

Year 5 Spring 1: Half termly planning

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 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. Suggest why we think this location was such a successful location for the Ancient Greeks.</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>Children to create a diary entry from the point of view of either a Spartan or Athenian child.</p>	<p>Looking at evidence</p> <p>What makes Greeks such great fighters?</p> <p>Children will explore a range of sources to learn about Greek soldiers and warfare. They will build on the information gained here by also looking at Greek pottery and carvings.</p> <p>Art / DT – making pots using Ancient Greek designs as inspiration</p>	<p>Applying learning</p> <p>Children will write a formal reply to Mr Baffled, telling him of their findings regarding the remains he discovered.</p> <p>Children will apply their learning from the unit and their own research to explain as much as they can about who the remains might belong to and what sort of life they may have had.</p>	<p>Greek Myths and Legends (Story writing and Art)</p> <p>The tale of Theseus and the Minotaur.</p> <p>Children will learn the story of Theseus and the Minotaur through a variety of different input methods. They will create a short piece of descriptive writing focussed on entering the labyrinth.</p> <p>Children will also sketch a mythical creature ready to go on display.</p>

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<p>English</p> <p>Harry Potter</p>	<p>Harry Potter –</p> <p>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 –</p> <p>Continuing to explore different forms of sentence construction.</p> <p>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 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 – Instructional Writing.</p> <p>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.</p> <p>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</p> <p>Using of single and multi-clause sentences and establishing the effect this has on the reader.</p> <p>Spelling</p> <p>-ent word endings</p>	<p>Grammar and Punctuation</p> <p>Use of relative clauses and relative pronouns.</p> <p>Spelling</p> <p>-ent word endings.</p>	<p>Grammar and Punctuation –</p> <p>Parenthesis</p> <p>Using parenthesis within formal letters as a means of communicating additional information.</p> <p>Spelling</p> <p>-ence word endings</p>	<p>Grammar and Punctuation –</p> <p>Use of colons to introduce a list and commas to separate items out within a list.</p> <p>Spelling</p> <p>-ence word endings</p>	<p>Grammar and Punctuation.</p> <p>Figurative language and the impact on the reader.</p> <p>Spelling</p> <p>The ee sound spelt ei</p>	<p>Grammar and Punctuation</p> <p>Use of ellipses to create suspense or tension within writing or to indicate that a sentence/idea is incomplete.</p> <p>Spelling</p> <p>The ee sound spelt ei</p>

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<p>Maths</p>	<p><i>Multiples and Factors</i></p> <p>Children will learn about multiples and factors of numbers and apply this knowledge to a variety of numerical and word-based problems.</p> <p>They will find common multiples of numbers.</p>	<p>Common Factors, Prime, Cube and Square Numbers.</p> <p>Children will learn to identify common factors, prime numbers, cube numbers and square numbers.</p> <p>They will explore these concepts through a variety of word and number-based problems.</p>	<p>Properties of Shape</p> <p>Children identify coordinates using X/Y axes and use this information to help translate shapes both vertically and horizontally.</p> <p>Children will learn to reflect shapes across vertical, horizontal and diagonal mirror lines and to complete shapes by identifying and plotting missing points.</p>	<p>Fractions, Decimals and Percentages</p> <p>Children will understand the relationship between fractions, decimals and percentages and apply this knowledge in a variety of different situations.</p> <p>Children will order fractions, decimals and percentages on a number line based on size and value.</p> <p>Children will find percentages of amounts by establishing key percentage facts.</p>	<p>Time and Timetables.</p> <p>Children will be able to calculate the duration of an event using both 12 and 24 hour time, bridging the hour.</p> <p>Children will read and interpret timetables solving a variety of different problems.</p> <p>Children will convert between the 12 and 24 hour clock.</p>	<p>Statistics: Drawing and Interpreting Graphs</p> <p>Drawing a variety of tables and graphs to help display data in the 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>Influential Greek Scientists</p> <p>Children will learn about Pythagoras' theorem and explore this through a series of practical investigations.</p>	<p>Influential Greek Scientists</p> <p>Children will continue to explore Pythagoras' theorem. Children will calculate the missing side lengths of triangles using a formula.</p>	<p>Influential Greek Scientists</p> <p>Children will use Lego to create a pulley system and investigate how this makes lifting heavy objects easier.</p>	<p>Influential Greek Scientists</p> <p>Children will explore Ancient Greek inventions such as; watermills, cranes and Archimedes' screw. Children to use iPads to further research the theory behind these inventions.</p>	<p>Influential Greek Scientists</p> <p>Children will explore how cog wheels fit together and how they can be useful within different machines.</p>	<p>Influential Greek Scientists</p> <p>Children will continue to explore how cog wheels can change the direction or speed of a movement and how this knowledge may apply to structures such as windmills and canal locks.</p>

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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 help move a character within the programmed environment	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 other’s 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.
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

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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.
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