



Year: 5 Term: Spring 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English The Errand <u>Cliffhanger Narrative:</u> to entertain <u>Instruction manual:</u> to explain	LSK2- Children have previous experience in writing cliff-hanger narratives. They have also explored a range of class texts which end in a cliff-hanger. Children have experience discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Children will continue to practice composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Children have previously written their own simple instructional texts for a range of different purposes. They should be familiar with some of the organisational and presentational features suitable for this text type.	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use further organisational and presentational devices to structure text and to guide the reader Using a wide range of devices to build cohesion within and across paragraphs. Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	The Errand - Cliffhanger Narrative Week 1 – Immerse in text. Create a vocabulary bank, focusing on the impact on the reader. Create effective sentences from vocabulary bank. To answer comprehension questions about a model text. Week 2 – Dialogue to show character/move the plot along. Setting Description with a focus on creating atmosphere. Linking ideas across a text using adverbials. Semi-colons to mark boundaries between independent clauses. Slow write using a range of sentence structures to build tension. Week 3 – To plan, write, edit and redraft a cliff-hanger narrative. Instruction Manual Week 4 – <i>Assessment Week</i> - Concise information from a text – review of the Errand (incidental write). To analyse a model text and explore the effect on the reader. To answer comprehension questions about an instructional manual. Week 5 – Relative clauses to add information and clarity to a subject. Passive voice to create an impersonal style. Commas, semi-colons and dashes to mark clauses. Week 6 – To plan, write and edit an instruction manual based on the Errand. Grammar –range of conjunctions, inverted commas for dialogue, semi colons, colon for a list, punctuation for parenthesis, relative clauses, active and passive voice.
Maths <u>Fractions B</u>	Year 4 - Recall multiplication and division facts up to x12, and recognise products in multiplication tables as multiples of the corresponding number. Recognise and use factor pairs and commutativity in mental calculations.	Multiplication and Division <ul style="list-style-type: none"> Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context 	Week 1 – Short division. Divide 4-digit numbers by a 1 digit number. Divide with remainders. Efficient division. Solve multiplication / division problems. End of block assessment. Fractions B

<p><u>Decimals & Percentages</u></p>	<p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p>	<ul style="list-style-type: none"> Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p><i>Fractions B</i></p> <ul style="list-style-type: none"> Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams <p><i>Decimals and Percentages</i></p> <ul style="list-style-type: none"> Read and write decimal numbers as fractions Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place Read, write, order and compare numbers with up to 3 decimal places Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction 	<p>Week 2 – Prior assessment. Multiply a unit fraction by an integer. Multiply a non-unit fraction by an integer. Multiply a mixed number by an integer. Calculate a fraction of a quantity.</p> <p>Week 3 – Fraction of an amount. Find the whole. Use fractions as operators. End of block assessment and consolidation.</p> <p>Decimals and Percentages</p> <p>Week 4 – Decimals and percentages preassessment. Decimals up to 2dp. Equivalent fractions and percentages – tenths and hundredths. Thousandths as fractions. Thousandths as decimals.</p> <p>Week 5 – Thousandths on a place value chart. Order and compare decimals up to 3dp. Round to the nearest whole number. Round to 1dp. Understand percentages</p> <p>Week 6 – Percentages as fractions. Percentages as decimals. Equivalent fractions, decimals and percentages. End of block assessment & consolidation.</p>
<p><u>Geography</u></p> <p><u>Volcanoes & Earthquakes</u></p>	<p>LKS2 - Rainforests, Food and Farming, Exploring your Local Area, Climate Zones, Rio and South East Brazil, and Rivers.</p> <ul style="list-style-type: none"> - Pupils can confidently locate countries in Europe, North and South America on a map -Pupils can locate cities of the United Kingdom and are beginning to identify counties -Pupils can identify at least 4 for 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 -Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical/human geography -Pupils can describe an increased range of aspects of physical/human geography 	<p><i>What is the link between volcanoes and earthquakes?</i></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: volcanoes and earthquakes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Evaluate the advantages and disadvantages of living near a volcano Study the effects of a specific volcanic eruption 	<p>Week 1 – Prior assessment. Find out about the structure of the Earth and label a diagram.</p> <p>Week 2 - Describe what happens at the boundaries between the Earth's plates.</p> <p>Week 3 - Locate where famous earthquakes have occurred and write a report.</p> <p>Week 4 – Describe and explain the key features of a volcano</p> <p>Week 5 – Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</p> <p>Week 6 – Identify the effects of earthquakes on land and people</p>

