

Year Group: Year 5 – Hazel/Maple Classes		Class Teachers: Mr Furzland & Miss Tipson	
Spring 1		Spring 2	
<b>Unit Title: 'The Number of the Beast'</b>		<b>Unit Title: 'True Colours'</b>	
<b>Entry point: Anglo-Saxon Warrior Day – fireside story-telling, food and warrior training school (WOW Starter)</b>		<b>Entry point: South Africa Day – to raise awareness of different cultures – food, music, clothing, religion, language (WOW Starter)</b>	
<b>Exit point: Anglo-Saxon Warrior Visit and Workshop – in school</b>		<b>Exit point: Have a Parent Open Afternoon to show what we've learned and discovered about South Africa and ourselves</b>	
<b>Outcome: In-depth knowledge of Anglo-Saxon Culture and the traditions of story-telling through the centuries</b>		<b>Outcome: To have greater empathy and understanding from people from different cultures to our own – realising we still have connections and mutual interests and understanding</b>	
<p><b>English: Sayings:</b></p> <ul style="list-style-type: none"> <li>Half a loaf is better than none.</li> <li>More haste less speed</li> <li>Laugh and the world laughs with you.</li> <li>Lightning never strikes twice in the same place.</li> <li>Make ends meet.</li> </ul> <p><b>Guided Reading: Beowulf</b></p> <p><b>English Writing: Beowulf:</b> Narrative storytelling and writing, Character Studies, How to build a longship</p> <p><b>Poetry: Kennings</b> – Traditional Anglo-Saxon verse</p> <p><b>SPAG:</b> Inverted commas and other punctuation to indicate direct speech, <u>noun</u> phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p><b>Maths: Weeks 1 - 4: Fractions</b> – dividing, writing improper fractions and mixed numbers, equivalent fractions, comparing and ordering, adding, subtracting and multiplying fractions and mixed numbers by whole numbers</p> <p><b>Week 5 - 6: Decimals</b> – reading, writing and comparing decimals.</p> <p><b>Geography: UK Geography East Anglia:</b> Physical geography, Land-use, The Midlands – settlements, Yorks and Humberside – Physical Geography, Yorks and Humberside – Human Geography</p> <p><b>History: The French Revolution:</b> Life before Louis XV1 and Marie Antionette Napoleon Battle of Trafalgar Battle of Waterloo</p> <p><b>Science: Materials:</b> Properties – Solubility, Conductivity, Flexibility, Fair testing, Mixtures, Reversible change, Changes of state</p> <p><b>Visual Arts: Chinese Painting &amp; Ceramics</b></p> <p><b>Computing: Selection in Physical Computing</b></p> <p><b>Music: The Orchestra:</b> Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.</p> <p><b>R.E: Hinduism</b></p> <p><b>PSHE: Jigsaw</b> – Dreams and Goals</p> <p><b>PE:</b></p> <p><b>Outdoor:</b> Invasion games - Football</p> <p><b>Indoor:</b> Net/wall games - Handball</p> <p><b>MFL:</b> Weather and poetry, seasonal colours, conscience alley</p>	<p><b>Key Text: 'Beowulf'</b> Michael Morpurgo</p> <p><b>UNCRC Article(s):</b> <b>Article 2</b> The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.</p> <p><b>Article 16</b> You have the right to privacy.</p> <p><b>Article 17</b> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p><b>Article 24</b> Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p> <p><b>Article 29</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>Article 38</b> Governments should not allow children under 16 to join the army.</p>	<p><b>English: Sayings</b> –</p> <ul style="list-style-type: none"> <li>Make hay while the sun shines.</li> <li>Money burning a hole in your pocket.</li> <li>Once in a blue moon</li> <li>One picture is worth a thousand words.</li> <li>Seeing is believing.</li> </ul> <p><b>Guided Reading: 'Journey to Joburg'</b></p> <p><b>English Writing: 'Journey to Joburg':</b> writing from different narrative viewpoints, narrative description, recounts, police reports</p> <p><b>Poetry: 'Sometimes When it Rains'</b> Niyi Osundre</p> <p><b>SPAG:</b> Inverted commas and other punctuation to indicate direct speech. Linking ideas across paragraphs using time adverbials. Brackets, dashes or commas to indicate parenthesis</p> <p><b>Maths: Week 1:</b> Percentages – comparing &amp; finding. <b>Weeks 2 - 4:</b> Geometry – knowing, measuring, investigating angles, solving problems involving angles investigating regular polygons.</p> <p><b>Week 5:</b> Position and movement – naming &amp; plotting points, describing translations, movements &amp; reflections.</p> <p><b>Geography: Australia:</b> Location and physical geography, The History Of Settlements, Climate, Biodiversity</p> <p><b>History: The Early British Empire:</b> The British Empire, Global trade, The Mughal Empire &amp; The East India Co, The 7 years war, Motivations for the Empire</p> <p><b>Science: Forces:</b> Gravity, Friction, Air resistance, Water resistance, Pulleys, Gears &amp; levers</p>	<p><b>Key Text: 'Journey to Joburg'</b> Beverley Naidoo</p> <p><b>UNCRC Article(s):</b> <b>Article 2</b> The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.</p> <p><b>Article 4</b> Governments should make these rights available to children.</p> <p><b>Article 6</b> All children have the right to life. Governments should ensure that children survive and develop healthily</p> <p><b>Article 24</b> Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p> <p><b>Article 29</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>
	P4C Stimuli: Weekly Assemblies	Visual Arts: <b>Art from Western Africa</b>	P4C Stimuli: Weekly Assemblies
	Key Questions: Why is story-telling so important? What is the difference between myth and legend	Computing: <b>Flat-file databases</b>	Key Questions: What does it mean to show your 'true colours'? What is empathy? How can we treat all people fairly? Is this possible?
	Community/International Involvement: >Parents in to see work on Beowulf, shields (hwk), poetry and all Anglo-Saxon work	Music: <b>Vocal Range:</b> Recognise and name the different vocal ranges, and apply their knowledge by beginning part singing.	Community/International Involvement: >Parents in to see work on Africa >Work examples shared with Beverley Naidoo
		R.E: <b>Easter</b>	
		PHSE: <b>Jigsaw</b> – Healthy Me	
		PE: <b>Outdoor: Net/wall</b> - Basketball <b>Indoor: Striking &amp; Fielding</b> - Badminton	
		MFL: Months and season, planets, distances from the sun, compound sentences, presentations	