

Topic: Victorians

Term: Spring 2

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
English	Street Child Berlie Doherty Persuasion	Street Child Berlie Doherty Short stories	Street Child Berlie Doherty Short stories	Street Child Berlie Doherty Test week	Street Child Berlie Doherty Discussion	Street Child Berlie Doherty Discussion
Mathem atics	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 Fractions – Equivalent fractions adding and subtracting same denominator	Assessment week Fractions Adding and subtracting fractions different denominators Multiply fractions by fractions and whole numbers	Fractions Dividing fractions by fraction and whole numbers Decimals and fractions as percentages	Finding percentages of amounts End of unit assessment

<p>Science</p>	<p><u>Engineering (Rowling)</u></p> <p>To use scientific and research knowledge to come up with a solution to a problem.</p> <p>Plan different types of scientific enquiries to answer questions</p> <p><u>Sound</u> <u>(Morpurgo/Hughes)</u></p> <p>To understand that sounds are made by vibrations</p> <p>identify how sounds are made, associating some of them with something vibrating</p>	<p><u>Engineering (Rowling)</u></p> <p>Be able to ask questions in order to gather information</p> <p>Ask relevant questions for future enquiries.</p> <p><u>Sound</u> <u>(Morpurgo/Hughes)</u></p> <p>To know sound travels in the form of sound waves and know that sound can travel in a solid, liquid or gas but not in a vacuum</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p>	<p><u>Engineering (Rowling)</u></p> <p>Be able to ask questions in order to gather information</p> <p>Ask relevant questions for future enquiries.</p> <p><u>Sound</u> <u>(Morpurgo/Hughes)</u></p> <p>To be able to explain how sound proofing quietens sounds using the words absorb and reflect</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p>	<p><u>Engineering (Rowling)</u></p> <p>To explain designs and reasons for choices.</p> <p>Report and present findings in oral and written forms such as displays and other presentations.</p> <p><u>Sound</u> <u>(Morpurgo/Hughes)</u></p> <p>To be able to link the vibration of an object to musical notes and their pitch</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p><u>Engineering (Rowling)</u></p> <p>To improve knowledge of electrical engines and problem solving.</p> <p>Recognise some common conductors and insulators.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Sound</u> <u>(Morpurgo/Hughes)</u></p> <p>To be able to identify that the speed of sound changes in solids liquids and gases</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p><u>Engineering (Rowling)</u></p> <p>To present designs to an audience.</p> <p>Report and present findings in oral and written forms such as displays and other presentations.</p> <p><u>Sound</u> <u>(Morpurgo/Hughes)</u></p> <p>Assessment</p>
<p>Computing</p>	<p>ICT PowerPoint</p> <p>Complete research and</p>	<p>ICT PowerPoint</p> <p>Complete research and</p>	<p>ICT PowerPoint</p> <p>Present PowerPoints</p>	<p>ICT PowerPoint</p> <p>Complete research and</p>	<p>ICT PowerPoint</p> <p>Complete research and create a</p>	<p>ICT PowerPoint</p>

	<p>create a PowerPoint on Victorian toys</p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p>create a PowerPoint on Victorian toys</p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>		<p>create a PowerPoint on Dr Barnardo</p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p>PowerPoint on Dr Barnardo</p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p>Present PowerPoints</p>
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Geography					<p>Mountains</p> <p>Recognise the importance of the Himalayas for people living in the region. Research live on the Himalayas.</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals.</p>	<p>Mountains</p> <p>Use oddizzi quizzes on mountains to assess children's learning.</p>
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<p>History</p>	<p>Victorians</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>Victorians</p> <p>Life as a child</p> <p>Toys</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>Victorians</p> <p>Work houses</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>Victorians</p> <p>Dr Banardo</p> <p>Begin to offer explanations about why people in the past acted as they did</p>		
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<p>Art and Design</p>	<p>Design thermatrope</p> <p><i>Learn about great artists, architects and designers in history</i></p>	<p>DT mechanisms</p> <p>Design a moving toy in groups</p> <p>Introduction to topic.</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 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/components and accurately apply a range of finishing techniques.</i></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/components 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) Morpurgo class, year 5- young leaders. NUFC coach (invasion games) Rowling and Hughes NUFC coach – gymnastics Rowling</p> <p>Gymnastics Group dynamics</p> <p><i>Perform balances with control, showing good body tension</i></p>	<p>swimming (Friday) Morpurgo class, year 5- young leaders NUFC coach (invasion games) Rowling and Hughes NUFC coach – gymnastics Rowling</p> <p>Gymnastics Group dynamics</p> <p><i>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</i> <i>Explore symmetrical and asymmetrical balances on own and with a partner</i></p>	<p>swimming (Friday) Morpurgo class, year 5- young leaders NUFC coach (invasion games) Rowling and Hughes NUFC coach – gymnastics Rowling</p> <p>Gymnastics Group dynamics</p> <p><i>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</i></p>	<p>swimming (Friday) Morpurgo, class year 5- young leaders NUFC coach (invasion games) Rowling and Hughes NUFC coach – gymnastics Rowling</p> <p>Gymnastics Group dynamics</p> <p><i>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</i></p>	<p>swimming (Friday) Morpurgo class, year 5- young leaders NUFC coach (invasion games) Rowling and Hughes NUFC coach – gymnastics Rowling</p> <p>Gymnastics Group dynamics</p> <p><i>Increase the variety of pathways, levels and speeds at which you travel</i> <i>Travel in time with a partner, move away from and back to a partner</i></p>	<p>swimming (Friday) Morpurgo class, year 5- young leaders NUFC coach (invasion games) Rowling and Hughes NUFC coach – gymnastics Rowling</p> <p>Gymnastics Group dynamics</p> <p><i>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</i></p>
<p>Languages</p>	<p>Do you have a pet? To use the negative structure "je n'ai pas de / d'..." u</p>	<p>The weekend To learn the language to describe activities in French.</p>	<p>The weekend To introduce new phrases for weekend activities.</p>	<p>The weekend To consolidate new phrases for weekend activities.</p>	<p>The weekend To use time with the new phrases and</p>	<p>The weekend To introduce three positive and</p>

	Assessment				learn how to use connectives.	three negative opinion phrases.
R.E.	<p>Christianity</p> <p>To explore what Christians believe in God as alpha and omega.</p>	<p>Christianity</p> <p>To know the events of Easter.</p>	<p>Christianity</p> <p>To recall what happened at The Last Supper.</p>	<p>Christianity</p> <p>To recall what happened at The Last Supper.</p>	<p>Christianity</p> <p>To understand how and why some Christians remember Jesus in the Eucharist.</p>	<p>Christianity</p> <p>To identify the links between The Last Supper and Eucharist today.</p>
Music	<p>Charanga MMC trial</p> <p>How Does Music Bring Us Together?</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga MMC trial</p> <p>How Does Music Bring Us Together?</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga MMC trial</p> <p>How Does Music Bring Us Together?</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga MMC trial</p> <p>How Does Music Bring Us Together? World?</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga MMC trial</p> <p>How Does Music Bring Us Together?</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Composer work</p> <p>DJ/ Producers Listen/ appraise worksheet</p> <p>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>
PSHE	Morpurgo class year	Morpurgo class year	Morpurgo class year 5-	Morpurgo class year	Morpurgo class year 5-	Morpurgo class

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