

# Year 5 – Spring

## English – Percy Jackson

### Guided Reading – Poetry 2a

#### - Girl of Ink and Stars 2b

### Class text – Percy Jackson

	<b>National Curriculum objective(s)</b>	<b>Success criteria</b>	<b>Project work</b>	<b>Key vocabulary</b> (All pupils must be exposed to this) <b>Tier 2</b>	<b>Key vocabulary</b> (All pupils must be exposed to this) <b>Tier 3</b>	<b>Links to previous and future learning</b>
<b>History</b>	<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>To understand about life in Ancient Greece.</li> <li>To understand the achievements of Ancient Greece and their influence on the world.</li> <li>Identify the key differences between the Spartans and the Athenians.</li> <li>Look closely at the myths, legends and Gods of this time period.</li> <li>To demonstrate a clear understanding of the life and times of a person during this time period.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of Ancient Greece and other areas of Europe.</li> <li>Project on how Ancient Greeks have impacted our life today. (Present findings back to class.)</li> <li>Compare life in Sparta and Athens during this time.</li> <li>Read a range of Myths and legends. Look at the key features of these stories. Write our own Myths and legends creating our own characters to fit the story.</li> </ul>	ancient myth legend democracy Autocracy	Athenian Spartan Olympics	
<b>Geography</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate countries in Europe, name some of the famous land marks and key features of these countries using maps.</li> <li>I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps to locate Greece and surrounding countries and cities across Europe.</li> <li>Use 4 and 6 figure grid references to accurately locate Greece , The UK and countries on a map.</li> <li>Discuss famous physical and human landmarks across Europe. Organise into physical and human and discuss age of landmarks dating back to Ancient Greek period.</li> </ul>	locate landmarks symbol key features	grid references continent country Ordnance Survey Maps Europe Equator Tropic of Cancer Tropic of Capricorn	Link to Y6 Identify positions and significance of latitude, longitude, equator, hemispheres Y6 locate countries of the world.
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. (Vases, mosaics and temple drawings)</li> </ul>	<ul style="list-style-type: none"> <li>Perspective drawing of an Ancient Greek Temple.</li> <li>Create designs for Greek vases telling your own story.</li> <li>Create mosaics in a Greek style.</li> </ul>	sketch shade colour appreciate observe design	cross hatching collage perspective mosaics	Y6 Sketching Hagrids hut Y6 Memento Mori symbolic drawings.

Design and Technology	<ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Designing and making Greek clothing</li> </ul>	<ul style="list-style-type: none"> <li>Design, make and evaluate a piece of Greek footwear that is authentic for the time period and practical for use.</li> </ul>	design evaluate authentic period functional construction research textile	aesthetic innovative	
R.E.		<ul style="list-style-type: none"> <li>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?): To offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</li> <li>To outline Jesus' teaching on how his followers should live</li> <li>To explain the impact Jesus' example and teachings might have on Christians today</li> <li>To express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</li> <li></li> </ul>	To retell a parable of Jesus using a modern day context. (The Good Samaritan)  To explain the meanings behind a parable. (The Sower, the Good Shepherd)  The Agony Aunt: To explore a range of moral dilemmas and to explore solutions. Compare these solutions to Biblical advice.	dilemma interpretation values morality	parable New testament Old testament Sermon Beatitudes	Y6 Has Christmas lost its meaning? Y4 What can be learnt from Christianity? Why was Jesus inspiring? Stories of Jesus.
P.S.H.E/R.S.E	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To know ways of dealing with other people's feelings in different situations</li> <li>To value and respect diversity of lifestyle and choices and to know ways to support their friends</li> <li>To identify safe and unsafe people and know where to go for help</li> <li>To know how a girls and boys body changes during puberty</li> <li>To understand and respect others' opinions</li> <li>To know how to agree or disagree with reasoning</li> <li>To recognise and appreciate risky choices</li> <li>To be able to stand up for oneself and not always follow the crowd</li> </ul>	<ul style="list-style-type: none"> <li>Role play of how to deal with people's feelings. Responding to a dilemma.</li> <li>Dilemma cards</li> <li>Poster re staying safe</li> </ul>	respect opinion fact lifestyle	Emotional literacy diversity puberty	