	<p>-Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>-Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p> <p>-Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>		
Science <u>Animals including Humans - The Circulatory System</u>	Year 4: -Describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions -Construct and interpret a variety of food chains, identifying producers, predators and prey.	<i>What role does the heart play in maintaining our overall health and well-being?</i> <ul style="list-style-type: none"> • Identify the main parts of the circulatory system. • Explain the main functions of the heart, lungs and blood vessels in the circulatory system. • State how the digestive system breaks down nutrients. • Explain what constitutes a healthy lifestyle. • Describe how drugs and alcohol can impact negatively on the body. • Take accurate measures of the pulse rate. • Record results and write a report which includes a conclusion 	Week 1 – Review of prior learning. To identify and name parts of the circulatory system. Week 2 – To describe the functions of the circulatory system. Week 3 – To explain how water is transported in the body. Week 4 – To describe how diet and exercise impact the human body. Week 5 - To plan an exercise investigation. Week 6 - To explain the impact of drugs and alcohol on the human body.
D.T <u>Minestrone Soup</u> <i>Food</i>	LKS2 Children have previous experience in the following: -Prepare ingredients hygienically using appropriate utensils. -Measure ingredients to the nearest gram. -Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking). -What a balanced diet is and how to prepare some healthy dishes.	<i>How can I design and create a healthy and delicious minestrone soup?</i> <ul style="list-style-type: none"> • Know when different fruit and vegetables are in season in the United Kingdom. • • Explain where and how a variety of ingredients are grown, reared, caught and processed. • Generate a range of ideas for balanced seasonal recipes. • Prepare ingredients hygienically and understand how to store and handle meat and fish correctly. • Use a wide range of preparation and cooking techniques. 	Research & Design <ul style="list-style-type: none"> • Research task. To explain what seasonality means and know when different fruit and vegetables are in season in the United Kingdom. • Explain where, when and how a variety of ingredients are reared, caught and processed • Taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it • Explain the importance of protein as a proportion of a healthy varied diet • Work as a group to generate, evaluate and refine recipe ideas Make & Evaluate <ul style="list-style-type: none"> • Prepare, cook and evaluate a healthy seasonal meal.
Computing	LSK2: Spreadsheets	<i>How do can I create a database for my own topic?</i>	Week 1 – Pre-assessment and review of prior learning.

