

Year 5 Spring 1: Half termly planning

	Week 1	Week2	Week 3	Week 4	Week 5	Week 6
<p>International Creative Curriculum – The Ancient Greeks.</p>	<p>Murder Mystery Entry Point.</p> <p>Children to work in teams to analyse and evaluate a series of pieces of evidence to establish who murdered the fictional Athenian Olympian – Agathon. They will have to summarise and justify their opinions to others.</p>	<p>Geography</p> <p>To understand about the climate and terrain of Greece today – locate Greece on a world and European Map and make comments about its global geographical location</p> <p>Chronology</p> <p>To be able to place the ancient civilisation in time and understand that Greece was once made up of city states – place events in a timeline</p>	<p>Greek City States</p> <p>Children will explore the similarities and differences between the ways of life in Greek city states such as Athens, Thebes and Sparta.</p> <p>Using their knowledge of the geography of these regions, children will hypothesise how this influenced the culture of these city states.</p>	<p>Looking at evidence</p> <p>What makes Greeks such great fighters?</p> <p>Children will explore passages from the Illiad (and ancient Greek poem) too learn about Greek warfare. They will build on the information gained here by also looking at Greek pottery and carvings.</p> <p>DT – making clay pots using Ancient Greek designs as inspiration</p>	<p>Pythagoras and Other Influential Greeks.</p> <p>Children will learn about Pythagoras’ theorem. Children will calculate the missing side lengths of triangles using a formula. They will learn about how this formula can be further implemented within maths and science.</p>	<p>Greek Myths and Legends. (Drama)</p> <p>The tale of Orpheus and Eurydice.</p> <p>Children will learn about this famous Greek tragedy. They will conduct some ‘hot seating’ to learn about the characters thoughts and feelings as well as taking part in some larger pieces of drama.</p>

Year 5 Spring 1: Half termly planning

<p>English Harry Potter</p>	<p>Harry Potter - Exploring different forms of sentence construction.</p> <p>Children to look at single and multi-clause sentences and explore how relative and subordinate clauses can be used.</p>	<p>Harry Potter Studios Trip –</p> <p>Children to write about their experiences at the Harry Potter Studios and use their knowledge to analyse how particular scenes from the movies have been created and directed.</p>	<p>Harry Potter - Exploring different forms of sentence construction. Children to analyse a variety of extracts from the Philosopher’s Stone, discussing why they are effective. These techniques and sentence forms will then be used within their own creative writing.</p>	<p>Harry Potter – Instructional Writing. Children to explore instructional writing, focussing on how to create a clear and unambiguous set of instructions. Children will create their own magical potions, explaining, step by step, how to create these.</p>	<p>Harry Potter – Creating suspense, tension and atmosphere. Through a variety of different written styles such as chronological reports and persuasive writing, children will explore the different techniques involved with building an atmospheric piece of text.</p>	<p>Harry Potter – Creative Writing.</p> <p>Children will be creating their own descriptive passages to extend or improve one of the Harry Potter stories, drawing on their experiences from the Studios visit and the other work done this half term.</p>
<p>Spellings and Grammar</p>	<p>Grammar and Punctuation use of commas to mark boundaries and lists Proper nouns</p> <p>Spelling -fer</p>	<p>Grammar Different types of nouns Verb tenses Passive verbs</p> <p>Spelling ible /able ibly/ably</p> <p>Punctuation Parenthesis – dashes</p>	<p>Grammar and Punctuation – brackets and dashes Plan their writing by noting and developing initial ideas drawing on reading and research where necessary</p> <p>Spelling ce/se</p>	<p>Grammar and Punctuation – Use of colons to introduce a list. Using bullet points consistently.</p> <p>Spelling Personal spellings</p>	<p>Grammar figurative language and the impact on the reader</p> <p>Punctuation Semicolons</p> <p>Spelling ough</p>	<p>Grammar and Punctuation Use of ellipses to create suspense or tension within writing or to indicate that a sentence/idea is incomplete.</p> <p>Spelling Spellings from the National Curriculum Year 5 list.</p>