Computing	<ul style="list-style-type: none"> <li>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</li> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>	<ul style="list-style-type: none"> <li>To create a database around a chosen topic.</li> <li>To create and evaluate a game and those of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Use a pre-existing database – search for information</li> <li>Create a database.</li> <li>•</li> </ul>	evaluate analyse goals	database software program debug	Y6 Creating a database
Science	<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity</li> <li>Compare and group together everyday materials on the basis of their properties</li> <li>Know that some materials will dissolve in liquid to form a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated</li> <li>Explain that some changes result in the formation of new materials</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>	<ul style="list-style-type: none"> <li>Friction tests using force meters</li> <li>Experiments to show water resistance.</li> <li>Making parachutes – air resistance</li> <li>Separating mixtures and solutions</li> <li>Dissolving solids</li> </ul>	reversible gas liquid solid matter cooling heating boiling mixtures solution forces mass weight	gravity air resistance evaporation friction up thrust buoyancy terminal velocity soluble insoluble	Y4 Investigating materials-changing states

<b>Music</b>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Make You Feel My Love. This unit focuses on this one song, although other pop ballads can be explored. Listen and appraise the music.</li> <li>Notation CGAB, put notes on the stave. Encourage children who play instruments to bring them to play along.</li> <li>Improvise and compose with CDE.</li> <li>Compose an 8 bar piece of music.</li> <li>Sing and perform adding tuned and untuned instruments.</li> <li>Notation: DEF add to the stave. Improvise with 3 notes.</li> <li>Fresh Prince of Bel Air: The song by Will Smith is the focus, however other Hip-hop songs can be added to listen and appraise.</li> </ul>	<p><b>Listen and appraise ballads.</b></p> <p>Rehearse and perform: Make You Feel My Love</p> <p>Locate the notes CGAB on the stave.</p> <p>Play CGAB using tuned instruments to accompany the ballad.</p> <p>Play untuned percussion to enhance the performance of the ballad.</p> <p><b>Listen and appraise rap music.</b></p> <p>Place rap music on a timeline and research its origins.</p>	listen appraise improve compose rehearse tuned untuned	rap ballads notation crescendo diminuendo Crotchets quavers Minims Semibreves Semiquavers Allegro Adagio Accelerando Rallentando Clef Forte Piano Crescendo decrescendo	
<b>Languages</b>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> </ul>	<ul style="list-style-type: none"> <li>Describe different sport. Listen to Spanish speakers talk about activities. Use the words 'tiene', 'es, and 'hay' expressing preferences</li> <li>Cultural: Explore a Spanish artist.</li> <li>Know the vocabulary of Sport.</li> <li>Look at the difference with the verbs: I do, I play I ride</li> <li>Express preferences about sport.</li> <li>Link sport to a time table of activities. Create sentences about when sports are played.</li> </ul>	<ul style="list-style-type: none"> <li>Simple Simon says of sport words</li> <li>Create work inspired by surrealism (Joan Miro)</li> <li>Speaking and writing sentences which express preference</li> <li>Answering question on a timetable of activities regarding sport.</li> </ul>	<ul style="list-style-type: none"> <li>translate</li> </ul>		

<b>P.E</b> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Health Related Fitness: Understand benefits of regular exercise</li> <li>• Can demonstrate stamina and core strength through determination. (Bleep test, leg raises)</li> <li>• Understand different elements to a fitness circuit. (Balance, strength, stamina, speed, flexibility)</li> <li>• Can demonstrate motivation to improve your performance in all of these skills.</li> <li>• Basketball: Can perform a range of passes effectively in a game (Chest, bounce and overhead pass)</li> <li>• Can dribble and move with the ball into space confidently and with control</li> <li>• Can use good footwork to create space to take a good shot.</li> <li>• Will be able to use defensive and attacking tactics within a game (5v5).</li> </ul>	<ul style="list-style-type: none"> <li>• React</li> <li>• Listen</li> <li>• Push</li> <li>• Pull</li> <li>• Strength</li> <li>• speed</li> <li>• dribble</li> <li>• footwork</li> <li>• overhead</li> <li>• chest</li> <li>• determination</li> <li>• </li> </ul>	Stamina agility endurance flexibility free throw defensive attacking balance	
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