



Year 5 Spring 2

Science: Living things and their habitats.

Intent: To know that reproduction is when an animal or plant produces one or more individuals similar to itself: sexual reproduction, which requires two parents with male and female gametes (cells) and will produce offspring that is similar to but not identical to the parent and asexual reproduction, which will produce offspring that is identical to the parent and requires only one parent.

Sequence of lessons:

- 1) Can I state that animals can only produce offspring via sexual reproduction?
- 2) Can I compare the life cycles of a mammal, amphibian, insect and a bird?
- 3) Can I state that plants can reproduce either sexually or asexually?
- 4) Can I dissect a flower and label the different parts of it?
- 5) Can I describe some methods for asexual reproduction in plants?

Key Vocabulary: anther, bulb, cell, dispersed, dissect, embryo, fertilization, flower, flowering, function, gamete, germination, life cycle, mature, metamorphosis, ovary, ovule, petal,

Impact: To know that reproduction is when an animal or plant produces one or more individuals similar to itself

History: Persia and Greece

Intent: Pupils will learn about the empires of Greece and Persia, compare their similarities and differences and understand the different wars that took place between the two empires

Sequence of lessons:

1. The king of kings
2. The Persian Empire
3. The Greek city states
4. Greek gods and goddesses
5. The Greek language and The Iliad.
6. The Greek and Persian wars

Key Vocabulary: Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War,

Disciplinary focus: similarity and difference
What did Greek city-states have in common?
Greek religion – gods and goddesses.

Impact: Filmed debate – which is the most memorable battle from this period?

Geography: Agriculture

Intent: Pupils learn how to notice and understand the ways in which different aspects of the world affect each other. We look at interactions within the human world (e.g. people's choices of fruit affect the crops farmers grow). We look at interactions within the physical world (e.g. a food chain in a forest. We look at where the food we eat comes from. We look at how farms affect the landscape (interaction between the human and physical world).

Sequence of lessons:

1. What is agriculture
2. Arable farming
3. Pastoral farming
4. How does farming change the landscape?
5. How does our food affect farming?
6. Sheep farming in Wales.

Key Vocabulary: agriculture processed distributed arable farming pastoral farming mixed farming, growing season, harvest, ripen, growing season, plough, graze grazing dairy farmers manure, marshlands forests hedges, yield fertilisers pesticides organic food seasonal food local food vegetarian vegans, flocks shepdogs shorn wool

Impact: Pupils learn how to notice and understand the ways in which different aspects of the world affect each other.

RE: Abraham, Isaac and Jacob.

Intent: To understand fundamental stories within Judaism such as the story of Abram and Sarai, The story of Isaac and the story of Rachel.

Sequence of lessons:

1. The Hebrew Bible
2. The story of Abram and Sarai
3. Abram becomes Abraham
4. Abraham and his son, Isaac
5. The story of Isaac and Rebekah
6. The story of Jacob and Rachel

Key Vocabulary: Jewish Jew Hebrew Bible Abraham, Abram inheritance Promised Land famine deceived, covenant Sarah, Isaac angels, ram, dependable draw water comforted Jacob, Esau inherit birthright ladder.

Impact: Pupils learn key story in the Hebrew Bible.



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DT: Textiles

Intent: Designing a stuffed toy and making decisions on materials, decorations and attachments (appendages) after learning how to sew a blanket stitch.

Sequence of lessons:

1. Can I design a stuffed toy?
 2. Blanket stitch
- Can I sew a blanket stitch?
3. Details and appendages Can I create and add decorations to fabric?
 4. Stuffed toy assembly – Can I use a blanket stitch to assemble the components of a stuffed toy?

Key Vocabulary: Accurate, annotate, appendage, blanket-stitch design criteria, detail, evaluation, fabric, sew, shape, stuffed toy, stuffing, template

Impact: Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement.

Computing: Databases

Intent: Children will learn how to search for information in a database. They will contribute to a class database. They will create a database around a chosen topic.

Sequence of lessons:

1. Searching a database
2. Creating a database
3. Creating a Topic database
4. Creating a Topic database
5. Sharing a database

Key Vocabulary: arrange, avatar, chart, collaborative, data, database, field, group, record, sort, statistics, search.

Impact: Children understand how to use a database effectively to search and use information. They can create their own database based around a topic.

PE: Badminton

Intent: use running, jumping, throwing and catching in isolation and in combination when playing competitive games

Sequence of lessons:

1. To use the serve with consideration of attacking principles
2. To explore an underarm return with consideration of attacking principles.
3. To explore an underarm return with consideration of attacking principles.
4. To explore the overhead forehand with consideration of attacking principles.
5. To select and apply skills and tactics to play competitively.
6. To apply rules, skills and tactics to play in a tournament.

Key Vocabulary: Adjust, communicate, dominant, non-dominant, pressure, serve, sportsmanship, situation, tactic, technique

Impact: Pupils will be able to use attacking and defending tactics in a competitive pairs tournament. With a knowledge of the rules, children will be able to referee and score the matches of their peers.

PSHE- Healthy me

Intent: Children understand what healthy, informed choices look like and can think about how they will live their lives.

Sequence of lessons:

1. I can make healthy choices.
2. I can make informed decisions on a healthy, balanced diet.
3. I know how to give emergency aid.
4. I understand how the media, social media and celebrity culture promoted certain body types.
5. I can describe the different attitudes people have to food and how these can be affected by external influences.
6. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

Key Vocabulary: Choices, Healthier behaviour, Less healthy behaviour, Informed decision, Pressure, Media, Influence, Vaping, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, altered, self respect, comparison, informed decisions, debate, opinion, fact, motivation.

Impact: Children will make well thought-out decisions about their health.



Year 5 Spring 2

MFL: French

Intent: French Speaking World

Discovering the many French-speaking countries, giving and following directions in French and discussing climate using comparative language.

Sequence of lessons:

- 1, Directions in French: To recognise, read and respond to directional language.
- 2, Where in the world is French spoken? To read and give directions in French
- 3, Treasures of the French-speaking world: To identify features of countries in the French-speaking world.
- 4, Investigating climate in the French-speaking world - To investigate climate data from the French-speaking world using authentic materials.
- 5, French globetrotters: To ask and answer questions about different countries in the French-speaking world.

Key Vocabulary: au nord, au sud, à l'est, à l'ouest, je vais, tu vas, la France, la Grande-Bretagne, un pays, un Drapeau, parce que, il y a

Impact: Recognise and respond to directions. Form directional phrases of their own. Read and understand a range of sentences including directions. Form full sentences to ask and answer questions as modelled orally.

Music

Intent: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Sequence of lessons:

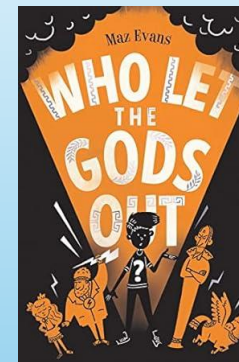
1. To understand that music can be represented with colours.
2. To understand that music can be represented with colours.
3. To understand that music can be represented with colours.
4. To understand that music can be represented with colours.
5. To understand that music can be represented with colours.

Key Vocabulary: dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synaesthesia, tempo, texture, timbre, visual representation, vocal sounds

Impact: Children can suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.

English: Reading & Writing

In English writing and English reading we will be reading the book 'Who let the gods out.' By Maz Evans.



In English writing we will be writing a poem food-related poem with a focus on rhyming couplets. This will be followed by a first person narrative based on the short literacy shed clip, 'The Present.'

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 decimals and percentages, perimeter and area and graphs and tables.