Year 5 Spring 1: Half termly planning

<p>Maths</p>	<p>Addition and Subtraction</p> <p>Recap column Methods for Addition and Subtraction.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Multiplication and Division</p> <p>Recap on the expanded column method for multiplication and moving in to short column method based on children’s confidence. To recognise missing values within multiplication questions.</p> <p>Division – Using the ‘bus stop’ method to solve short division problems. Children to display answers using remainders and/or decimals.</p>	<p>Decimals and Percentages</p> <p>Comparing and ordering decimal numbers based on size and value.</p> <p>Adding and subtracting decimal numbers; linking to money, weight and other measures.</p> <p>Multiplying decimals by whole numbers</p> <p>Multiplying and dividing decimals by 10, 100 and 1000.</p>	<p>Decimals and Percentages</p> <p>Converting between decimal numbers and percentages.</p> <p>Ordering decimals and percentages based on size and value.</p> <p>Finding percentages of amounts by establishing key percentage facts.</p>	<p>Properties of Shape</p> <p>Investigating reflection of shapes across a mirror line. Reflection across a vertical, horizontal or x,y mirror lines.</p> <p>Investigating lines of Internal symmetry within 2D shapes.</p> <p>Children will translate Shapes based on a series Of instructions.</p>	<p>Statistics: Drawing and Interpreting Graphs</p> <p>Drawing a variety of tables and graphs to help display data in the correct and most suitable manner. These may include tables, bar graphs, line graphs and pie charts.</p> <p>Learning to analyse and interpret the data from a variety of different graphs, commenting on any trends in the data.</p>
<p>Science</p> <p><i>Space and Beyond</i></p>	<p>Solar and Lunar Eclipse</p> <p>Children will explore the theory behind how both solar and lunar eclipses occur.</p> <p>They will look into what ancient civilisations believed these</p>	<p>Constellation Stories</p> <p>Children will examine stories from many different cultures explaining to origins of different star constellations.</p> <p>Children to write their own myth to try and explain natural phenomenon linked</p>	<p>Planetarium Visit</p> <p>Children to learn about Space, including different star constellations and how these can vary at different times of the year.</p> <p>Children will learn how the stars and planets can be used</p>	<p>Space Race and Moon Landing Controversy</p> <p>Children will examine evidence about the moon landings to determine whether or not they are fact or fiction.</p>	<p>Lunar Landers</p> <p>Children to design and create their own lunar lander to successfully deliver a spaceman (egg) to the surface of the moon.</p> <p>DT – Woodwork and design skills</p>	<p>Lunar Landers</p> <p>Children to test and evaluate the success of their lunar landers. Improvements to be suggested based on the findings of their tests.</p> <p>Results of the lunar lander tests to be written up and</p>

Year 5 Spring 1: Half termly planning

	astrological signs signified.	to space such as lunar and solar eclipses, tides and seasons.	as a form of navigation both for humans and animals.			displayed in table and bar graph.
Computing	Kodu - Introduction to software and the basics of coding.	Kodu – Learning how to create a sequence of code to get a desired outcome.	Kodu – To create a sequence of code to make character move, jump, shoot and to collect items.	Kodu – Children to design and develop a racing ‘Mario Kart’ style game.	Kodu – Children to continue developing their game from the previous week adding additional coding sequences.	Kodu – Children to add the finishing touches to their games including adding scoreboards, timers and changing camera angles.
PATHS	PATHS Making good decisions – it’s my choice.	PATHS Identifying problems – feelings, goals and solutions.	PATHS Consequences – what might happen next.	PATHS Making a good plan Trying your plan and evaluating what happens.	PATHS Obstacles – trying again.	PATHS Solving problems – finding and creating their own strategies for solving their own and each others’ problems
French	Hobbies Children to learn how to discuss their own hobbies and ask about others.	Hobbies – Music Children to learn how to talk about music as a shared common interest.	Hobbies – Musical Instruments. Children to learn the words for common musical instruments to help them discuss music.	Hobbies – The Weekend Children to discuss their plans for the weekend	Hobbies – Films Children to learn how to discuss their own personal film preferences.	Hobbies – Etienne’s new friend. Children to read a story about 2 children and the range of sports and activities that they enjoy. Children to pick out new/learnt vocabulary.

Year 5 Spring 1: Half termly planning

RE	To know that the Sagrada Familia is an important place for Christians.	To understand the symbolism of the Sagrada Familia's magic square	To learn about the last days of Christ and their representation on the Sagrada Familia	To explore some Christian symbols from the Sagrada Familia and their meanings	To extend understanding of the importance of Christian symbolism in the design of Sagrada Familia	To understand that art can be a way of showing faith
Music	Pupils learn the song 'I wanna sing Scat'. They compose an alternate ostinato for the song. They perform the song with the new ostinato.	Pupils discuss the lyrics of two folk songs. They explore how the music supports the meaning of the lyrics. They explore the relationship between the lyrics and melody of 'Hard Time Blues'	Pupils explore the musical features of the Blues. They learn a blues chord sequence. They perform using keyboards and other instruments to an audience.	Pupils explore the structure of a blues song. They learn a twelve bar blues structure and improvise phrases using a blues scale.	Pupils invent lyrics for a blues song. They compose a melody for the blues song using the blues scale and considering structure and phrases.	Pupils rehearse and perform their compositions from previous lessons. They appraise their own and each other's work.