

Year 5 Spring 2: Half Term planning (2020)

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
International Creative Curriculum	The Vikings The children will look at the Viking's place in British History and understand where they came from and where they settled, using map skills to locate the countries.	The Vikings The children will learn about the Anglo-Saxon kings and how they dealt with the Vikings when they invaded.	The Vikings Looking at how Vikings lived and worked, the children will research the homes they built and produce an advert to sell their 'Viking home'.	The Vikings Children will look deeper into Viking invasions to understand what happened during raids and what Viking warriors were like.	The Vikings Through research, children will identify and describe various Viking artefacts. They will record their findings and report back to the class on their learning.	The Vikings The children will look at Viking longboats and design and make their own using a range of materials and equipment in a DT focus day.
English: Spoken English, Reading Comprehension and Writing Composition	Short stories Children will be looking at examples of short stories; learning about what makes a short story short, the features and language used.	Short stories Children will write their own short story and can submit it as part of the school's World Book Day writing competition.	Short stories Children will write their own short story and can submit it as part of the school's World Book Day writing competition.	Biography Children will look closely at our half term author; J.K. Rowling and will learn about her work as an author.	Biography Having carried out their research, children will use their knowledge of biographies to write their own about J.K. Rowling.	NFER Assessments will also be completed this half term.
Vocabulary, grammar and punctuation	Modal verbs, descriptive language	Fronted adverbials	ISPACED to improve work when self-editing	Cohesive language	Using paragraphs effectively	NFER Assessments will also be completed this half term.
Spelling	Words ending in -ibly and -ably	Words ending in -ibly and -ably	Words ending in -ent	Words ending in -ent	Words ending in -ence	NFER Assessments will also be completed this half term.
Maths	Fractions Add and subtract fractions with the same denominator and denominators that are multiples of the same number.	Fractions Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. [for example $3 \frac{1}{4} \times 2 = 6 \frac{1}{2}$ OR $\frac{1}{4} \times 3 = \frac{3}{4}$]. Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$].	Fractions Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratios.	Decimals & Percentages Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places.	Decimals & Percentages Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	NFER Assessments will also be completed this half term.
Science	Forces Children explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring	Forces Children identify the effects of air resistance by investigating the best parachute to slow a person (or object) down.	Forces Children identify the effects of air resistance by investigating the best parachute to slow a person (or object) down.	Forces Children identify the effects of water resistance by planning and creating streamlined boats.	Forces Children carry out a practical investigation into floating and sinking. Children observe events and accurately record results.	Forces Assessment week.

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	the force of gravity pulling on objects.					
Computing Media and E-safety	<p>Internet Research & Web Design</p> <p>This unit combines the further development of children’s skills for searching the internet with the introduction of creating and editing a webpage using Google Sites. Children will learn how to use some of the other advanced search features in Google, such as fill in the blanks; and how to create a webpage with a layout of their choosing, which includes images and links to other webpages.</p>					
DT	<p>The children will design and make their own long boats as part of their learning in The Vikings topic.</p> <p>They will develop a clear idea of what has to be done, plan how to use materials, equipment and processes, and suggest alternative methods of making if the first attempts fail. They will select appropriate materials, tools and techniques. They will measure, mark out, cut and shape, join and finish a range of materials, using appropriate tools, equipment and techniques.</p>					
PSHE	<p>PATHS – Making and Keeping Friends</p> <p>The children will learn how to strengthen peer relation and improve peer resistance skills.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will become more aware of their skills to better communicate about emotional stress.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will improve their ability to recognise and interpret similarities and differences between feelings, reactions and points of view of self and others.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will improve their ability to recognise and interpret similarities and differences between feelings, reactions and points of view of self and others.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will learn how to work more co-operatively in groups.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will apply problem-solving and conflict-resolution skills to real-life situations.</p>
French	<p>A School Trip</p> <p>Children will learn and perform songs in French such as ‘The Wheels on the Bus’.</p>	<p>A School Trip</p> <p>Children will explore new vocabulary related to school trips to describe some of the activities they like doing on the way to a destination.</p>	<p>A School Trip</p> <p>Children will learn to describe some of the common sights they may encounter on a journey, including un arbre – a tree; une ville – a town; and un oiseau – a bird.</p>	<p>A School Trip</p> <p>Children will learn and use a variety of vocabulary associated with visits to a museum (musée).</p>	<p>A School Trip</p> <p>Children will learn and use a variety of vocabulary associated with trips to the countryside and activities they may do here.</p>	<p>A School Trip</p> <p>Children will recap the work in this unit as a School Trip to the Museum.</p>
RE	<p>Children will explore the key beliefs of Islam and relate them to their own beliefs.</p>	<p>Children will learn what the Hajj is and why Muslims complete this pilgrimage to Mecca.</p>	<p>Children will explore the steps of the Hajj, what it means to Muslims and why Mecca is important.</p>	<p>The children will continue their exploration of the Hajj, learning about all aspects of it including who should go, preparation and what happens on each day.</p>	<p>The children will create their own posters, depicting why the Hajj is so important to Muslims.</p>	<p>Using knowledge gained, the children will make a 6-point plan for their own spiritual journey.</p>
Music	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Chinese music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Caribbean music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Indian music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Irish music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore African Drumming music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Indonesian Gamelan music.</p>
PE	<p>Swimming will continue at the UEA for remaining children in Year 5, which is in addition to regular PE sessions at school.</p> <p>The children will be learning skills involved with racket sports, focusing on tennis.</p>					