

Topic: Victorians

Term: Spring 1

Year: 5/6 – Mrs Lee, Miss Looney/ Mr Wright

PPA cover – Mrs Rowell

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week7
English	Street Child Berlie Doherty Comprehension and Grammar.	Street Child Berlie Doherty Fables	Street Child Berlie Doherty Fables	Street Child Berlie Doherty Diaries	Street Child Berlie Doherty Diaries	Street Child Berlie Doherty Formal letters persuasion	Street Child Berlie Doherty Formal letters persuasion
Mathematics	Area (6) Simple shapes, compound shapes, parallelogram, triangles.	Perimeter Scaling	Position and direction (translation, reflection)	Calculating with decimal fractions. (5) $X \div 10, 100, 1000$ Converting measures (length and capacity)	Multiply decimals by whole numbers (tenths/hundredths) Divide decimals by whole numbers	Factors, multiples and primes (5) Multiplying 3+ numbers	Volume Squared numbers cubed numbers Prime numbers

<p>Science</p>	<p>Forces To understand gravity.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p>Forces To understand the effects water has on the mass of an object.</p> <p>Identify the effects of water resistance</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (enquiry)</p>	<p>Forces To understand water resistance.</p> <p>Identify the effects of friction that act between moving surfaces</p>	<p>Forces To understand air resistance.</p> <p>Identify the effects of air resistance</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Forces To understand how levers/pulleys can help forces have a greater effect.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Forces Recap</p>	<p>Forces Assessment</p>
<p>Computing</p>	<p>Kudo Trial worlds</p> <p><i>design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and</i></p>	<p>Kudo Trial worlds</p> <p><i>design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and</i></p>	<p>Kudo Code investigator</p> <p><i>design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and</i></p>	<p>Kudo When and do</p> <p><i>design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and</i></p>	<p>Kudo Creating world</p> <p><i>design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and</i></p>	<p>Kudo Creating games</p> <p><i>design, write and debug programs that accomplish specific goals; including controlling or simulating</i></p>	<p>Kudo Creating games</p> <p><i>design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and</i></p>

