Year Group: 5	Term: Spring

Opportunities to support English:
(Texts: Holes)
1) Narrative writing – story endings
2) Race and Reads
3) Cross curricular volcano writing

DT:

How can we promote mindfulness?
Create a wall-hanging using textiles and different stitching.

Science:

Rocks and Fossils.
What is the Earth made from?
A study of different types of rocks and soils and their properties.

Geography:

True or false – all volcanoes are the same?
Learn about the similarities and differences between different volcanoes and the affect they have on people.

Spanish:

What is your favourite food?
Speak and write in Spanish about your favourite food.
What is your favourite pet?
Speak and write in Spanish about your favourite pets.

Music:

What skills do we need to play the keyboard?
Develop skills to play a variety of short pieces of music.

Super Starter

Handling examples of rocks

Volcanoes and Earthquakes!

What's under our feet?

Fantastic Finish

Creative writing
Volcano Model

PE:

What skills can you use to work as a team?
Take part in some outdoor and adventurous activities.
How can teamwork be developed in a game?
Develop skills in games of hockey and tag rugby.

Computing:

How can I use Excel to organise data?
Create a working spreadsheet all about volcanoes.
How does the internet work?
Gain the understanding to create a labelled diagram to show how the internet works.

PSHE:

How can I communicate safely online?
Create your own top tips for staying safe online.

RE:

What makes a church sacred for Christians?
Study the different features of the church and how a sacred place can affect lives.
What does resurrection mean and why is it important?
Take part in a debate about the afterlife and learn about the Easter story.

Opportunities to support Maths:

Data handling

Visits / Visitors
- Church / Synagogue / Temple visit
- STEM Activities at Bourne

Extra Resources
- The Highwayman Play by John Gleadall

Community Links
- Church Visit
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Personal Development Opportunities
1) Reflective spaces
2) Debate

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
5	Spring term	Deadlines for project homework is: Friday 13th February 2026 & Friday 27th March 2026

Project Homework:

Year 5 Homework- Spring Term What's under our feet?

For the spring term we have created a range of different homework projects linked to our topic of volcanoes. We hope you and your child will enjoy completing these at home. We ask that your child attempts at least one task per half term although they can do more if they wish

Write an acrostic poem using the letters from the word 'VOLCANO'.

Design a volcano survival kit with diagrams, labels and an explanation of how it works.

Create an advice leaflet outlining what to do should a volcano erupt.

Create a graph to share data about major volcanic eruptions around the world.

Draw a map showing the location of volcanic eruptions around the world.

Write an A-Z list of adjectives (or other words) you could use to describe a volcano.

Top Trump cards for volcanoes around the world.

Write 10 questions you would like to ask someone who witnessed a volcano erupt.

Weekly Homework:

Read five times a week, record in your reading diary and bring your diary into school.
Practise all times tables and division facts to prepare for weekly tests.
Complete MY MATHS online homework.
Learn example spelling words for testing.

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COMPUTING 1 **Excel** Data (Forms and Excel) (Intro to spreadsheets/Calculations/ Volcano Spreadsheets.) *KEY QUESTION:* *How can I use Forms and Excel to collect and organise data?* *KEY VOCABULARY:* *Spreadsheet, workbook cell, active cell, data, formula, sort, graph, row, column,*	To design their own survey to collect data, analyse the data and also create a new workbook in excel to present information about different volcanos. *INITIAL ASSESSMENT: Pupils create mind map of Spreadsheets, remembering associated vocabulary. (Stuck in back of topic book)* *FINAL ASSESSMENT: Working spreadsheet for data collection.*	<u>Information Technology:</u> • 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. • Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365	**Task 1: Create and Analyse a Survey, Use Spreadsheets, and Collaborate Online** **1) Open Microsoft Forms.** Click on "New Form" and title it "Favourite School Activities." Add questions such as: What is your favourite subject? How do you get to school? What is your favourite school lunch? Use different question types (multiple choice, text, rating). Publish the Survey **2) Collaborate via Outlook** Click "Share" and copy the link. Send the link to your classmates using Outlook. Objective 2: Analyse the Results View Responses in Forms: Go to the "Responses" tab in your form. Review the summary of responses. **3) Export to Excel:** Click "Open in Excel" to export the data. Use simple formulae like =SUM to calculate totals and other statistical functions to analyse the data. **4) Edit and Format Cells in a Spreadsheet** Open the Excel File: Format the cells to make the data easy to read (e.g., bold headers, adjust column widths). Use different colours to highlight important data. on the variables needed in Spreadsheet based on the work completed about volcanoes. **Task 2: Exploring Volcano Characteristics** **1) Open Excel and create a new workbook.** Create a table with the columns about different volcanos e.g: Name Volcano Type

