st January | Geography | Wonders of the natural world. (Geology, climate zones and biomes) | <p><u>begin</u> to suggest questions for investigating, <u>begin</u> to use primary and secondary sources of evidence in their investigations, <u>investigate</u> places with more emphasis on the larger scale; contrasting and distant places, <u>analyse evidence</u> and <u>draw conclusions</u> (e.g. compare historical maps of varying scales e.g. temperature of various locations -</p> | <p>Geology, Human Geography, Physical Geography, Topography, Plate Tectonics, Alfred Wegener, Core, Mantle, Crust, Convection, plate-boundary, convergent, divergent, transform, subduction, Volcano, Earthquake, Tsunami, Forces, pressure, build-up, release, Zonality, Climate Zones, Vegetation Zones, Biomes,</p> | <p>sustainability, diversity, environment, physical world, human world, place and space, scale, interconnection, fairness and equality, conflict, patterns, continuity and change</p> |

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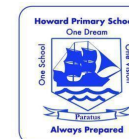
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| | | | influence on people/everyday life), <u>begin</u> to draw a variety of thematic maps based on their own data, <u>draw</u> a sketch map using symbols and a key | | |
| Week 6 - 7th February | Retrieval practice. Trip and Finish up ideas (as class): <ul style="list-style-type: none"> • Croydon Gurdwara? • Ludoquist (Games Cafe) | | | | |
| HALF TERM | | | | | |
| Week 1 - 21st February | DT | Design and Make an electrical board game (Mechanism and Electronics) | understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular | circuit, electricity, components, crocodile clips, switch, loop, buzzer, motor, battery, cell, mechanics, mechanism, sketch, annotate, diagram, prototype, pattern, goal, purpose, design cycle, feedback, research, annotate, adapt, | marketing, research, design, innovate, annotate, design, functionality, test evaluate, adapt, creativity, implement, aesthetics, |

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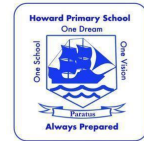
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| | | | <p>individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (CAD); understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];</p> | | |
| <p>Week 2 - 28th February</p> <p>3/3 World Book Day</p> | DT | Design and Make an electrical board game (Mechanism and Electronics) | see above | see above | see above |
| Week 3 - 7th March | Geography | Global warming and energy preservation | begin to suggest questions for investigating, begin to use primary and secondary sources of evidence in their investigations, investigate places with more emphasis on the | Global Warming, emission, fossil fuel, renewable energy, Sustainability, Responsibility, Preservation, long-term, short-term effects, climate, weather, sea-level, | sustainability, diversity, environment, physical world, human world, place and space, scale, interconnection, fairness and equality, conflict, patterns, continuity and change |

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| | | | larger scale; contrasting and distant places, Collect and record evidence unaided, analyse evidence and draw conclusions (e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life), compare maps with aerial photographs, | carbon dioxide, methane, greenhouse gases, tipping point, IPCC, Pleistocene, Holocene, | |
| Week 4 - 14th March SCIENCE WEEK | STEM - explore diverse Scientist in a creative way | TBC | TBC | TBC | TBC |
| Week 5 - 21st March | ICT | Geometry & Art (Inkscape) | Use a range of computer programs, Work collaboratively, Design, plan and create on a computer to a given goal, Use decomposition, sequencing, selection and repetition, use logical reasoning to detect and fix errors, | geometry, art, tessellation, algorithm, repetition, sequence, control, design, diagram, annotate, trouble-shoot, detect, decompose, fix | programming, debugging, researching, problem solving, e-safety, algorithms, analysing data, digital footprint, editing and publishing |
| Week 6 - 28th March | Geography | Case-Study Scandinavia (incl. water cycle) | begin to suggest questions for investigating, | Geology, Human Geography, Physical Geography, Topography, | sustainability, diversity, environment, physical world, human world, place and space, scale, |

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|--------------------|----|--|--|--|---|
| | | | <p>begin to use primary and secondary sources of evidence in their investigations, investigate places with more emphasis on the larger scale; contrasting and distant places, Collect and record evidence unaided, analyse evidence and draw conclusions (e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life),</p> | <p>plate-boundary, fold-mountains, Climate Zones, Vegetation Zones, Biomes, glacier, Global Warming, emission, fossil fuel, renewable energy, Sustainability, Responsibility, Preservation, long-term, short-term effects, climate, weather, sea-level, carbon dioxide, methane, greenhouse gases,</p> | <p>interconnection, fairness and equality, conflict, patterns, continuity and change</p> |
| Week 7 - 4th April | RE | Christian lifestyle and celebration (Easter through art) | <p>Enquire into and interpret ideas, sources and arguments. Communicate responses through different modes of expression.</p> | <p>Jesus, resurrection, crucifix, Easter, Christian, Church, bible, artist, depiction, story,</p> | <p>Holy book, symbols, celebration, place of worship, holy figures, stories, theology</p> |