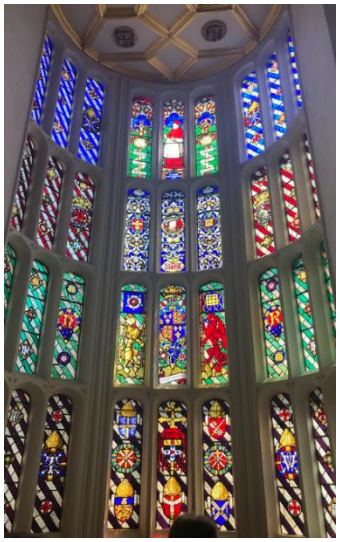
Curriculum Journey Year 5 – Spring 2

Areas of learning

As historians, we will pose our own questions to a local history project.
In design and technology, we will plan, design and evaluate a cam toy.
In PSHE, we will learn how to make healthy choices and take care of ourselves and those around us.
As scientists, we will continue to learn about material and their properties









5Cs focus	
Care	We will consider how to keep ourselves and others safe through work in our PSHE lessons.
Challenge	We will challenge ourselves to write in a formal style
Collaboration	To work collaboratively in cricket lessons to encourage each other.
Courage	We will be brave in maths lessons, pushing ourselves to answer challenging questions and to justify our answers through explanation.
Creativity	To be creative when planning and designing our cam toy in design and technology

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td>Reading
To read with prosody
To develop inference skills
To develop retrieval skills.
To be able to identify similarities and differences with explanation
To be able to identify the main purpose of a text and an author's view point
To be able to make a comment on an author's viewpoint using evidence from the text
To be able to read and perform a poem aloud, showing understanding through intonation, tone and volume
To be able to identify fact or opinion
To give and explain meaning of words in context
To make inferences, explain and justify with evidence from a text</td><td>Grammar
To be able to use modal verbs
To be able to use formal adverbial phrases to link ideas
To be able to use a colons for a list
To purposefully vary sentence openers
To know how to use apostrophes correctly for
- Possession
- Plural possession
To use paragraphs (e.g. a 'topic' or introductory sentence, one idea is extended to more than one sentence, linking sentence to next paragraph)</td></tr>
<tr><td rowspan="2">Writing
Balanced Argument
Persuasive Writing: Speech

• Paragraphs (e.g. a 'topic' or introductory sentence, one idea is extended to more than one sentence, linking sentence to next paragraph)
• Formal language: formal synonyms, adverbials, no contractions
• Use modal verbs, e.g. might, may, will shall, can, must, should, could, would, ought (to).
• Use relative clauses (that, which, who, where, when, whose) to add detail to sentences.
• Impersonal voice
• Power of 3
• Introductions/conclusions
• Persuasive techniques: flattery, veiled threat, presumption</td><td>Spelling
To begin to spell year 5 and 6 words correctly
Rules for adding suffixes -ship - ment
Focus on or/ar
To understand how suffixes can change the function of a word</td></tr>
<tr><td>Handwriting
Revision: practising the joins

Developing style for speed: joining from t
Developing style for speed: looping from: g, j and y
Developing style for speed: joining from f
Developing style for speed: joining from s
Developing style for speed: writing v, w, x and z at speed</td></tr>
</table>

MATHS

Calculating with decimal fractions

To multiply and divide numbers by powers of 10
To convert between units of measure
To multiply decimal fractions by whole numbers
To explain the relationship between multiplying by 0.1 and dividing by 10
To explain the relationship between multiplying by 0.01 and dividing by 100
To multiply one digit numbers by decimal fractions

Factors, multiples and primes

To explain what 'volume' is in a range of contexts
To describe the units used to measure volume
To calculate the volume of a cuboid
To explain what a cube number is
To explain commutative and distributive laws when multiplying three or more numbers
To explain what a factor is
To use a complete list of factors to explain when a number is a square number
To identify a prime or composite number
To identify a common factor or a prime factor of a number
To explain how to identify a multiple or common multiple of a number

SCIENCE - Properties of Materials

- Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets
- Know and demonstrate that some changes are reversible and some are not
- Know how some changes result in the formation of a new material and that this is usually irreversible

Know that materials have different properties and can be grouped/ separated based on properties
Can describe the properties of one material using the terms: soluble/ insoluble, translucent/ opaque, magnetic, conductive
Can define soluble and insoluble
A reversible change is melting and dissolving and can be changed back again.
An irreversible change is burning, rusting or decaying cannot be undone.
With prompting, to plan different types of scientific enquiries to answer questions
To record data using labelled diagrams, keys, tables and bar charts
Suggest how evidence can support conclusions
To use test results to make predictions to set up further comparative and fair tests

Computing – Search Engines

Knowledge

- To know that computers can be connected together to form systems
- To recognise the role of computer systems in our lives
- To know how to use a search engine efficiently to find specific information using keywords
- To know that a web crawler is a computer program that browses through websites and stores information about them in an index
- To know that a search engine follows rules to rank results
- To know that the results returned by a search engine can be influenced by the searcher, the search engine and the website creators

Skills

When using a search-engine use different strategies for finding information (using different keywords, crosschecking with other websites, referring to other sources such as books, people etc.)