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			Description Example Height (meters) Eruption Frequency Lava Type **2) Fill in the table with information (e.g. about the following types of volcanoes which will require research):** Cinder Cone Composite Volcano (Stratovolcano) Shield Volcano Lava Dome **3) Add a chart to visually compare the heights of the different types of volcanoes:** Highlight the Height (meters) column. Insert a Bar Chart to compare the heights. ORIGINALITY, WONDER, TEAMWORK, RESPECT
DT Textiles (Cushions / Wall Hangings) *KEY QUESTION:* *How can we promote mindfulness?* *KEY VOCABULARY:*	I can plan a sensory wall hanging considering purpose and audience. I can combine materials with different stitches. I can evaluate my finished product. *INITIAL ASSESSMENT:* *Children discuss purpose of mindfulness/ wall hanging and begin to suggest design ideas.* *FINAL ASSESSMENT:*	**Design** **Explain** their choices when designing a product including reasons related to the design brief. **Independently generate** ideas for a product, considering its purpose and audience. Communicate their ideas through **discussion and cross-sectional sketches.** **Make** **Begin to choose** from a range of tools and techniques and use them safely.	**Sensory/ Mindful Wall Hanging** – Children to produce a product to facilitate mindfulness through a tactile medium. **Design –** Children to research ideas using 'Quiet Books' (easily available online for research) to create a variety of 'busy hands' activities including zips, buttons, poppers, ties etc. Start to generate ideas, considering the purposes for which they are designing. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what have to be done, planning how to use materials, equipment and processes. When planning, explain their choices of material and components including function and aesthetics. Use the project on a page planning to facilitate specific language/ vocabulary and processing.

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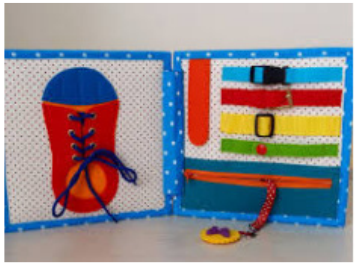
design brief, purpose, audience, components, back stitch, running stitch, blanket stitch 	*Children create a wall hanging using running, back and blanket stitching.*  	**Begin to choose from** a range of materials and components. **Evaluate** **Evaluate** their finished product, focusing on the key questions: Does my product fit the design brief? Is my product fit for purpose and audience? What would I change if I were to make it again? 	**Make – C**hildren will attach different components and materials to create their mindful wall hanging. This will include buttons, zips, poppers, ties, removable aspects etc. Begin to measure and mark out more accurately. With confidence, pin, sew and stitch materials together to create a product. Sew using a range of stitches (back stitch, blanket stitch, running stitch etc) **Evaluate –** Children evaluate a product against the original design and by carrying out tests. Children begin to evaluate it personally and seek evaluation from others using key questions: Does my product fit the design brief? What worked well? Why? What would you change? Why? Which joining techniques were most useful? What new skills have you learnt? How could these skills be used for other activities/ tasks?
GEOGRAPHY Volcanoes and Earthquakes *KEY QUESTION:* *Are all volcanoes the same? (True or False - all volcanoes are the same?)* *KEY VOCABULARY:*	AIM: Children to improve knowledge and understanding of the similarities and differences between volcanoes to explain how they move and affect people. 1. To use accurate knowledge of the location	1. **Independently**, use maps, atlases, globes and digital/computer mapping to locate countries and **describe in detail and begin to explain** features studied 2. Use the **eight points of a compass independently** to build their knowledge of the	<u>Activity 1</u> <u>Objectives:</u> 1, 2, 3, 4 <u>Skills/Knowledge: 1, 2, 3</u> <u>Resources:</u> PPT 1, maps, globe, atlas, images, blank Asia map <u>Where in the world is Asia and what is it like?</u> Identify the continents and oceans bordering Asia. Read maps to find out about Asia's environmental regions, key physical and human characteristics, countries, and major cities. Start to discuss positions and patterns of volcanoes and earthquakes around the world and specifically in this region.

