

YEAR 5 SPRING TERM

Key question: The UK past and present - How has the landscape changed over time?

Geography Knowledge

Children will:

Understand the term land use and identify different types in the UK.

Know the features of Human Geography

Know the features of Physical Geography

Identify and describe human and physical features of modern UK.

Identify and describe human and physical features of UK in the past.

Compare past and present human and physical features of UK.

Describe how changes have affected the UK we live in.

Evaluate how changes have affected our environment.

Evaluate how economic activity, including trade links, has changed over time in UK, and its impact on our communities.

Key vocabulary

Physical Geography, Human Geography, land use, climate change, Bio diversity, trade,

History Knowledge

Children will:

Compare how life has changed in the UK over time.

Order an increasing number of significant events, movements and dates on a timeline using dates accurately.

Understand how some historical events occurred concurrently in different locations. Identify and note connections, contrasts and trends over time in the everyday lives of people.

Understand the difference between primary and secondary evidence.

Key vocabulary

Timeline, trends, primary evidence, secondary evidence

Science Knowledge

Children will:

Know about solids, liquids and gases.

Understand that materials have different properties and that these properties can change.

Be able to compare and group items based on the materials they are made from and their properties.

Describe scientific enquiry such as dissolving, separating and burning.

Know about chemical and physical changes in materials, some of which are irreversible.

Key vocabulary

Materials, properties, hardness, solubility, transparency, conductivity (electrical and

<p>topography, aerial view, agriculture, population</p>		<p>thermal), magnetic, dissolve, solution, substance, solids, liquids, gases, separated, filtering, sieving, evaporating, dissolving, reversible</p>
<p><u>English Knowledge</u> Children will: In the context of the study of the Vikings, undertake: Diary writing Newspaper report writing Letter writing Persuasive writing Report writing Poetry Writing Instructional writing Creating play scripts</p>	<p><u>Design and Technology Focus:</u> <u>Toy from the past Knowledge</u> Children will:</p> <p>Design, make and evaluate a simple toy using the CAM mechanism that could be used by children, and thereby:</p> <p>Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks such as cutting and joining accurately.</p> <p>Select from and use a wide range of materials and component, including construction materials.</p> <p>Apply their understanding of how to</p>	<p><u>Computing – video editing and flat-file databases Knowledge</u> Children will:</p> <p>Use technologies effectively to create a sequence or progression with a beginning, middle and end.</p> <p>Use appropriate filming techniques to capture scenes from a storyboard. Edit video to join scenes.</p> <p>To create paper databases. To use electronic databases. To compare paper and electronic databases. To group, order and sort data to find key information. To be able to use electronic data to create graphs</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour;</p>

	<p>strengthen, stiffen and reinforce structures. Evaluate their ideas against the design criteria and consider the views of others to improve their work.</p>	<p>identify a range of ways to report concerns about content and contact</p>
<p><u>Key vocabulary</u></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, adverbials</p>	<p><u>Key vocabulary</u></p> <p>Structure Evaluate Dimensions Hacksaw Decoration Follower CAM</p>	<p><u>Key vocabulary</u></p> <p>Technology, film, recording, storyboard, action, audio, visual, edit, viewpoint, scenes</p> <p>Paper, electronic, database, order, compare, group, sort</p>
<p><u>RE</u></p> <p><u>Knowledge</u></p> <p>Children will:</p> <p>Know about the teachings-of Jesus in the New Testament.</p> <p>Know about the lives of these well-known Christians:</p> <ul style="list-style-type: none"> • Mother Theresa. • Martin Luther King. 	<p><u>Music</u></p> <p><u>Knowledge</u></p> <p>Children will:</p> <p>Compose own Hip Hop song.</p> <p>Develop understanding of music theory (more advanced note values and time signatures).</p> <p>Compare songs of similar style and know a songs historical context.</p> <p>Use technology tocompose a song in a given style.</p> <p>Understand how Opera singers perform to express emotion.</p> <p>Sing with emotion and expression.</p>	<p><u>Maths</u></p> <p><u>Knowledge</u></p> <p>Children will:</p> <p>Develop knowledge in the following key areas of coverage:</p> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> • Multiply using formal column method, including long multiplication • Short division • Division with remainders • Solve problems with multiplication and division <p>Fractions</p>

