

Year 5 Spring 1 Plan 2024

FOCUS: The Tudors

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Novel: The Executioner's Daughter	Richard III Reciprocal Read, plan and write the play.	Richard III Perform and evaluate the play Reciprocal Read the Marcia Williams story. Plan own version of a short story and begin to write.	Write the Short Story.	The Executioner's daughter Write a setting description using the events in Chapter 1	The Executioner's daughter Write a character description on Moss.	The Executioner's daughter Write a balanced argument about whether executions should be allowed.
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Grammar: brackets for parenthesis Spelling: creating nouns using –ity suffix	Grammar: dashes for parenthesis Spelling: creating nouns using –ness suffix	Grammar: commas for parenthesis Spelling: creating nouns using –ship suffix	Grammar: adverbs to indicate possibility Spelling: homophones and near homophones 1	Grammar: adverbs to indicate possibility Spelling: homophones and near homophones 2	Grammar: Revision Spelling: homophones and near homophones 3
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Compare and order fractions which are more and less than 1	Adding fractions when the denominators are multiples and finding the LCM. Answers greater than whole.	Adding non-unit to mixed numbers and adding two mixed numbers with different denominators	Subtracting fractions when the denominators are multiples and finding the LCM.	Subtracting from a mixed number. Breaking the whole and subtracting two mixed numbers.	
CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Times Table Practise Multiplying and Dividing by 1 and 0 Balancing equations – addition and subtraction	Times Table Practise Multiplying by 10, 100 & 1000 Adding and subtracting fractions with the same denominator.	Times Table Practise Dividing by 10, 100 & 1000	Times Table Practise Perimeter of rectilinear shapes and polygons	Times Table Practise Area by counting squares Area of rectangles	Times Table Practise Area of compound shapes

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Properties and Changes of materials Y5	<p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Distinguish between melting and dissolving.</p> <p>Investigate how temperature affects how solutes dissolve.</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Evaporation helps us separate soluble materials from water.</p> <p>Mixtures of solids (of different particle size) can be separated by sieving.</p> <p>Mixtures of solids and liquids can be separated by filtering if the solid is insoluble (un-dissolved).</p> <p>Separating mixtures involving solids and liquids.</p>	<p>Recognise that dissolving is a reversible change.</p> <p>Investigate reversible and irreversible changes.</p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Explain which variables need to be controlled and why.</p> <p>Make most of the planning decisions about] and carry out fair tests.</p> <p>Recognise when it is appropriate to carry out a fair test and plan how to set it up.</p> <p>Conduct a comparative test and explain my findings.</p>	<p>Compare a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity).</p> <p>Investigate electrical conductors and insulators.</p>	<p>Temperature and Thermal Insulation</p> <ul style="list-style-type: none"> Heat always moves from hot to cold. Some materials (insulators) are better at slowing down the movement of heat than others. Objects/liquids will warm up or cool down until they reach the temperature of their surroundings. <p>Insulating investigation</p>
History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p> <p>The battle of Bosworth</p> <p>How significant was this event as turning point in British history?</p>	<p>Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</p> <p>Historical Changes</p> <p>Why did Henry VIII break from Rome?</p>	<p>Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p>Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</p> <p>The Six Wives of Henry VIII</p> <p>Select and present their own historical information.</p>		<p>Analyse connections, trends and contrasts over time.</p> <p>Historical Changes</p> <p>How did Edward VI reform the Church?</p>	<p>Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</p> <p>Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</p> <p>Historical Enquiry</p> <p>Does Mary Tudor deserve the title 'Bloody Mary'?</p>

Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare the work of Tudor artists.</p>	<p>Annotate work in a journal. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Investigate a range of starting points for their work by starting to draw a portrait.</p>	<p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Sketch a portrait of a Tudor figure.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Add colour to the sketched portrait.</p>			
Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				<p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.</p> <p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p> <p>Online identity of myself.</p> <p>Online identity of others.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</p> <p>I can explain how to block abusive users.</p> <p>I can explain how I would report online bullying on the apps and platforms that I use.</p> <p>I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline / CEOP).</p> <p>Cyberbullying.</p>	<p>Safer Internet Day 2024 will take place on the 6th of February 2024, based on theme of inspiring change.</p>
RE/PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>RE – Christianity</p> <p>Why do some people believe in God and some people not?</p>	<p>How many people believe in God?</p> <p>Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs. Identify and explain what religious and non-religious people</p>	<p>Is God real? What do people think?</p> <p>Give examples of reasons why people do or do not believe in God Make clear connections between what people believe about God and the impact of this belief on how they live Consider and weigh up different views on theism,</p>	<p>Why do people believe or not believe in God?</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give evidence and examples to show how Christians</p>	<p>What do people say about science and believing in God?</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.</p>		<p>What impact does believing in God have on how people think and live?</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p>

PSHE –	believe about God, saying where they get their ideas from	agnosticism and atheism, expressing insights of their own about why people believe in God or not.	sometimes disagree about science and faith			
	<p>Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities know how to keep building my own self esteem</p> <p>Building my own self-esteem</p>	<p>Understand that belonging to an online community can have positive and negative consequences recognise when an online community feels unsafe or uncomfortable</p> <p>Recognise when an online community feels unsafe or uncomfortable</p>	<p>Understand there are rights and responsibilities in an online community or social network recognise when an online community is helpful or unhelpful to me</p> <p>Recognise when an online community is helpful or unhelpful to me</p>	<p>Know there are rights and responsibilities when playing a game online recognise when an online game is becoming unhelpful or unsafe</p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can make positive contributions and be part of online communities.</p> <p>Keeping safe online.</p> <p>Recognise when an online game is becoming unhelpful or unsafe</p>	<p>Recognise when I am spending too much time using devices (screen time) identify things I can do to reduce screen time, so my health isn't affected</p> <p>I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology</p> <p>Finding a media balance. Identify things I can do to reduce screen time, to keep myself healthy</p>	<p>Explain how to stay safe when using technology to communicate with my friends recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p> <p>Recognise and resist pressures to use technology in ways that may cause harm to others</p>
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Charanga – Fresh Prince of Bell Air</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory <ul style="list-style-type: none"> use and understand staff and other musical notations 					
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>5F- Ed Start Orienteering 5H- Danish long ball</p>					