	<p><i>solving problems by decomposing them into smaller parts</i> <i>use sequence, selection and repetition in programs;</i> <i>work with variables and various forms of input and output</i> <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>solving problems by decomposing them into smaller parts</i> <i>use sequence, selection and repetition in programs;</i> <i>work with variables and various forms of input and output</i> <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>solving problems by decomposing them into smaller parts</i> <i>use sequence, selection and repetition in programs;</i> <i>work with variables and various forms of input and output</i> <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>solving problems by decomposing them into smaller parts</i> <i>use sequence, selection and repetition in programs;</i> <i>work with variables and various forms of input and output</i> <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>solving problems by decomposing them into smaller parts</i> <i>use sequence, selection and repetition in programs;</i> <i>work with variables and various forms of input and output</i> <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>physical systems and solving problems by decomposing them into smaller parts</i> <i>use sequence, selection and repetition in programs;</i> <i>work with variables and various forms of input and output</i> <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>solving problems by decomposing them into smaller parts</i> <i>use sequence, selection and repetition in programs;</i> <i>work with variables and various forms of input and output</i> <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>
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<p>Geography</p>	<p>Mountains</p> <p>Describe what a mountain is and locate the world's 'Seven Summits' on a map.</p> <p>Describe the key features of mountains and how they are formed.</p> <p>Describe and understand key aspects of physical geography, including mountains</p>	<p>Mountains</p> <p>Describe the climate of the mountains and explore mountain life.</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p>	<p>Mountains</p> <p>Explore and locate the UK's highest mountains.</p> <p>Name and locate key topographical features of the UK (including mountains).</p>				
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<p>History</p>				<p>Chronological events</p> <p>Order significant events during Victorian time</p> <p><i>Put events, people, places and artefacts on a timeline</i></p>	<p>Life as a child</p> <p>Schools</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Select sources independently and give reasons for choices</p>	<p>Life as a child</p> <p>Toys</p> <p><i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</i></p> <p><i>Select sources independently and give reasons for choices</i></p>	<p>Life as a child</p> <p>Work life</p> <p><i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</i></p> <p><i>Begin to offer explanations about why people in the past acted as they did</i></p>
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<p>Art and Design</p>	<p>Printing – William Morris</p> <p>Information about William Morris</p> <p><i>Learn about great artists, architects and designers in history</i></p>	<p>Printing – William Morris</p> <p>Replicate artists work.</p> <p><i>Learn about great artists, architects and designers in history</i></p>	<p>Printing – William Morris</p> <p>Design printing tile</p> <p><i>Design and create motifs to be turned into printing block images</i></p>	<p>Printing – William Morris</p> <p>Make and use printing tile on paper.</p> <p><i>Design and create motifs to be turned into printing block images</i></p> <p>Use printing tile n fabric</p> <p><i>Investigate techniques from paper printing to work on fabrics</i></p>	<p>DT mechanisms</p> <p>Design a moving toy in groups</p> <p><i>Develop a simple design specification to guide their thinking.</i></p> <p><i>Generate innovative ideas, drawing on research.</i></p> <p><i>Select tools and equipment suitable for the task.</i></p> <p><i>Explain their choices of tools and equipment in relation to the skills and techniques they will be using.</i></p> <p>DT taught at different times throughout the half term- rotation.</p>	<p>DT mechanisms</p> <p>Make a moving toy in groups</p> <p><i>Follow procedures for safety.</i></p> <p><i>Use a wider range of materials and components.</i></p> <p><i>Accurately assemble, join and combine materials/component s and accurately apply a range of finishing techniques.</i></p>	<p>DT mechanisms</p> <p>Evaluate toys</p> <p><i>Understand how to use learning from science and maths to help and make products that work.</i></p> <p><i>Use the correct technical vocabulary.</i></p> <p><i>Know that mechanical and electrical systems have an input, process and output.</i></p> <p><i>Understand how cams, gears and pulleys create movement.</i></p> <p><i>Compare their ideas to their original design specification</i></p>
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<p>P.E.</p>	<p>Mopurgo class swimming (Friday)</p> <p>Morpurgo class, year 5- young leaders.</p> <p>Striking and fielding coach (Hughes-Rowling)</p> <p>Netball</p> <p>Striking & Fielding</p> <p>Pairs play (QCA CORE TASKS)</p> <p><i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i></p> <p><i>Develop techniques of a variety of skills to maximise team effectiveness</i></p> <p><i>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</i></p> <p><i>Use tactics when attacking or defending</i></p> <p><i>Apply rules of fair play to competitive games</i></p>	<p>swimming (Friday)</p> <p>Morpurgo class, year 5- young leaders</p> <p>Striking and fielding coach (Hughes-Rowling)</p> <p>Netball</p> <p>Striking & Fielding</p> <p>Pairs play (QCA CORE TASKS)</p> <p><i>play competitive games, modified where 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<p>Language</p>	<p>Clothes To look more closely at adjectival agreement by describing colours of clothes.</p>	<p>Clothes To know and use possessive adjectives in French.</p>	<p>Clothes To revise all language covered so far and complete assessment for the unit.</p>	<p>Do you have a pet? To learn 8 pet nouns and matching gender articles.</p>	<p>Do you have a pet? To use “J’ai...” (“I have...”) plus a pet and et.</p>	<p>Do you have a pet? To extend sentences using “qui s’appelle...” (“that is called...”</p>	<p>Do you have a pet? To use the negative structure “je n’ai pas de / d’...”</p>
<p>R.E.</p>	<p>What do Christians believe about God? To understand how Christians might use metaphor to understand God</p>	<p>What do Christians believe about God? To know what Christians believe about God as creator: *from the Genesis creation story? *from the metaphor of God as a potter</p>	<p>What do Christians believe about God? To understand how the Bible metaphors show God as protecting and saving</p>	<p>What do Christians believe about God? To understand how metaphors show God’s power.</p>	<p>What do Christians believe about God? To understand how metaphors show God’s authority.</p>	<p>What do Christians believe about God? To know that Christians believe in three in one and what this means.</p>	<p>What do Christians believe about God? To explore what Christians believe in God as alpha and omega.</p>
<p>Music</p>	<p>Charanga MMC trial How Does Music Improve Our World? play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga MMC trial How Does Music Improve Our World? play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga MMC trial How Does Music Improve Our World? play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga MMC trial How Does Music Improve Our World? play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga MMC trial How Does Music Improve Our World? play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Composer work DJ/ Producers appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians develop an understanding of the history of music</p>	<p>Composer work Listen/appraise/reflect appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians develop an understanding of the history of music</p>

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PPA cover – Mrs Rowell

PSHE	Morpurgo class year 5- young leaders. General class wellbeing after the school holidays	Morpurgo class year 5- young leaders. Respecting rights - My Digital Life	Morpurgo class year 5- young leaders. Respecting rights - Staying Safe, Healthy and Happy Online	Morpurgo class year 5- young leaders. Respecting rights- Online Relationships	Morpurgo class year 5- young leaders. Respecting rights- Social Media	Morpurgo class year 5- young leaders. Respecting rights - Saying No to Online Bullying	Morpurgo class year 5- young leaders. Respecting rights - Fake News