History – Tudors & local area	D&T – Cam toy
1.Order significant events and dates including the Tudor period on a timeline 1.Tudors 1485 – 1603 1. Understand how some historical events during the Tudor period occurred concurrently in different locations 2.Henry VIII married 6 times and lived in many Palaces but his favourite was Hampton Court Palace 2.The fate of Henry's wives: divorced, beheaded, died, divorced, beheaded, survived 2.King Henry VIII established the Church of England 3.Know that the Tudor period of history has strong connections in our locality (Hampton Court and River Thames) and understand the issues associated and legacy of the period. 3.Know how the lives of wealthy Tudor people were different from the lives of poorer people during this time Poor Tudors had healthier(simpiler) diets than rich Tudors S&E- Select and organise relevant historical information about an element of Tudor life at Hampton Court from a range of sources to communicate ideas about the past S&D- Describe social and cultural diversity in Britain (rich and poor at Hampton Court) 4,5,6. Life in Tudor times was different to life today. Houses were made from timber frames, wattle and daub Jobs that we have machines for now where done by people in Tudor times eg Washing-machines, factories, sewage-works Pastimes (tennis and hunting) HS- Devise historically valid questions about life at Hampton Court S&E- Plan, research and present a self-directed project or research about life at Hampton Court **Local History unit** Look at Teddington lock during Geography river trip. Identify changes over time **Hampton Court** What was life like at Hampton Court in Tudor times?	To investigate different mechanical systems using cams. To know how to create rotary, oscillating and reciprocal movement using cams. To be able to generate ideas focusing on the needs of the target market and research. To develop my own design criteria and use this to inform my ideas. To know how to measure, mark, saw and join materials safely To use cross-sectional drawings to develop and communicate their ideas. To use skills I have formulate a step by step plan including a list of tools, equipment and materials needed. To use all skills I have learned to make my cam toy. **Rotary motion** – movement that goes round. **Oscillating motion** – moving to and fro around a pivot point, as in a lever. **Reciprocating motion** - backwards and forwards movement in a straight line, as in a slider. **Cam** – a mechanism that changes one sort of movement to another. Cams can be an off-centre wheel or a specially shaped wheel. **Follower** – the device that follows the movement of the cam: a lever or a slider. **SKILLS** To use skills I have to formulate a step-by-step plan including a list of tools, equipment and materials needed To use all skills I have learned to make my cam toy

PSHE being healthy	**Indoor PE –Gymnastics**
• L1 – To know that smoking tobacco / vaping affects the lungs, liver and heart • L2 – To know some of the risks with misusing alcohol including anti – social behaviour, and how it affects the liver and heart • L3 – To know basic emergency aid procedures (including the recovery position) and how to get help and in emergency situations Know how to put my friend in the recovery position • L4 – Know that the media, social media and celebrity culture promotes certain body types • L5 – To understand the different roles food can play in people's lives, and how people can develop eating problems relating to body image pressure. • L6 – To know what makes a healthy lifestyle including healthy eating, and the choices I need to make to be happy and healthy	• To perform progressions of inverted movements. • To perform progressions of inverted movements using apparatus • To explore matching and mirroring in sequence work. • To explore matching and mirroring using actions both on the floor and on apparatus. • To create a partner sequence using apparatus. • To create a group sequence using apparatus.
RE - What can we learn from the Old and New testament?	**Outdoor PE - Cricket**

To know how to look up bible references (book, Chapter, verse). To know that the Bible is divided into the Old and New Testament, books, chapters and verses. To know that Christians believe that all people should be treated equally. To know that stories can be used to teach something beyond their face value. To understand how the Ten Commandments influence how Christians live their life. How can non-religious people relate to these Ten Commandments? I can draw meaning from symbols, stories and sacred texts to interpret religious beliefs **Sacred Texts – The Torah** • To identify the links between the Old Testament for Christianity and the Torah • Know the Torah is never touched by human hands - a special pointer is used. • Investigate why is it important to read the Torah out loud? • To understand the Ten Commandments and how they influence and impact how Jews live their life • How can non-religious people relate to these Ten Commandments?	• To develop overarm throwing and catching. • To develop underarm bowling. • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To develop overarm bowling technique. • To play apply skills learnt to mini cricket. I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. Work cooperatively and effectively in small groups -Give and receive constructive feedback within a group -Use rules (safely, fairly and honestly) -Use appropriate positive words (sportsmanship)
Music - **Building a groove** **Listen and appraise:** • Identify drum patterns, basslines, and riffs and play them using body percussion and voices? • To know the three main parts of the drum kit – the kick drum, the snare drum, and the hi-hat • To know that the *backbeat* typically falls on beats 2 and 4, and is often played by the snare drum • To know that a *bass line* is often played by a bass guitar or a double bass (it is the lowest melodic part of an ensemble) **Improvise and compose** • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove • Compose and perform drum patterns, basslines, and riffs on a variety of instruments	

as part of a group

Why we sing

Listen and appraise:

• Recognise individual instruments and voices by ear

• Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound

• Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).

• To know that *Spirituals* were:

- Developed by enslaved Africans in the USA to express their adopted Christian faith
- A secret way of communicating
- Traditionally sung unaccompanied (a cappella)

• To know that *Gospel songs* were:

- Church based music used for worship
- Influenced by several African American styles, including Spirituals and Blues
- Almost always accompanied, and have verses and choruses
- Described as 'composed folk songs'
- Developed after the American Civil War (1865)

Sing and Play:

• Develop and practise techniques for singing and performing in a Gospel style

• To know that *Homophonic* texture means that layers move together in harmony

• To know that *a capella* is unaccompanied singing