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tectonic plates, mantle, tsunami, Richter scale, pyroclastic flow	of each continent and ocean. 2. To identify continents and oceans bordering Asia. 3. To identify the human and physical features of Asia and describe the pattern across the continent using the eight points of a compass. 4. To use key locational and positional vocabulary. 5. To identify the human and physical features of Indonesia and describe the pattern across the country using the eight points of a compass. 6. To locate and describe where the volcanic eruption happened. 7. To identify and evaluate the impacts of the Anak Krakatoa eruption. 8. To develop knowledge about the global	United Kingdom and the wider world 3. **Begin to use six figure grid references with teacher support** to build their knowledge of the United Kingdom and the wider world 4. **Independently** use **a range of** symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 5. Use fieldwork to make predictions, collect data and analyse results **independently**, presenting findings by **beginning to select appropriate methods**, then drawing **conclusions** and evaluating findings **independently using evidence from their fieldwork**	Describe the pattern of features identified using the eight points of a compass. Activity 2 Objectives: 4, 5, Skills/Knowledge: 1,2,3 Resources: PPT 2, maps, globe, atlas, images, blank Indonesia map Where in Asia is Indonesia and what is it like? Locate and identify Indonesia using key vocabulary including its position within Asia, bordering countries and oceans. Identify the time in Indonesia compared to the UK. Plan and plot a journey from the UK to Indonesia. (WONDER) Use maps and other resources to find out about Indonesia's environmental regions, key physical and human characteristics, countries, and major cities. Continue to discuss volcanoes – where and why? Describe the pattern of features they have identified using the eight points of a compass. Activity 3 Objectives: 4, 5, 6, 7 Skills and knowledge: 1, 2, 3 Are all volcanoes the same? Resources: Atlas and maps to locate the volcano in Indonesia. YouTube, images, statistics, videos of the volcano (Primary effects occur immediately as the volcano happens, e.g. lava flows, pyroclastic flow and Secondary effects are the subsequent effects, e.g. communications destroyed, air traffic affected) Children predict answer to the key statement with yes or no and suggested reasons.

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	distribution of volcanoes along plate boundaries. 9. To use six figure grid references. 10. To develop knowledge about the causes of the Anak Krakatoa eruption as well as Kilauea and Eyjafjallajökull. 11. To describe the material that erupted from Anak Krakatoa and to explain the causes and impacts of the tsunami. 12. To identify and discuss the range of materials that can erupt from a volcano. 13. To research the human and physical features of the area surrounding their chosen volcano. 14. To make an accurate model of a volcano showing features on or beneath the earth's surface.		Using atlases, maps and other resources, describe the exact location of volcanoes in the world using positional vocabulary including equator, southern hemisphere and compass directions. Identify and evaluate the primary and secondary impacts of the eruption of the December 2018 eruption of Anak Krakatoa, Indonesia for people, the environment and economy (EMPATHY) Activity 4 Objectives: 6, 7, 8, 10, 11, 12, Skills/knowledge: 1, 2, 3 What caused Anak Krakatoa to erupt? Using world maps – locate and discuss locations of volcanoes and earthquake zones. Look at patterns and discuss. Use compass directions to describe the location of specific volcanoes in relation to the UK. Use film clips (YouTube videos) to show plate boundaries and what is happening to cause earthquakes and volcanoes. Identify and describe the global distribution of volcanoes Discover, discuss, learn and explain the causes of the Anak Krakatoa eruption (WONDER) Explore the causes of other volcanoes, i.e. Kilauea, Hawaii (hot spot) and Eyjafjallajökull, Iceland (constructive boundary) Update prediction – Are all volcanoes the same? Do this as a class and keep adding to it over the next few sessions together to support final answer which will be done independently. Remove or add to shared suggested reasons. *Anak Krakatoa - destructive boundary where two plates are moving together. One plate (oceanic) is subducted (pulled) under the other (continental) and the crust melts to form magma. This rises to the surface and usually erupts powerfully. Eyjafjallajökull – constructive boundary where two plates are moving apart, and magma moves up to fill the gap Kilauea – hot spot where a tectonic plate moves over an unusually hot part of the Earth's*

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	15. To look at their volcano safe school from a different viewpoint. 16. To observe, measure and record the risks in a few areas to decide where is the riskiest. 17. To explain how to reduce the risks around school. 18. To develop knowledge about different methods for predicting and preparing for a volcanic eruption. 19. To find out which methods were used in Indonesia for predicting and preparing for a volcanic eruption. 20. To decide which method for predicting and preparing for a volcanic eruption. is the most effective for their volcano. 21. To justify which methods for predicting and		*mantle and large amounts of magma rise up and pierce through the plate producing an eruption.]* *BBC Bitesize - https://www.bbc.com/bitesize/articles/zd9cxyc* Activity 5 Objectives: 10, 11, 12 Skills/Knowledge: 1, 2, 3 What caused the damage after Anak Krakatoa erupted? Investigate the material that erupted from Anak Krakatoa. Research, discuss and explain how the tsunami happened and how this linked to the impacts on people and the environment. Research, investigate, discuss and record the other materials that can erupt from volcanoes. Activity 6 Objectives: 12, 13, 14 Skills/knowledge: 1,2,3 Resources: Maps, images and YouTube, plasticine, post it notes, cocktail sticks, plastic bottles, coca cola, Mentos Can we recreate a volcanic eruption? (PBL) Children to make an accurate volcano model of Anak Krakatoa. (WONDER) Eyjafjallajökull or Kilauea including human and physical features in the surrounding area, e.g. sea, ocean, settlements, mountains, roads or the plates and processes happening within the crust and mantle (Could be done as class demo/PBL/homework task – as long as shared) Children to produce labelled diagrams, pictures etc of volcano Activity 7 Objectives: 9, 15, 16, 17, 18, 19, 20 Skills/knowledge: 1, 2, 3, 4 Where in our school is the riskiest? Fieldwork – where in school and grounds is the riskiest and safest place to be if there was an earthquake or volcano eruption?

