

Year 5 Spring 2: Half termly planning

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p><b>International Creative Curriculum</b></p> <p><b>Science</b></p> <p><i>Space – the final frontier</i></p>	<p><b>Earth and Beyond</b></p> <p>Ascertaining the children’s current knowledge and understanding of the Earth, Sun and Moon through exploring misconceptions. Children to create a mnemonic to help remember the order of the planets. We will be looking at the criteria for defining a planet and looking at the latest discoveries in our solar system and beyond.</p>	<p><b>Earth and Beyond</b></p> <p>We will be running sessions in a mobile planetarium, which has been very popular in previous years, looking at the night sky. We will be learning about how the stars are used for navigation by both humans and animals, as well as how the night sky can be used as a calendar. We will find out about different stars and constellations and hear some of the Ancient Greek legends that accompany them.</p> <p>Exploring the comparative sizes of the Earth, Sun and Moon through reading ‘Is a Blue Whale the Biggest Thing There Is?’</p> <p>Exploring myths and legends from a range of cultures and civilisations associated with natural phenomenon such as the passing of the Sun and Moon across the sky / day and night, seasons and eclipses.</p>	<p><b>Earth and Beyond</b></p> <p>Following on from last week, we will be writing and illustrating our own myths and legends to explain these.</p> <p>Exploring the actual science behind day and night, seasons, eclipses as well as the phases of the Moon.</p> <p>Focus on creating clear and unambiguous diagrams and explanations to explain these clearly to others.</p>	<p><b>Earth and Beyond</b></p> <p>Focus on the Moon, recognising the different lunar phases and what causes these. Looking at the conspiracies surrounding the 1969 moon landings before writing either a balanced argument about the landings or stating their case to persuade people whether the landings were real or not.</p>	<p><b>Earth and Beyond</b></p> <p>Changing Earth. Children to investigate and appreciate what would happen if the parameters of the Earth were to change and looking at the search for a ‘new Earth’ further out in Space. Creating our own planets using ‘Planet 10’ to see if we can get a stable planet which would support life.</p>
<p><b>English, Grammar and Spelling.</b></p>	<p><b>War of the Worlds</b></p> <p>Introducing the story of The War of the Worlds by H.G. Wells through drama based around the American radio broadcast from 1938.</p>	<p><b>War of the Worlds</b></p> <p>Children will continue to apply the skills from the first week in order to build on their creative writing. They will learn how to evaluate their own work and look at how</p>	<p><b>War of the Worlds</b></p> <p>We will look at the skills needed to create an interesting and informative newspaper article. Children will learn how to write effective headlines, strap-lines and</p>	<p><b>Assessment Week</b></p> <p>Children will be assessed for their reading, writing, spelling and grammar to help inform us on progress and next steps for all children.</p>	<p><b>War of the Worlds</b></p> <p>Reflecting upon the work from this half term, children will create their own science fiction stories based around a whole class ‘focus point/stimulus’.</p>

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	<p>Children will use role play to develop a character and then write descriptively in role, with a focus on events, word choices and sentence structures to develop atmosphere and suspense</p> <p><b>Grammar –</b> Using a thesaurus to find synonyms and effective word choices.</p> <p><b>Spelling</b> Words containing the suffix –ence</p>	<p>small changes can sometimes make a big difference on the effectiveness of our writing.</p> <p><b>Grammar</b> Exploring the use of adverbial phrases and their position in a sentence.</p> <p><b>Spellings</b> Words containing the sound ‘ee’ spelt <i>ei</i></p>	<p>introductions containing the ‘5 W’s’.</p> <p>Children will explore the idea of facts vs opinions and learn how to quote others through the use of direct and reported speech.</p> <p><b>Grammar</b> Exploring the use of direct and indirect speech within a narrative</p> <p><b>Spellings</b> Words ending in –ant, -ance and -ancy</p>	<p><b>Spellings</b> Words containing the sound ‘ee’ spelt <i>ei</i></p>	<p><b>Grammar</b> Children will explore changing the position of subordinate clauses within a sentence</p> <p><b>Spellings</b> Words ending in –ant, -ance and -ancy</p>
<b>Maths</b>	<p><b>Time</b></p> <p>Children will learn to read, write and convert between analogue and digital 12- and 24-hour time. They will solve problems involving conversion involving seconds, minutes, hours, weeks, days, months and years.</p> <p>Children will also learn how to complete, read and interpret timetables.</p>	<p><b>Calculation</b></p> <p>Children will revisit the formal written methods for addition, subtraction, multiplication and division. They will work in concrete, pictorial and abstract methods to solve questions.</p> <p>They will apply their knowledge to a variety of single and multistep questions.</p>	<p><b>Area and Perimeter</b></p> <p>Children will learn to calculate the area and perimeter of simple and compound rectilinear shapes.</p> <p>They will learn to calculate missing side lengths based on the values of other sides. Children will be able to apply this knowledge to a variety of reasoning based questions</p>	<p><b>Assessment Week</b></p> <p>Children will undertake a number of reasoning and calculation maths assessments.</p>	<p><b>Units of Measure</b></p> <p>Children will undertake a variety of different activities to explore and learn about the concept of volume</p> <p>They will be expected to estimate volume as well as measure it using a variety of different units and scales</p>

