

Year 5 Spring Term

OFF WITH HER HEAD!

Science

Materials

- 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
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Working Scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Computing

Coding & Algorithms - Scratch

- To learn some of the names of the different component parts of Scratch interface.
- To produce an algorithm to draw shapes.
- To change the sprite.
- To use keys on the keyboard to control the sprite.
- To make sprite bounce off the sides of the stage.
- To change the stage background.
- To produce a drum kit that can be played by others.
- To import and insert music and sound.
- Create own sprites and costumes, resizing and changing centres.
- To use loops.
- To produce a simple maze game.
- Make the sprite follow the mouse.
- Make the sprite sense a colour.
- Move the sprite to a specific coordinate.

Design & Technology

- Prepare and cook savoury dishes using a range of cooking techniques.

History

Tudor Times

- Henry VIII case study.
- Changes in leisure and entertainment - William Shakespeare and his plays.
- Changing power of Tudor monarchs.

Geography

Stratford - Upon - Avon Case Study

- Human and physical geography characteristics
- Key topographical features (including hills, mountains, coasts and rivers)
- Land-use patterns, understanding how some of these aspects have changed over time.

Physical Education

Net & Wall - Volleyball.

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Athletics

- Develop flexibility, strength, technique, control and balance.

Music

- **Brass** - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Languages

- Chez le médecin- going to the doctors/illnesses
- J'aime/je n'aime pas-mes loisirs- hobbies/ likes and dislikes

Religious Education

God

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.
- Show how Christians put their beliefs into practice in worship.

Salvation

- Know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been 'saved' or rescued by God.
- Know the outline of events of the crucifixion (Passion narrative) from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus: Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph's tomb.
- Know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context.
- Know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice.
- Know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this.

Art & Design

Skill - Drawing

- Starting to research required information.
- To continue to become experienced in elements - line, tone, pattern, texture etc.
- To use a view finder to focus on small areas.
- Able to colour mix with colour pencils.
- Using appropriate language for skills and techniques.
- Able to discuss and evaluate work and discuss the work of others.

Skill - Painting

- To continue with mixed media experiments in their work: working on a surface made up of torn pasted pieces, working on cardboard, involving biro and coloured pencils.

Skills - 3D

- Aware of form shapes and space in the world around them.
- Able to work safely, organise working area and clear away.
- Be able to compare different styles and approaches.