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	preparing for a volcanic eruption they would implement and why. 22. To compare Indonesia to the USA and Iceland to identify similarities and differences in a country's approach to reducing the impacts of a volcanic eruption. *INITIAL ASSESSMENT:* *Free-hand map of world and locate continents, oceans and Indonesia* *FINAL ASSESSMENT:* *Evaluate using evidence:* *'All volcanoes are the same'*		Design and carry out an environmental quality survey in 3-5 places around school to find out where is the riskiest and safest places would be. *see additional information OUTDOOR LEARNINNG Children to use new specific vocabulary to talk about volcanoes. Children to think of the school as if it were in the shadow of a volcano, e.g. Vesuvius, Etna or Kilauea. Children to describe possible impacts by identifying specific risks on the school site (EMPATHY and suggest how the risks could be reduced. (TEAMWORK) Produce a map with key of school and grounds showing areas discussed Use map of the school to develop understanding and use of 6 figure grid references <u>Can we predict and prepare for a volcano?</u> (PBL) Research and look at how buildings and cities are prepared for earthquakes and volcanic eruptions (buildings that 'move', sirens, shelters etc). Evaluate the methods to find out which are the most effective at protecting people from an earthquake. Research, discuss and record which methods were used in Indonesia. As a class update shared prediction and remove or add to suggested reasons. <u>Activity 8</u> <u>Objectives: 21, 22</u> <u>Skills/knowledge:</u> <u>Resources:</u> Maps, Development statistics, e.g. literacy, average earnings per person, size of family, population density <u>What can Indonesia do to prepare and protect people for future eruptions?</u> (PBL) Recap the methods for reducing the impacts of a volcano.

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			Decide which should be implemented in Indonesia to reduce the impacts of another volcanic eruption based on what they have learnt from the impacts of the December 2018 eruption. Discuss and decide how this would be different to Kilauea or Eyjafjallajökull due to different levels of wealth in the country. Update predictions and ideas about key question - shared <u>Activity 9</u> <u>Objectives: 21, 22</u> <u>Skills/knowledge:</u> <u>True or False - All volcanoes are the same?</u> <u>Objectives:</u> 2, 3, 4, 5, 6, 7 Using resources and evidence from previous lessons, children give their final answer individually to the key statement. Children select their best evidence to evaluate and support their answer to the key question/statement. **<u>Developing vocabulary linked to human and physical geography</u>** Regular use of 'Window swap' **<u>Fieldwork opportunities</u>** Evacuation and shelter plan using maps of school grounds and local area. Planning safe routes and places to shelter. Producing maps with labels, keys, symbols etc Volcano workshop online – Science Museum/Natural History Museum
MUSIC (1) Unit: History of Music *KEY QUESTION:* *How has music changed over time?*	To develop an understanding of the history of music To play and perform in ensemble contexts, playing musical instruments with	<u>Performing – instruments:</u> Play in unison with other pupils, beginning to keep to a set tempo. Begin to use and manipulate a range of dynamics for expressive effect.	All resources can be found in S:\Music\Planning\Year 5 Look at the history of music timeline Ppt. To discuss key periods of time. Focus in on Baroque period using BBC Ten Pieces – complete the Handel lesson plans focusing on *Zadok the Priest* (see Ppt in

