



Year 5 Spring 1

Science:

Intent: Children will be able to understand our solar system and how it affects day and night and other key natural factors.

Sequence of lessons:

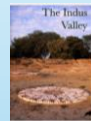
1. Can I sort the planets in order of distance from the Sun?
2. Can I classify planets as either rocky or gas giant?
3. Can I describe the orbits of the planets as elliptical?
4. Can I explain why we have day and night on Earth and why this is cyclical?
5. Can I describe the Moon's orbit around the Earth as elliptical?
6. Can I explain why the Sun, Moon and Earth are only roughly spherical?

Key Vocabulary: earth, sun, moon, spherical, solar system, rotates, star, orbit, planet, galaxy, celestial body, hemisphere, lunar calendar, revolve, sundial

Impact: Children will have a better understanding of the world and universe around them and the planet we live on.

History: Indus Valley Civilisation

Intent: Children will consider key ideas about the Indus Civilisation including their architecture, trade and travel. They will learn about rulers and religion during this period.



Sequence of lessons:

1. The dancing girl
2. So many puzzles!
3. Bricks, buildings and baths
4. Making beautiful things
5. Boats and barter, trade and travel.
6. Two more puzzles: rulers and religion.

Key Vocabulary: Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion. Disciplinary focus: evidential thinking: How do we know about the Indus Valley civilisation?

Impact: Children are able to discuss how rulers and religions played a part in shaping the Indus Civilisation. They can share key ideas in architecture, trade and travel during the Indus Civilisation.

Geography: Settlements

Intent: Children will focus on diversity between different settlements to set up key categories that geographers use (hamlet, village, town, city, conurbation, rural, urban).



Sequence of lessons:

1. What is a settlement?
2. What is a village?
3. What is a town?
4. What is a city?
5. London- the largest city in the UK.
6. The city of Cardiff

Key Vocabulary: settlement, hamlet, farmstead, village, inhabitants, rural, church, village green, village hall, secondary school, railway station, urban, sprawling settlement, coastal, market town, city, university, cathedral, airport, boroughs, Underground, cycle lanes, conurbation, businesses, connect.

Impact: Children can compare and contrast a city and a village, clearly identifying and explaining the different features of each settlement.

RE: Living Hindu Traditions

Intent: Key Question: How do Hindus show their devotion?



Sequence of lessons:

1. Worshipping together -family puja
2. Worshipping anywhere, any time?
3. Ganesha, the god of good fortune.
4. The story of Ganesha's birth.
5. Shiva's endings and beginnings.
6. A festival for Parvati.

Key Vocabulary: Ganesha stories and their meanings, Parvati and Shiva - family in Mount Kailash, The festival of Teej - women in Hinduism, Puja ceremony, Puja in Hindu stories, Listening to Hindu people talk about their beliefs and practices.

Impact: Children can describe different ways that Hindus demonstrate their devotion to God.



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DT: Food Technology

Intent: Children learn a simple bolognese recipe and adapt it to improve nutritional content.

Sequence of lessons:

- 1: From farm to fork: Can I understand how ingredients are reared and processed?
- 2: Different choices: Can I make adaptations to design a recipe?
- 3: Nutritional value: Can I evaluate nutritional content?
- 4: Preparing ingredients: Can I practise food preparation skills?
- 5: Designing labels: Can I design a product label?
- 6: Making Bolognese: Can I follow and make an adapted recipe?

Key Vocabulary: Beef, brand, cook, cross-contamination, cut, design, enhance, equipment, evaluate, farm, grate, hygiene, ingredients, label, measure

Impact: Describe the process of beef production. Research a traditional recipe and make changes to it. Add nutritional value to a recipe by selecting ingredients. Prepare and cook a version of bolognese sauce.

Computing:

Intent: Children will learn to use formulae within a spreadsheet to convert measurements of length and distance. They will use a spreadsheet to model a real life problem. They will use spreadsheet tools to investigate probability and use the count tool to answer hypotheses about common letters in use.