Databases	<p>Children should have some knowledge of:</p> <ul style="list-style-type: none"> • Inputting and Interrogating data • Presenting data through line graphs 	<ul style="list-style-type: none"> • Children will learn to create their own quizzes and surveys around their chosen topic • This will learn to gather and interpret the data through online programs • They will learn what a database is, why a collaborative feature is important and the different ways to sort information in a database. • This topics links to mathematics. <p>Children should continue to use technology safely, respectfully and responsibly</p>	<p>Week 2 - To learn how to search for information in a database.</p> <p>Week 3 - To contribute to a class database.</p> <p>Week 4, 5 & 6 - To create a database around a chosen topic.</p>
RE <u>Easter: Victory</u> <u>Humanism</u>	<p>LSK2</p> <ul style="list-style-type: none"> • Discussion of the emotions in the stories and the children's own experiences related to the events in the stories. • Reflection upon the miracles of nature and new life during springtime. • For pupils to hear and be able to retell the Easter story <p><i>Holy Week</i></p> <ul style="list-style-type: none"> • Introduce the children to the specific events of Holy Week that lead up to Easter in more detail. <p><i>Easter – symbols</i></p> <ul style="list-style-type: none"> • Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. <p><i>Easter – Betrayal and Trust</i></p> <ul style="list-style-type: none"> • Give children the opportunity to reflect upon the importance of power and effect of betrayal, trust and forgiveness. 	<p><i>Why do Christians believe that Easter is a celebration of Victory?</i></p> <ul style="list-style-type: none"> • Explore the Easter Story as the story of Christ's triumph and victory over death. 	<p>Week 1 – Prior assessment. P4C session (Christians) believe that Christ's resurrection is a victory over death and talk about it with understanding.</p> <p>Week 2 – P4C session (Christians) believe that the death and resurrection of Jesus restored the relationship between God and people.</p> <p>Week 3 – Easter story is at the very heart of Christian belief. Talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory.</p> <p>Week 4 - Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians.</p> <p>Week 5 –Ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. describe the impact of belief in the Easter story on a person's life.</p>
Music <u>Charanga-Freedom to Improvise</u>	<p>LKS2</p> <ul style="list-style-type: none"> • Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. • Rehearse and learn songs from memory and/or with notation. • Talk about the different styles of singing used for different styles of song. • Talk about how the songs and their styles connect to the world. • Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C 	<p><i>How does music shape our way of life?</i></p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Improvise and compose music for a range of purposes, using the interrelated dimensions of music. 	<p>Throughout the 6 weeks, children will have the opportunity to improve understanding of musical elements, improvise together, listen and respond to a range of songs, sing, play glockenspiel & ukulele and perform as solo and ensemble. The final week will be an end of unit performance for another class.</p>

	<p>major, F major, G major, D major and D minor. (ukulele/glockenspiel)</p> <ul style="list-style-type: none"> • Improvise over a simple chord progression /groove. • Use music technology, if available, to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Use and understand staff and other musical notations. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	
<p>PSHE</p> <p><u>PSHE Association: Drugs and alcohol Education</u></p>	<p>LKS2</p> <ul style="list-style-type: none"> • Children have previously explored a topic on 'Healthy Me'. Children have discussed the meaning of a healthy lifestyle including reflecting on alcohol and smoking. 	<p><i>What do we need to know about drugs and alcohol to make responsible choices?</i></p> <ul style="list-style-type: none"> • To explain managing risks; including medicines, legal and illegal drugs, influences and pressure, and the media. 	<p>Week 1 – Baseline assessment.</p> <p>Week 2 - To learn how the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing.</p> <p>Week 3 - To learn about some of the risks and effects of legal and illegal drug use.</p> <p>Week 4 - To learn about the reasons why people use drugs; managing situations and peer influence</p> <p>Week 5 - To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions</p> <p>Week 6 – To design a Public Health social media message aimed at accurately informing young people about the risks of smoking/vaping/drinking alcohol.</p>
<p>P.E</p> <p><u>Athletics</u></p>	<p>LKS2</p> <ul style="list-style-type: none"> • Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination 	<ul style="list-style-type: none"> • Understand and demonstrate the difference between sprinting and running for sustained periods • Know and demonstrate a range of throwing techniques • Throw with some accuracy and power into a target area • Perform a range of jumps, showing consistent technique and sometimes using a short run-up; Play different roles in small groups • Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up • Compare and contrast performances using appropriate language 	<p>Week 1 – To develop running skills, demonstrating a good running technique, practising to improve performance.</p> <p>Week 2 – To selecting appropriate jumps to help travel further, using their arms to propel themselves forward.</p> <p>Week 3 – To work together as a team in a relay and know when baton changeovers need to happen.</p> <p>Week 4 – To use the correct technique for a push/pull throw, using the correct technique for a pull throw. To be able to understand scoring and apply it to other participants shots.</p> <p>Week 5 – To put together a combination of jumps (high jump and long jump).</p> <p>Week 6 - To combine all skills learnt in a previous lesson into one during a competitive obstacle course.</p>