

Year 5 Spring Term

	Spring	
Theme	Out of this World (Space)	The Anglo-Saxons and Vicious Vikings
Time allocation		
Class Visit/ Visitor	Space Centre	
'Hook / Wow'	Space Centre	
End of theme celebration	Space Centre	
Book Study	Cosmic Curiosity of the Mars Rover	Bewoulf Arthur and the Golden Rope
Speaking and Listening	I develop my ideas and opinions, providing relevant detail. I express my point of view. I am beginning to use hypothetical language to consider more than one possible outcome or solution. I adapt my spoken language depending on the audience, the purpose or the context.	
Reading	Link to background knowledge Visualisation Linking sentences/working memory Inference	
Writing	Inform- Planets fact file Recount- Newspaper reports moon landing Narrative- Short Story Baboon on the Moon, description of Pandora and unknown worlds. Persuade- Letters to NASA Poetry	Recount – Diary Arthur’s day Narrative – Stories Arthur’s mission, Arthur’s journey.
Spelling (from Focus Document)	I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. I distinguish between homophones and other words which are often confused Able able Silent letters i.e. ei ough	
Handwriting	I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters. I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).	
Maths	Multiplication and division – visual, formal written methods, factors and multiples, problem solving Decimals, percentages - read and write as decimals, order and compare 3 digits, round to 2 decimal places. Understand percent and write as a decimal and fraction. Fractions – mixed number and improper fractions, visual representations, equivalent fractions. Multiplying by whole numbers.	
Science	Earth and Space:	

	<ul style="list-style-type: none"> Describe the movements of the Earth, and other planets, relative to the Sun Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Links to History Big Questions: Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p> <p>Working scientifically: This will be covered during Science Week</p>	
<p>Computing</p>	<p>Computing Science <i>Computing Day (Network Activity in Staff Share)</i></p> <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration <p>ICT <i>Powerpoint about space inc different media#</i> <i>Introduce excel – Create graphs</i></p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals 	<p>Computing Science <i>Create a Scratch Clicker Game</i></p> <ul style="list-style-type: none"> Design, write and debug programmes that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts Use sequence, selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs,
<p>History</p>	<p><i>Suggested Enquiries</i> Was the moon landing faked? Is the Earth flat? Why were humans eventually able to go to space?</p>	<p>Historical Enquiry</p> <ul style="list-style-type: none"> Britain's Settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms (place name & village life), Anglo-Saxon art, culture and religion The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor Viking raids and invasion, resistance from Alfred the Great, Danegeld. <p>Use Local History links from Heritage Schools</p> <p><i>Suggested Enquiries</i> Were the Vikings vicious? Myth or Legend? How did Anglo-Saxon and Viking life influence the way we live today?</p>

		<p>Are there any similarities or difference between the way the Ancient Greeks lived compared to the Anglo-Saxons/Vikings? Why did the Anglo-Saxons/Vikings choose to invade Britain rather than closer countries?</p>
Geography	<p>Field Work <i>Links to global warming</i></p> <ul style="list-style-type: none"> Use an existing data base to analyse and record information e.g. climate change/sea levels 	<p>Map Skills <i>Making Maps (PE link??)</i></p> <ul style="list-style-type: none"> Draw a sketch map using symbols and a key Use and recognise OS map symbols regularly
PSHE/SMSC	<p>See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Well Being, Anti-Bullying and Safeguarding</p> <p>British Values Mutual Respect</p>	
	<p>PSHE Jigsaw Scheme <i>Dreams and Goals</i></p> <ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting other (charity) Motivation 	<p>PSHE Jigsaw Scheme <i>Healthy Me</i></p> <ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour
RE	<p>Faith & Values: Life Journey</p>	
Music	<p>Rhythm</p> <ul style="list-style-type: none"> Create simple rhythmic pieces which demonstrate understanding of rhythm <p>Pitch (<i>Control</i>) Begin to identify intervals of pitch (<i>Gustav Holst – Mars Bringer of War</i>)</p> <p>Listening (<i>Evaluating</i>)</p> <ul style="list-style-type: none"> Contrast the work of a famous composer with another (<i>Gustav Holtz/John Williams</i>) Describe, compare and evaluate music using musical vocabulary (<i>Music Day: Woodkid – Run Boy Run</i>) 	<p>Composition (<i>Structure & Form</i>)</p> <ul style="list-style-type: none"> Compose music which meets specific criteria (<i>Battle Scene</i>) <p>Music Technology <i>Control & Change Sounds</i></p> <ul style="list-style-type: none"> Change sounds or organise them differently to change the effect (<i>Using Audacity or Soundation</i>)



Art & DT	<p><u>Working with Colour</u> <i>Paul Cezanne</i></p> <ul style="list-style-type: none">• Build on previous work with colour by exploring intensity• Introduce acrylic paint• Explore using limited colour palettes• Mark make with paint (dashes, blocks of colour, strokes, points)• Develop complementary and opposing colours in creating patterns (<i>building up to creating own painting of the Solar system</i>) <p><u>D&T – Evaluate</u> <i>(Existing & Own Products Objectives)</i></p> <ul style="list-style-type: none">• Design a planet where human life is possible	<p><u>Printing</u> <i>Bridget Riley</i></p> <ul style="list-style-type: none">• Create polystyrene printing blocks to use with a roller and ink• Explore mono printing• Design and create motifs to be turned into printing block images <p><u>D&T – Making</u> <i>(Practical Skills & Techniques Objectives)</i></p> <ul style="list-style-type: none">• Build miniature Viking longships
PE	Teamwork Dance – The Haka	OAA Tri-Golf