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KEY VOCABULARY: Baroque, Classical, composer, pulse, coda, cadenza, motif, structure.	increasing accuracy, fluency, control and expression. To compose music for a range of purposes. To listen with attention to detail. To describe the main periods of music history To listen and reflect on a piece of orchestral music To invent their own musical motifs and structure them into a piece To perform as an ensemble, keeping in time with each other *INITIAL ASSESSMENT: Discussion – How do composers create a piece of music?* *FINAL ASSESSMENT: Performance of own compositions and evaluate structure.*	Perform different parts as an ensemble, keeping in time with each other. <u>Composing:</u> Choose instruments to compose a piece of music with an awareness of its purpose. Compose using known musical structures such as Leitmotif. Begin to use dynamic variation and tempo imaginatively, and with intention, to convey a musical idea. Begin to use a range of harmonic devices when improvising and composing. Begin to apply playing skills, knowledge and experience when improvising and composing <u>Notation:</u> Begin to develop the use of appropriate notation to accurately record and communicate ideas. <u>Listening / Appraising:</u> Discuss and evaluate music with a focus on the effect and how this has been achieved.	folder with notes for teachers included). Lessons can be condensed. https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znvrkmn • Listen and describe a piece of music • Watch the orchestral performance and discuss • Create movement inspired by the music • Learn a rhythmic pattern • Orchestrate a rhythmic pattern • Create lyrics and perform them to a pulse (thus creating a chant) • Create a melody for the chant, thus creating a song, and sing it • Use technical terminology • Create a one word coda • Structure musical ideas to tell a narrative • Perform in front of an audience Remind ch of history of music timeline and explain we are moving on to the classical period with one of the most famous composers of all time – Mozart and his *Horn Concerto No. 4, Mvt 3* https://www.bbc.co.uk/teach/ten-pieces/KS2-wolfgang-amadeus-mozart-horn-concerto-no-4-3rd-movement/zmxtng8 • Listen and describe a piece of music • Watch the orchestral performance and discuss • Analyse the structure of Mozart's piece • Use Mozart's motifs to create a short piece of music • Create contrasting pieces of music • Structure sections of music to create a rondo • Create a cadenza • Create a coda • Perform in front of an audience WONDER – asking questions about music TEAMWORK – composing and performing together

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		Identify and describe changes in metre and tempo and their effects Begin to discuss and compare music with an increasing music vocabulary. Evaluate and refine their own compositions. <u>History / Genres of Music:</u> Describe in increasing detail what music from the four main periods of music history sounds like. Describe some of the key composers of the four main periods of music history.	ORIGINALITY - composing
MUSIC (2) Unit: At the Movies *KEY QUESTION: Why is music used in films?* *KEY VOCABULARY: Phrase, structure, tempo, cue score.*	To improvise and compose music for a range of purposes. To compose sound effects to perform with a movie Identifying changes in tempo and their effects To explore and understand phrase structure of a song melody. To use the musical dimensions to create and perform music for a movie.	<u>Performing – instruments:</u> Play in unison with other pupils, beginning to keep to a set tempo. Begin to use and manipulate a range of dynamics for expressive effect. Perform different parts as an ensemble, keeping in time with each other. <u>Composing:</u> Choose instruments to compose a piece of music with an awareness of its purpose.	**Follow lessons in Music Express Book 5 (Ages 9-10), At the Movies, pages 32-37. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.** Explain to children that they will be studying film music from the 20th Century – relate back to music timeline. Compare the use of music in animations from the 1920s and 1930s. Look at graphic representations of musical sound effects and listen to them being played. Create music for a storyboard cartoon sequence. Prepare the groups for activity two – adding sounds played on instruments. Watch *Abstract Albert without sound*, asking the six groups to add sound effects for the six actions using body percussion and voices. Add vocal and body sound effects to the

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	To evaluate and refine compositions. *INITIAL ASSESSMENT:* *Ask the children to compose a soundtrack to the 1920s movies The Carpenter.* *FINAL ASSESSMENT:* *Record children's final composition and discuss how the effects were created using musical language.*	Compose using known musical structures such as Leitmotif. Begin to use dynamic variation and tempo imaginatively, and with intention, to convey a musical idea. Begin to apply playing skills, knowledge and experience when improvising and composing <u>Notation:</u> Begin to develop the use of appropriate notation to accurately record and communicate ideas. <u>Listening / Appraising:</u> Discuss and evaluate music with a focus on the effect and how this has been achieved. Evaluate and refine their own compositions.	movie *Abstract Albert* Compose musical sound effects in Mickey Mousing style to perform with the *Abstract Albert* movie. Perform musical sound effects to accompany a silent animation Sing a song at different speeds and explore the phrase structure. Help the children to understand the *Action Mouse* song's phrase structure by dividing into four groups: W, X, Y and Z. Sing the song following the notation, with each group only singing their matching phrases. Explore changing tempo to reflect the action in a movie. Invent a melodic sequence to accompany a movie with three tempi. Listen to incidental music to notice how the music suggests the mood and the action. Make a note of the children's thoughts about the six pieces of incidental music for *Man in a tunnel*. Display these where the children can see, then listen to each piece again so that they can reflect on their own and other's ideas. Watch a movie and listen to musical clichés for different emotions. Study the musical cliché notation, then make up new music for each of the four scenes. Watch *Spacedust* and learn about hit points in animation. Learn about spotting and begin exploring musical ideas as a soundtrack to the animation *Spacedust.* Select instruments and compose musical ideas for *Spacedust.* Make audio recordings of the children's ideas so that they can listen, to help them evaluate the sound effects they have chosen. Continue creating music for each section of *Spacedust.* Make a large wall chart of the cue score and use this to rehearse the music without the movie, following a conductor if necessary. Finalise ideas and fill in the cue score for each section. Rehearse the cue scores to a second count, then perform the music with the animation. ORIGINALITY – composing TEAMWORK – playing together

