

**YEAR 5: SPRING TERM 2020**

**The Big Question: What would it feel like to be invaded?**

**Trip: The Vale church and visiting History actors**

**Guest Speaker: Russell Parry, Marlaine Teresa Whitham**

**Class Reader: Trash by Andy Mulligan**

Creative	<b>MATHS</b> Create charts and tables to show distances between countries in Europe and travel times. - Interpret negative numbers in context, count forwards and backwards with positive and negative numbers including through zero. - Read Roman numerals to 1000 and recognise years written in Roman numerals. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Calculate & compare the area of rectangles (including squares) including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) & estimate the area of irregular shapes. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the numbers in context, count forwards and backwards with positive and negative numbers including through zero. - Distinguish between regular and irregular polygons based on reasoning about equal sides
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>RE – The Church, Palm Sunday and Easter</b> 0.5 week  Visit the Vale Church, understand the set out of a Christian church and the names and purpose of objects in church.  Debate between Berabis and Jesus and who should have been crucified and who should be released and why.  Share the Easter story, look at the symbolism of Easter
Multiple perspectives	
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Creative	<b>ENGLISH</b>  Write a letter asking Mrs. Morris if Year 5 could visit the Vale church to understand the importance of Easter to Christians and the celebrations that Christians have.  Look at Myths and legends; the story of Bewolf.  Write a letter inviting Marlaine Whitham into school to find out how local councils work and what her role is within the community.  Thank you letter to Russell Parry.
Multiple perspectives	
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Creative	<b>PSCHE – Healthy Bodies, Healthy Minds and Ready, Steady, Go.</b> 1. It's good to be me Proud and boastful 2. Alcohol 3. Smoking 4. Stress and anxiety 5. Understand common responses to difficult changes 6. Explore how our attitude to change affects our situation 7. Consider what it feels like to lose someone close to us 8. To reflect on and celebrate the lives of those who have passed away 9. Understand what constitutes an emergency and why we need to know how to deal with them
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Creative	<b>HISTORY – Saxons and Vikings</b> 2 weeks Verbal time line of world history. Time line starting from Romans leaving Britain to the time of Edward the Confessor. Focus will be on the invasions of both the Saxons and Vikings and their lasting legacy. Explain why did the Saxons fail to invade Scot-land? Examine artefacts, what is it? What is it made of? What was it used for? Who would have used it? How do you know? Consider the reliability about artefacts. Describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were and what they named the places they settled in. Look at brutal invasion of Vikings and why they came? Religious conversion from Pagans to Christianity; how do we know so much about this period of History? Debate between accuracy of Bede and Gilders and explain why histori-
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Creative	<b>GEOGRAPHY – Human and Physical</b> 1.5 weeks  To understand the local structure of how localities are managed with councils and elections. To identify their own areas of problems to solve and manage improvements in school and in local community; talk to local councilor.  Look at why people travel due to employment, invasion, tourism and as a result of war/threats. Why might people travel in the future?  Share the story of the water cycle using correct language and understanding the processes.  To begin to use a scale line in an atlas to measure distances between cities and countries and how long it takes to travel to different countries depending on mode of transport.  Link this to maths and create charts and tables.
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Creative	<p><b>SCIENCE – Properties of Materials</b>  <b>2 weeks</b>            Revise properties of gases, liquids and solids (outdoor lesson) 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            Observe how each material can change into the other            Eg water, ice and steam.            Investigate separating materials and use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.            Investigate soluble and insoluble materials know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.            Investigate reversible and irreversible processes (link to D.T and making of hot cross buns) demonstrate that dissolving, mixing and changes of state are reversible changes and explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes</p>
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Creative	<p><b>PE</b>  <b>INVASION GAMES</b>-Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them in different situations. Choose and apply skills more consistently in all games. Choose the best tactics needed to suit the game.            Invasion Games/ Field/Striking Games -Control and catch a ball. -Pass the ball accurately whilst moving. -Work alongside team mates to gain and keep possession of the ball. -Use a variety of techniques to pass the ball  <b>DANCE</b>-Explore and improvise ideas for dances in different styles, individually, with a partner and with a group, expressing themselves sensitively. Compose planned dances by using, adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills, showing accuracy and fluency. Describe, analyse, interpret and evaluate dances, showing</p>
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Creative	<p><b>MUSIC/MFL</b>            Singing and performance</p>
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Creative	<p><b>ART – Pop Art</b>            1 week</p> <p>Research Andy Warhol his life and works especially the use of digital media in his work.</p> <p>Explore the use of sketching pencils to create different lines, tones and textures. Understand the effect of light on objects from different directions.</p> <p>Change colours to create 4x4 images combining drawings and limited colours to create a finished image in the style of Andy Warhol. Give a short presentation on how their work developed using image and correct vocabulary and comment on improvements made and the</p>
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Creative	<p><b>DT – Cooking and Nutrition</b>            1 week</p> <p>Learn about nutrition, food groups and the eat well plate.</p> <p>Learn about the importance of personal, preparation of food and cooking hygiene.</p> <p>Look at Yeast. What is it? What forms it comes in and the effect of yeast on certain foods.</p> <p>Make hot cross buns independently use the skills required of the recipe and understand the need to present food in an attractive way. Use the success criteria to evaluate the quality of their bun.</p>
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