		<ul style="list-style-type: none"> • Multiply fractions and mixed numbers by integers. • Calculate fraction of an amount <p><u>Decimals and percentages</u></p> <ul style="list-style-type: none"> • Understanding decimals • Decimals as fractions • Order and comparing decimals • Rounding decimals to the nearest whole and one decimal place • Understanding percentages • Equivalent fractions, decimals and percentages. <p>Perimeter and area</p> <ul style="list-style-type: none"> • Perimeter of rectangles, rectilinear shapes and polygons • Area of rectangles • Area of compound shapes • Estimating area <p>Statistics</p> <ul style="list-style-type: none"> • Draw, read and interpret line graphs • Read and interpret tables including time tables and 2 way tables.
<p><u>Key vocabulary</u> Jesus, Holy trinity, Christmas, Easter, cross, disciples, crucifixion, tomb, resurrection, temptation</p>	<p><u>Key vocabulary</u> tuned percussion accompaniment duration chord untuned percussion body percussion glockenspiel composer call and response lyrics sound effects chord sequence notation melodic pattern improvisation orchestration ostinati meter [song lines] articulation score phrase/phrasing</p>	<p><u>Key vocabulary</u> Proper fractions, improper fractions, mixed numbers, percentage, half, quarter, fifth, two fifths, four fifths, ratio, proportion, graph, axis, perimeter, area, polygon, regular, irregular</p>

<p><u>Physical Education Knowledge</u> Children will: Develop their knowledge and skills in the following areas: Dodgeball Dance Para sports OAA</p>	<p><u>Art and Design Knowledge</u> Children will: Use a variety of mediums to produce good quality artwork on dragon eyes (link to How to Train your Dragon text from English lessons). Develop knowledge of Alma Thomas and compare a variety of her pieces of work. Develop their painting and drawing abilities when recreating artwork by Thomas. Discuss and evaluate their own work and that of others.</p>	<p><u>Modern Foreign Language – French Knowledge</u> 1. <u>At the café</u> Children will: 20 different foods, snacks and drinks in French with the correct determiners/indefinite articles. Some key phrases to help them perform a role-play in a French café. Learn about French currency and use their knowledge of numbers in French to help calculate the bill in euros. 2. <u>The Weather</u> Children will: Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.</p>
<p><u>Key vocabulary</u> Teamwork, throw, catch, cooperate, rhythm, inclusive, action, dynamics</p>	<p><u>Key vocabulary</u> Media Sketch Shade Comparing Alma Thomas Mosaic Inspiration</p>	<p><u>Key vocabulary</u> 1. <u>At the café</u> Un croissant – a croissant Un pain au chocolat – a pain au chocolat Un sandwich au jambon – a ham sandwich Un sandwich au fromage – a cheese sandwich Un croque-monsieur – a ham and cheese</p>

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Un café - a coffee
Un café au lait - a coffee with milk
Un thé - a tea
Un jus d'orange - orange juice
Un coca-cola - a coca-cola
Un chocolat chaud - a hot chocolate
Une part de gâteau au chocolat - a slice of chocolate cake
Une part de quiche - a slice of quiche
Une brioche - a brioche
Une crêpe - a crepe
Une salade - a salad
Une omelette - an omelette
Une tartelette - a small tart
Une lemonade - a lemonade
Une grenadine - a grenadine
L'addition - the bill
Vous désirez? - What would you like?
Je voudrais... - I would like...
S'il vous plaît - please
Merci - thank you

2. The Weather

Il pleut = it is raining
Il neige = it is snowing
Il y a du soleil = it is sunny
Il y a du vent = it is windy
Il y a un orage = there is a storm
Il fait beau = the weather is fine
Il fait mauvais = the weather is not good

Il fait froid = it is cold
Il fait chaud = it is hot

PHSE

Knowledge

Children will:

Consider issues relating to personal safety, including staying safe online.

Explore personal rights and responsibilities.

Children's Mental Health Week - Wellbeing and Mental Health

Key vocabulary

Rights

Respect

Duty

E - Safety

Cyberbullying

Personal information

Risk

Emotional

Physical