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PE (1/2) Unit: Swimming	(Taught by instructor at Havant Leisure Centre)		
PE (1/2) Unit: Outdoor Adventurous Activity *KEY QUESTION:* *What skills and problem solving can you utilise to work well as a team?*	To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems. To suggest ideas and listen to others. To develop cooperation and teamwork skills. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop trust in others. To be able to listen to others and follow instructions. To develop navigational skills and map reading.	<u>Physical:</u> Navigate around a course using a map. <u>Emotional:</u> Be inclusive of others and can share job roles. Orientate a map confidently. <u>Social:</u> Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. <u>Thinking:</u> Reflect on when I was successful at solving challenges and alter my methods in order to improve. Use critical thinking to approach a task.	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. OUTDOOR LEARNING <u>Key Skills</u> Physical: Stamina Physical: Running Social: Communication Social: Teamwork Social: Trust Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving **Health and Safety** **Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. Always ensure that pupils work safely and responsibly. When orienteering, ensure pupils are shown boundaries of the course and are given safety expectations.**

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	To be able to use a key to identify objects and locations.		
PE - Games (1) Unit: Hockey	To develop dribbling to beat a defender. To send and receive the ball with control under pressure To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	<u>Physical:</u> Communicate with their team and move into space to keep possession and score Dribble, pass, receive and shoot with some control under pressure Track, tackle and intercept when playing in defence <u>Emotional:</u> Understand the rules of the game and use them most of the time fairly and honestly <u>Thinking:</u> Identify when they were successful and what they need to do to improve Know what position they are playing in and how to contribute to attacking and defending Understand the need for tactics and identify when to use them in different situations Understand there are different skills for different situations and begin to apply these	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, passing and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 7-a-side Hockey. They will learn key rules of the game such as attacking/defending principles, foot touch rule, back of stick, push ins etc. OUTDOOR LEARNING <u>Key skills</u> Physical: Passing Physical: Intercepting Physical: Shooting Social: Working safely Social: Communication Social: Collaboration Emotional: Honesty and fair play Emotional: Perseverance Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback **Health and Safety** **Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.** Hair tied back, ear rings taped up.

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PE - Games (2) Unit: Tag Rugby	To select the appropriate skill, choosing when to run and when to pass. To move into space to support a teammate abiding by the rules. To use defending skills to gain possession. To work as a defending unit to prevent attackers from scoring. To use a variety of attacking skills to beat a defender. To apply rules, skills and tactics learnt to play in a tag rugby tournament.	Physical: Communicate with their team and move into space to keep possession and score. Pass and receive the ball with some control under pressure Tag opponents and close down space Emotional: Understand the rules of the game and apply them honestly most of the time. Thinking: Identify when they were successful and what they need to do to improve Know what position they are playing in and how to contribute when attacking and defending Understand the need for tactics and identify when to use them in different situations Understand there are different skills for different situations and begin to apply this	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances. OUTDOOR LEARNING Key skills covered in this unit: Physical: Throwing Physical: Catching Physical: Running Physical: Dodging Physical: Scoring Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Confidence Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Selecting and applying skills **Health and Safety** **Unused balls must be stored in a safe place. Tag rugby is a non-contact sport.**

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PSHE Online Relationships *KEY QUESTION: How can I communicate safely online?* *KEY VOCABULARY:* *Relationship* *Online* *Safety* *Data* *Respect* *Responsibility*	To know that people can pretend to be someone they're not online. To know that the same priciples of respect apply online as to face to face relationships. To know the rules for stating safe online and know how to critically consider online relationships. Consider sources of information and how data is shared and used online. *INITIAL ASSESSMENT: Create a top-tips list for staying safe online.* *FINAL ASSESSMENT: Create a top-tips list for staying safe online – the initial assessment could be edited, or a new, more detailed list created.*	<u>Living in the Wider World:</u> Understand that online communication can be misinterpreted. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	**E-Safety Jigsaw film** **https://www.thinkuknow.co.uk/parents/Primary/Conversation-Starters/Go-to-the-movies/jigsaw/** Be SAFE. Be RESPECTFUL. **SCARF – Year 5 – Communication** Why it can be difficult to understand the meaning and intention of text and email messages. For example, when we are with people face-to-face we get clues about their feelings. Think about what kind of clues we get from people during face-to-face discussions, [e.g. tone of voice, volume, facial expression, body language) that we lose online. **SCARF – Year 5 – Is it true?** If we look at something online, can we tell if it is true or not? Emphasise that it's much harder to tell if something is true if we don't have the person right in front of us. If we look at something written in a book, can we tell if it is true or not? Show the Facebook-style profile page - What do we think her life is like? How do we know? Could it be different to what we think? When we look at a picture or a post online, can we tell whether the information it presents is an accurate record of the reality or not? Even if it's someone we know, it might not be what we think it is. People posting online choose how they want to present themselves. They often only present certain information (or images), to make themselves look a particular way.
RE (1) Concept: Sacred	To explain their personal response to the concept of sacred.	<u>Communicate:</u> **Begin to respond creatively as well as describe in detail** their response to their own	Children write or draw what they imagine by the concept. Discuss what is meant by worship. Where and how could you worship? Do you have a special place in your life? WONDER

