

Year 5 Spring Term Curriculum -	
The Big Question: Where is our place in the world today ?	
Theme Words:	Explore
Visitor/Visit	Visit to National Holocaust Museum / UCLAN Astronomy Centre
Topic Linked Subjects	
English Waiting For Anya	SEE OLSE PROGRESSION OF SKILLS (KLIPS)
Geography Rainforests : Lungs Of The Earth	<ul style="list-style-type: none"> • Select a map for a specific purpose • Begin to use atlases to find out other information (e.g. temperature) • Find and recognise places on maps of different scales • Use 8 figure compasses and begin to use 6 figure grid references • Locate the world's countries, focus on South America • Identify the position and significance of lines of longitude & latitude • Communicate geographical understanding, findings from fieldwork & research in a variety of ways. E.g maps, diagrams, numerical data and writing at increasing length • Use a database to analyse findings and identify patterns. Evaluate the quality of evidence collected ; suggest improvements • Use more precise geographical vocabulary for physical & human processes: <i>Water Cycle:</i> precipitation, condensation, evaporation. <i>Climate Zones:</i> tropical, & temperate <i>Biomes:</i> rainforest • Develop views and attitudes to critically evaluate responses to local geographical issues or news events • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places. • Identify and describe with increasing accuracy geographical features, processes and patterns • Explain what a locality might be like in the future, taking account of issues impacting and human features
Science Earth And Beyond	<ul style="list-style-type: none"> • Make a prediction with scientific reasons • Use test results to make predictions to plan further comparative and fair tests • Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs • Report and present findings from enquiries, through written explanations and conclusions with evidence • Use a graph to identify causal relationships and anomalies • Describe the Sun, Earth and Moon as approximately spherical bodies • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across • Describe the movement of the Moon relative to the Earth • Compare and group materials according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in °C

	<ul style="list-style-type: none"> Identify the part played by evaporation / condensation in the water cycle and associate the rate of evaporation with temperature
Maths	SEE OLSE PROGRESSION OF SKILLS
French	<ul style="list-style-type: none"> Recognise numbers from 1 to 100 Follow classroom instructions and simple direction instructions Use nouns, adjectives and conjunctions to talk about a wider range of topics Begin to use the future tense to express intentions e.g. I am going to ... Read aloud, a chorus or refrain from a familiar text Recite a few lines from a story, poem or song with good pronunciation Write 2 or 3 more interesting sentences by adding 1 or 2 simple conjunctions
PSHE	<ul style="list-style-type: none"> Know about the relationship between rights and responsibilities Know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes Know about some of the different ways information and data is shared and used online, including for commercial purposes Know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) Recognise that people make spending decisions based on priorities, needs and wants Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them Know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
Computing	<ul style="list-style-type: none"> Start to apply other useful effects to my documents such as hyperlinks Import sounds to accompany and enhance the text in my document Organise and reorganise text on screen to suit a purpose Create and publish my own online questionnaire and analyse the results Use simple formulae to solve calculations including =sum and other statistical functions Edit and format difference cells in a spreadsheet Record animations of different characters and edit them together to create an interview Add green screen effects to a stop motion animation Create flip book animation using digital drawings and export as a Gif or video Use cutaway and split screen tools in iMovie Evaluate and choose the most appropriate video tools to best explain my understanding Further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool Create an interactive VR experience Create an animated object and bring it into my surroundings through AR Create an AR experience using objects I have created to explain a concept Add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast Create a remix of a popular song Understand how we view web pages on the Internet Use search technologies effectively Understand that web spiders index the web for search engines Appreciate how pages are ranked in a search engine
PE	<ul style="list-style-type: none"> Link skills, techniques and ideas and apply them accurately and appropriately Move and uses actions with good accuracy and fluency Analyse and explain why they have used specific skills or techniques

	<ul style="list-style-type: none"> • Create their own success criteria for evaluating and improving their work • Choose their own warm-ups and cool-downs appropriately • Explain how the body reacts to different kinds of exercise • Adapt skills and vary tactics to outwit an opponent • Apply basic principles of attack and defence • Make a team plan and communicate it to others • Explore acrobatic balances that use a partner's weight to push against or pull away from • Increase the variety of levels, pathways and speeds of travel • Explore different starting and finishing positions for rolls • Perform a variety of jumps with control on, over and off apparatus • With a partner create a varied, flowing and more complex sequence of 10 elements
<p>Music</p> <p><i>Marvellous Machines</i></p> <p><i>Deep Forest Melodies</i></p>	<ul style="list-style-type: none"> • Play melodies from different genres on tuned percussion and extended rhythm patterns • Become aware of flats and sharps when playing • Play a musical ostinato (repeated phrase) • Sing confidently with a good control of pitch • Perform with good understanding of the mood to be created • Practise, rehearse and perform a variety of solo and ensemble performances with confidence and awareness of the audience. • Reflect on and refine my work • Listen to different styles of music including classical, jazz, blues, pop and rock • Develop my understanding and ability to identify music from different times and cultures • Make informed suggestions of suitable pieces of music for various occasions. • Analyse and compare different music using appropriate musical vocabulary • Combine all the musical elements I have learned to compose in different genres and styles for different moods and occasions • Compose using different structures • Record my compositions using staff and graphic notation and chorus • Name and sort orchestral instruments into their families • Use and understand staff and other musical notations – reading notes accurately • Recognise more complex changes in duration , dynamics, pitch, tempo, timbre, structure and texture and use these in my own work