


Year 5 Spring 2 Plan 2023

FOCUS: The Tudors

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5
Class Novel: The Executioner's Daughter	Reciprocal Read Chapter 11 Write a balanced argument? Should Tudor punishments be allowed today? BOOK WEEK My Favourite Book/Author discussion and poster	Reciprocal Read Chapter 13 Write a balanced argument? Should Tudor punishments be allowed today?	Reciprocal Read Chapter 15 Science Week Explanation Text How do we hear?	Reciprocal Read Chapter 18 Continue a piece of narrative.	Reciprocal Read Chapter 22 Writing a newspaper Linked to sustainability – Farnworth Matters Finish class novel
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5
	Grammar: plural and possessive Spelling: Words with an /or/ sound spelt 'or' and 'au'	Grammar: plural and possessive Spelling: Convert nouns or adjectives into verbs using the suffix -ate	Grammar: direct and indirect speech Spelling: Convert nouns or adjectives into verbs using the suffix -ise	Grammar: direct and indirect speech Spelling: Convert nouns or adjectives into verbs using the suffix -ify	Revision SPAG test Spelling: Convert nouns or adjectives into verbs using the suffix -en
Maths	Week 1	Week 2	Week 3	Week 4	Week 5
	Fractions Recognising mixed numbers and improper fractions	Fractions Order with denominators which are all multiples of the same number	Fractions Add and subtract where denominators and multiples of the same number	Fractions Add and subtract where denominators and multiples of the same number	Fractions Subtracting mixed numbers

CLIC	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>Times table practice</p> <p>Equivalent Fractions</p> <p>Addition and Subtraction recap fluency and start 1 step problems</p>	<p>Times table practice</p> <p>Decimals 2d.p partitioning/ordering</p> <p>Addition and Subtraction 2 step problems</p>	<p>Times table practice</p> <p>Decimal and fractions equivalent - tenths</p> <p>Multiplication and Division recap fluency and start 1 step problems</p>	<p>Times table practice</p> <p>Decimal and fractions equivalent – hundredths</p> <p>Multiplication and Division 2 step problems</p>	<p>Times table practice</p> <p>Decimal and fractions equivalent</p> <p>Problems involving rounding with division.</p>
Science	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks</p> <p>Investigate thermal conductors and insulators.</p>	<p>Reporting and presenting findings from enquiries</p> <p>Describe what is in the Solar System</p>	<p>Science Week</p> <p>Sound investigation</p> <p>Helio/Geo centric models of the universe</p> <p>Is there a pattern between the size of a planet and the time it takes to travel around the sun? (Discussion)</p>	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Use the idea of the Earth rotation to explain day and night.</p>	<p>Reporting and presenting findings from enquiries</p> <p>Describe the movement of the moon relative to the Earth</p>
History	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>Evaluating sources to answer enquiry questions</p> <p>Look the Reigns of Edward VI and Mary Tudor.</p> <p>How are they remembered?</p>	<p>Conducting an enquiry Researching, selecting and presenting information</p> <p>The Golden Age</p> <p>Why was Elizabeth's reign known as the 'Golden Age?'</p> <p>Focus on the Armada, Explorers and Shakespeare.</p>			

Geography	Use atlases/maps to describe and locate the prime/Greenwich meridian and time zones Understand how time zones work and use maps and atlases to locate countries and time zones across the world	Use atlases/maps to describe and locate the prime/Greenwich meridian and time zones Understand how time zones work and use maps and atlases to locate countries and time zones across the world	Use atlases/maps to describe and locate the prime/Greenwich meridian and time zones (including day and night) Understand why the sun rises higher and lower in the sky	<p>Explain the climate of given region in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Understand how these features may have changed over time.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. Study photos/pictures/maps to make comparisons between locations.</p> <p>Antarctica – look at the Antarctic Circle and create a poster about expeditions, life there and environmental issues</p> <p>Learn about the Tropics of Cancer and Tropics of Capricorn using maps and atlases, and comparing what they have learnt about the Antarctic Circle</p>	
Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5
		<p>Join materials using appropriate methods. Build frameworks to support mechanisms. Stiffen and reinforce complex structures List tools needed before starting the activity. Devise step by step plans which can be read / followed by someone else Identify the strengths and weaknesses of their design ideas.</p> <p>Create a structure based on the Tower of London using pulleys and levers to create a working drawbridge and that is strong enough to support the weight of Henry VIII's executed victims.</p>		<p>Select foods for a particular purpose. List tools needed before starting the activity. Record ideas using annotated diagrams. Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc. Food Technology Plan and discuss ingredients and recipes</p>	<p>Prepare food products taking into account the properties of ingredients and sensory characteristics. Work safely and hygienically. Use a range of cooking techniques.</p> <p>Food Technology Make the food for a Good Friday Easter celebration</p> <p>Consider user and purpose. Identify the strengths and weaknesses of their design ideas.</p> <p>Evaluate the project</p>
Computing	Week 1	Week 2	Week 3	Week 4	Week 5
Information Technology	<p><u>Copyright and Ownership</u></p> <p>Recognise fair dealing situations</p> <p>Understand that some work is in the public domain</p> <p>Know that even copyrighted work can be used, if this use is fair.</p>		<p><u>Managing online information</u></p> <p>I can explain what is meant by 'being sceptical'.</p> <p>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>I can evaluate flawed reasoning.</p>		<p><u>Privacy and Security</u></p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p>

			<p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a 'hoax'.</p> <p>I can explain why some people will pretend something is true when it isn't.</p> <p>I can explain why someone would need to think carefully before they share.</p>		<p>Recognise that app permissions allow access to our personal information.</p> <p>Understand the relationship between the value of data and the ethics of collecting that data.</p> <p>Be aware that the data we share is valuable to app developers.</p>
RE/PSHE	Week 1	Week 2	Week 3	Week 4	Week 5
<p>RE – How do Christians decide to live? What would Jesus do?</p> <p>PSHE – Healthy Me! Wellbeing through sport with Ed Start</p>	<p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'?</p> <p>Recognise choices and decisions they will have to make in the future.</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p>	<p>Show an understanding of the role of a spiritual leader.</p> <p>What is the importance of the value of love? How did Jesus teach his followers to love?</p> <p>Recognise choices and decisions they will have to make in the future.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p>	<p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>What do Jesus' parables about forgiveness teach to Christians today?</p> <p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>What did Jesus teach about being generous and being greedy?</p> <p>Understand ways in which media influence can have positive and negative outcomes.</p> <p>I understand how the media and celebrity culture promotes certain body types</p>	<p>explain practices and lifestyles associated with belonging to a faith; What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?</p> <p>Identify ways of helping and supporting friends under pressure.</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p>	<p>Express their own values while respecting the values of others.</p> <p>What have we learned about living by the values of Jesus in the modern world?</p> <p>Recognise choices and decisions they will have to make in the future.</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>

PE	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>5F – Well-Being through Sport with Ed Start – Tuesday Afternoon</p> <p>5H – Swimming</p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations. • Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. • Swim competently, confidently and proficiently over a distance of at least 25 metres <p>Woodlands every Monday – Linked to Farnworth Matters.</p>				
Music	<p><u>Charanga - Fresh Prince of Bel-Air</u></p> <p>To identify and move to the pulse with ease.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To experience rapping and solo singing.</p> <p>To sing with awareness of being 'in tune'.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p>				