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Unit title: places of worship *KEY QUESTION:* *What makes a church sacred for Christians?* *KEY VOCABULARY :* *font, pulpit, alter, icons, window, stations of the cross, statues, Sacred special*	To explain the feelings of themselves and others. To describe the main features of the two churches visited and be able to discuss features of the two churches, explaining what is sacred to which denomination. To explain the value of the most sacred parts of the churches to the various congregations. To explain how sacred places can affect their own and others' lives To know the main features of the two churches visited and be able to discuss features of the two churches, explaining what is sacred to which denomination. *INITIAL ASSESSMENT:* *Draw what you imagine by the concept* *FINAL ASSESSMENT:*	experiences of the concepts/words introduced. <u>Apply:</u> **Begin to explain** some examples of how their responses relate to events in their own and other people's lives. <u>Enquire:</u> **Begin to explain** meanings of concepts/words in the traditions encountered and studied. <u>Contextualise:</u> **Begin to explain** the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples. <u>Evaluate:</u> **Discern and begin to explain** the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as **beginning to explain** some of the issues this might raise.	Imagine and discuss a world where nothing and no one was allowed to be made sacred or worshipped in some way? Nothing was special and there were no special places. How might a Christian feel? How might you feel? WONDER Children visit St Faith's Anglican and St Joseph's Catholic church. Direct children to churches features: font, pulpit, alter, icons, window, stations of the cross, statues. Be RESPECTFUL During and after visit children consider which parts of church are most sacred – discussion with vicar and priest. Produce a non-chronological report about the features of the churches. Be RESPECTFUL Can you make an ordinary place sacred? Can a place designed as a 'sacred' building sometimes not be sacred? A Christian group has found out their sacred place must be pulled down to make way for road. How would they feel? What if they were offered another building but with no statues of the Virgin Mary and similar icons in a Catholic church and no font and lectern in the Anglican church In groups of 4 or 5, pupils discuss their response to a notice of demolition from the council. One member of the group scribes. Reconvene and discuss ideas. Written responses. Be RESPECTFUL

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	Discussion surrounding the demolition of a sacred place	**Begin to explain possible** value in the concepts/words for their own lives and communities	
RE (2) Resurrection *KEY QUESTION:* *What does resurrection mean, who believes in this concept and why do they think it is important.* *KEY VOCABULARY :* *Resurrection, empty cross, cross of risen Jesus, cross of suffering Jesus.* *Vocabulary related to the Easter story*	To explain what people mean by resurrection. To explain how resurrection is significant within the Easter story and how this is expressed through art. To evaluate, by explaining the value of people's interpretations of resurrection. To explain their own response to the concept of resurrection. To explain that people will have different ideas about the concept of resurrection. To know the Easter story. *INITIAL ASSESSMENT:* *Discussion – what does resurrection mean?*	<u>Communicate:</u> **Begin to respond creatively as well as describe in detail** their response to their own experiences of the concepts/words introduced. <u>Apply:</u> **Begin to explain** some examples of how their responses relate to events in their own and other people's lives. <u>Enquire:</u> **Begin to explain** meanings of concepts/words in the traditions encountered and studied. <u>Contextualise:</u> **Begin to explain** the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples. <u>Evaluate:</u>	*What does **resurrection** mean?* Discuss ideas, exploring non-religious meanings as well. Deal with misconceptions – e.g. ghosts, haunting. Write a class description. Draw a small picture to represent resurrection. You need to have read the full Easter story to the children if possible. WONDER Read an account of the discovery of the empty tomb. Discuss the variety of moods Jesus' followers and enemies must have felt when they heard this story. Compare the 3 Christian artefacts: an empty cross, cross of the risen Christ and a cross of the suffering Christ. Discuss the differences. Tell the story of *The Road to Emmaus*. Watch how the story is portrayed in *The Miracle Maker.* Children act out the story. Cleopas? Thomas? His mother Mary? A Roman? Pontius Pilate? The Pharisees? Record by drawing one or two of the characters with thought/speech bubbles. (See Exploring feelings of people in the story.) Discuss various ideas. Write a diary entry for one of the characters in the story, focusing on the idea of *resurrection*. (Two sessions needed) Be RESPECTFUL Can you be a Christian if you don't believe in the resurrection? How important a belief is it? Look at the 3 statements about Christian beliefs about resurrection and discuss. Go back to some of the things the children have said about the resurrection (e.g. *Maybe he wasn't dead).* In groups of 3, give children statement slips about the resurrection. Sort statements according to *What Christians might say* and *What other people might say.* Reconvene and discuss. Add any more statements the children