Sequence of lessons:

1. Conversions of Measurements
2. Using formulae
3. Exploring Probability
4. Computational Modelling
5. Testing a hypothesis

Key Vocabulary: budget, columns, computational model, count tool, expenses, format, formula, hypothesis, profit, data, dice tool, formula bar, rows, totalling tool

Impact: Children can use spreadsheet tools confidently, applying them to real life problems.

PE: Dance

Intent: Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work.

Sequence of lessons:

1. Can I create a dance using a random structure and perform the actions showing quality and control?
2. Can I understand and use relationships and space to change how a performance looks?
3. Can I work with a partner to copy and repeat actions in time with the music?
4. Can I develop set choreography inspired by a Mayan god?
5. Can I use structure to choreograph a dance performance?
6. Can I use space and relationships to create a dragon dance?

Key Vocabulary: actions, dynamics, space, relationships, collaboration, consideration. Awareness, inclusion, respect, leadership, empathy, confidence, perseverance, observe, creativity, apply, select.

Impact: Children can appreciate different styles of dance from around the world.

PSHE- Dreams and goals

Intent: Children will learn to set realistic dreams and goals for both themselves and think about how they might vary between different cultures and countries.

Sequence of lessons:

1. I understand that I will need money to help me achieve some of my dreams
2. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.
3. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.
4. I can describe the dreams and goals of young people in a culture different to mine
5. I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.
6. I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

Key Vocabulary: Dream, Money, Grown up, Adult, Lifestyle, Job, Career, Profession, Money Salary, Contribution, Society, Dream, Job, Career, Motivation, Dream, Goal, Aspiration, Culture, Country, Aspiration, Dream, Goal, Culture, Communication, Support, Rallying, Sponsorship, Team work, Dream, Goal, Motivation, Aspiration

Impact: Children will be able to think about their futures and set realistic goals and ambitions.



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MFL: French

Intent: Children learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text.

Sequence of lessons:

- 1, French money, numbers and prices - To build numbers and prices confidently in French.
- 2, French fruit market - To name different foods in French and notice patterns in sounds.
- 3, Monsieur Mangetout's French food week - To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience.
- 4, Shopping in French – how much? - To be able to use vocabulary to describe a quantity of different food nouns.
- 5, French detectives in the kitchen - To be able to explore and understand an authentic French text.

Key Vocabulary: Trente, quarante, Cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, ça fait ... c'est combien ?

Impact: Recognise number words in written form. Correctly build and pronounce two-digit numbers that have been generated randomly. Recall vocabulary by matching the correct pictures to the appropriate words. Join in with a story, using gestures and key vocabulary. Correctly sort word-cards by gender and apply the appropriate article. Highlight a range of known and easily recognisable vocabulary in a text.

Music

Intent: Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.

Sequence of lessons:

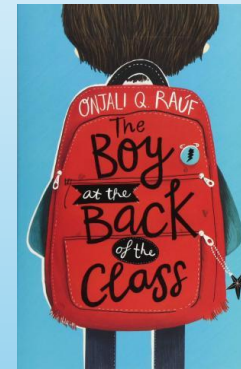
- 1: Shosholoza a cappella - To use tuned percussion to play a chord progression.
- 2: Playing Shosholoza - To use tuned percussion to play a chord progression.
- 3: The Shosholoza show - To use vocals or tuned percussion to perform a piece of music as an ensemble.
- 4: Drumming away to Africa - To play call and response rhythms using percussion instruments.
- 5: Eight-beat breaks- To create an eight-beat break to play within a performance.

Key Vocabulary: a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse

Impact: Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.

English: Reading & Writing

In English writing and English reading we will be reading the book 'The boy at the back of the class,' by Onjali Q. Rauf.



In English writing we will be writing a first-person narrative and afterwards a non-chronological report.

In English reading we will be focused on our VIPERS skills: vocabulary, inference, prediction, explanation, retrieval and summarising.

Maths

Power Maths and White Rose are used to support our teaching of Maths.

This half term, children will be developing their understanding of multiplication and division, fractions and decimals and percentages.

