

# Year 5, Spring Term 2024



## Subjects which are taught every week:

### Core Subjects

<b>English</b>	<b><u>Core texts:</u></b> <ul style="list-style-type: none"><li>• My Friend the Octopus (Lindsay Galvin)</li><li>• Africa, Amazing Africa (Atinuke)</li></ul> <b><u>Class Read:</u></b> <ul style="list-style-type: none"><li>• Children of the Benin Kingdom (Dinah Orji)</li></ul>
<b>Maths</b>	<b><u>Timestable Focus:</u></b> Spring 1: 7 Spring 2: 9  Spring areas of study: Division, Area and Scaling, Calculating with Decimal Fractions, Factors, multiple and primes, Graphs
<b>Science</b>	Forces Properties of Material (including change)

### Weekly Foundation Subjects (DELETE / ADD AS APPROPRIATE)

<b>PE</b>	Taught on Tuesday and Thursdays
<b>RHE</b>	Spring areas of study: <ul style="list-style-type: none"><li>• Dreams and Goals</li><li>• Healthy Me</li></ul>
<b>Spanish</b>	Taught on Tuesdays by Mrs Grundey.

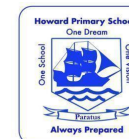
# Year 5, Spring Term 2024



	<p>Spring areas of study:</p> <ul style="list-style-type: none"> <li>• Pets</li> <li>• Visiting a cafe</li> </ul>
<b>Music</b>	<p>Taught on Wednesdays by Miss Slade. Children will have the choice to learn either guitar or keyboard. Learning will focus on the elements of music, musicianship, performance skills and composition.</p>

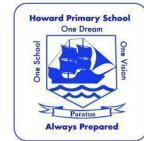
Week	Subject	Topic Area	Key Skills	Key Vocabulary	Concept Threads
Week 1 -8th January <i>8th January INSET</i>	Learning to Learn				
Week 2 - January 15th	RE	<ul style="list-style-type: none"> <li>• Sikhism - Sacred and inspirational writings.</li> </ul>	<p>Explain what vows mean to me and others. Understand the significance of prayer. Apply ideas about religions and world views thoughtfully. Investigate Sikh symbols and sayings. Understand how sayings impact people's lives</p>	<p>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</p>	<p>Holy book, symbols, celebration, place of worship, holy figures, stories, theology</p>
Week 3 - January 22nd	ICT	Geometry & Art (Inkskape)	<p>Use a range of computer programs, Work collaboratively, Design, plan and create on a computer to a given goal,</p>	<p>geometry, art, tessellation, algorithm, repetition, sequence, control, design, diagram, annotate,</p>	<p>programming, debugging, researching, problem solving, e-safety, algorithms, analysing</p>

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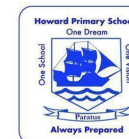
			Use decomposition, sequencing, selection and repetition, use logical reasoning to detect and fix errors,	trouble-shoot, detect, decompose, fix	data, digital footprint, editing and publishing
Week 4 - January 29th  Spelling and SpaG Pixl	ART	<ul style="list-style-type: none"> <li>● <u>Pattern and shape/Line and tone</u></li> <li>● <u>Texture</u></li> <li>● -Resist/textiles</li> <li>● <u>Colour through painting</u></li> <li>● -Monochrome</li> </ul>	<p>Able to use a sketchbook to collect, research patterns / shape / cultural differences / similarities (African art) (<i>Pattern and shade</i>)</p> <p>Able to use sketchbooks to plan and organise work.</p> <p>Can produce a resist textile, showing understanding of resist method. (<i>Pattern and shade</i>)</p> <p>Can produce varied monochrome tones (<i>Colour through painting</i>)</p>	<p>pattern, shape, line, tone, hue, monochrome, mixed media, sketch, crosshatch, primary colours, secondary colours, tints, textiles, dye</p>	<p>expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape</p>
Week 5 - February 5th  Reading Pixl	Art	see above	Can produce a resist textile, showing understanding of	see above	see above

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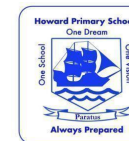
			<p>resist method. <i>(Pattern and shade)</i> Can produce varied monochrome tones <i>(Colour through painting)</i></p>		
<b>HALF TERM</b>					
<p>Week 1 - 19th February</p>	<p>DT</p>	<p>Design and Make an electrical board game (Mechanism and Electronics)</p>	<p>understand and use electrical systems in 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 individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>	<p>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,</p>	<p>marketing, research, design, innovate, annotate, design, functionality, test evaluate, adapt, creativity, implement, aesthetics,</p>

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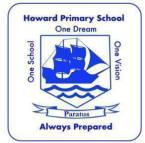
			<p>prototypes, pattern pieces and computer-aided design (CAD);</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];</p>		
<p>Week 2 - 26th February</p>	<p>PIXL Maths Week</p> <p>Finish D&amp;T (see above)</p>				
<p>Week 3 - 4th March</p>	<p>Geography</p>	<p>Finish “Wonders of the Natural World”</p> <p>Case Study - Africa - Strategies adapting to a changing world</p>	<p>begin to suggest questions for investigating,</p> <p>begin to use primary and secondary sources of evidence in their investigations,</p> <p>investigate places with more emphasis on the larger scale;</p> <p>contrasting and distant places,</p> <p>Collect and record evidence unaided,</p> <p>analyse evidence and draw conclusions (e.g. compare historical maps of varying scales</p> <p>e.g. temperature of</p>	<p>Geology, Human Geography, Physical Geography,</p> <p>Topography,</p> <p>plate-boundary, fold-mountains,</p> <p>Climate Zones,</p> <p>Vegetation Zones,</p> <p>Biomes, glacier,</p> <p>Global Warming, emission, fossil fuel,</p> <p>renewable energy,</p> <p>Sustainability,</p> <p>Responsibility,</p> <p>Preservation,</p> <p>long-term, short-term effects, climate, weather, sea-level,</p> <p>carbon dioxide,</p>	<p>sustainability, diversity, environment, physical world, human world, place and space, scale, interconnection, fairness and equality, conflict, patterns, continuity and change</p>

# Year 5, Spring Term 2024



			various locations - influence on people/everyday life),	methane, greenhouse gases,	
Week 4 - 11th March	SCIENCE WEEK				
Week 5 - 18th 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 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,	Global Warming, emission, fossil fuel, renewable energy, Sustainability, Responsibility, Preservation, long-term, short-term effects, climate, weather, sea-level, carbon dioxide, methane, greenhouse gases, tipping point, IPCC, Pleistocene, Holocene,	sustainability, diversity, environment, physical world, human world, place and space, scale, interconnection, fairness and equality, conflict, patterns, continuity and change
Week 6 - 25th March <i>Culture Day</i>	RE	Christian lifestyle and celebration (Easter through art)	Enquire into and interpret ideas, sources and arguments.	Jesus, resurrection, crucifix, Easter, Christian, Church,	Holy book, symbols, celebration, place of worship, holy figures, stories, theology

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<i>29th March Bank Holiday</i>			Communicate responses through different modes of expression.	bible, artist, depiction, story,	
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