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<b>Computing</b>	<b>Excel Spreadsheets</b> Children to enter numbers into the correct rows and columns to display, sort and interrogate data.	<b>Excel Spreadsheets</b> Children to learn how to enter formulae in Excel to calculate the total value of a row or column and apply this to a range of practical applications.	<b>Excel Spreadsheets</b> To explore a variety of other formulae to add, subtract, multiply, divide and find percentages. Use these skills for practical applications.	<b>Excel Spreadsheets</b> Children will use their knowledge of formulae to create a 'Magic Square' maths game which will alter totals as numbers within the squares are moved and manipulated.	<b>Excel Spreadsheets</b> Children will create and solve a variety of different games and problems using their knowledge of formulae and data inputting.
<b>PATHS</b>	<b>PATHS</b> Setting personal goals and reaching them. Exploring 'how we know' goals have been reached.	<b>PATHS</b> Setting a goal – a class project/target to improve an element of their school day/environment.	<b>PATHS</b> Evaluating whether the class target has been successful, exploring why and possible next steps.	<b>PATHS</b> Overcoming obstacles both at school and at home.	<b>PATHS</b> Making new friends. How to approach the subject. How do you know if someone likes you?
<b>French</b>	<b>A School Trip</b> Children will learn and perform songs in French such as 'The Wheels on the Bus'.	<b>A School Trip</b> Children will explore new vocabulary to describe some of the activities they like doing on the way to a destination.	<b>A School Trip</b> Children will learn to describe some of the common sights they may encounter on a journey.	<b>A School Trip</b> Children will learn and use a variety of vocabulary associated with visits to a museum.	<b>A School Trip</b> Children will learn and use a variety of vocabulary associated with trips to the countryside and activities they may do here.
<b>RE</b>	<b>What do we know about Judaism?</b> Children will reflect on religious questions, precepts and customs associated with Judaism	<b>Who was Abraham and how is he important to Jews?</b> Children will consider the importance and meaning of promises in relation to God's promise to Abraham	<b>How does Judaism shape the life of Jews?</b> Children will learn about some Jewish rituals and traditions and reflect on their importance to Jews.	<b>Where do Jews go to worship?</b> Children to explore the role of worship and communal worship in organised religion and in Judaism in particular	<b>Question and answer</b> Children will be able to take part in a question and answer session with a representative from a local synagogue.
<b>Music</b>	Pupils listen to different television theme tunes and discuss their effect. They are given scores to television themes but not told the titles. They work out which titles go with which score by playing through them.	Pupils listen to different film theme tunes. They discuss which genre of film the music is most suited to and why. They are given a choice of theme tune to perform.	Pupils learn about the musical 'Oliver.' They learn the term 'compound time' and explore some of the rhythms used in 'Consider Yourself.' They perform Consider Yourself in two parts.	Pupils learn about the musical 'Oliver.' They learn the term 'compound time' and explore some of the rhythms used in 'Consider Yourself.' They perform Consider Yourself in two parts.	Pupils learn about the musical 'West Side Story.' They learn the term 'hemiola' and explore some of the rhythms in the song 'America.'

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