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	FINAL ASSESSMENT: *Debate about the afterlife*	**Discern and begin to explain** the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as **beginning to explain** some of the issues this might raise. **Begin to explain possible** value in the concepts/words for their own lives and communities	come up with. Children should be left with the understanding that although the Resurrection is a (maybe **the**) key belief, there are some grey areas about this and that not all Christians believe exactly the same. Watch the "Deep magic" scene in *The Lion, the Witch and the Wardrobe* (where Aslan comes back from the dead) and discuss. WONDER Ask children: What do you think happens after death? *Is death the end?* Look at parts of *An Encyclopaedia of Heaven* to show different ideas about death. Include non-religious views. Give children some time to prepare notes to say what they think. Plan a painting to depict symbolically your idea of "After death". Paint your picture and write out an "art gallery" explanation label to hang with it. ORGINALITY Explore ready-prepared statements about death. If people believe in the *Resurrection*, how might this affect their beliefs about life after death? If people believe in life after death, how might this affect how they live? Debate: *People who believe in an afterlife are likely to behave better in their earthly lives.* Teacher to chair in order to widen the exploration of these ideas. Photo of debate Children to write short personal response E.g. I believe/ don't believe and this will/ will not affect my life by… I think people who believe (The opposite) will behave differently / the same because …. TEAM WORK
SCIENCE Unit: Rocks and Soils *KEY QUESTION:*	**Substantive knowledge** (Key vocabulary identified in bold) To know that:	**Disciplinary knowledge** Instructed / Undertaken / Revisited (Working Scientifically)	**RETRIEVAL** Recall planets in the solar system **Activity 1** Present children with a selection of rocks, using hand lenses etc, they can group them into sedimentary and igneous/metamorphic

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What is the Earth made from? *KEY VOCABULARY:* *Rock, mineral, ores, grains, fossils, sedimentary, limestone ,sandstone, crystals, igneous , metamorphic,* *Granite, slate, porosity, hardness,*	A **rock** is a solid material made up of **minerals** forming part of the surface of the Earth **(Activity 1)** Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface. Some rocks, called **ores** contain metals **(Activity 1)** Some rocks are made of **grains** squashed together and can contain the remains of long-dead organisms, called **fossils**. This type of rock is called **sedimentary** rock, an example would be **limestone**, **sandstone** or **mudstone (Activity 1)** Some rocks are made of **crystals** that are locked tightly together. These are called **igneous** and **metamorphic** rocks; an example of igneous rock is **granite,** and an example of metamorphic rock is **slate (Activity 1)**	Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations **(Activity 1)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(Activity 2)** Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations **(Activity 3)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(Activity 4)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **(Activity 5)**	based upon if they have grains/crystals/fossils/metals inside them. Is there a way they could differentiate between the Igneous and metamorphic rocks based on their visual properties? (Purpose: to use substantive knowledge of rocks to classify them into distinct groupings) GROWIT **RETRIEVAL** Recalling names of some types of sedimentary rock- limestone, sandstone and mudstone **<u>Activity 2</u>** *Which rock type is the most porous?* Take a selection of Sedimentary, Igneous and metamorphic rocks. Children record the mass of the rocks and place them inside water for 30 minutes. Take the rocks out, then gently pat dry, then reweigh, and record down the new mass. The change in mass is then calculated to see which rock is the most porous, questioning can then dig into why the rock might be more porous than others. (Purpose: to carry out accurate measurements of mass before and after a change. Also taking into account the idea of error in the measurements) GROW IT **RETRIEVAL** Recalling names of some type of igneous rock- granite. Revise the solar system. **<u>Activity 3</u>** *Which type of cliff would be best for a cave dweller's cave?* Present the idea that a family of cave dwellers are looking at moving into a new cave. They have a choice of three. One cave

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	These three types of rocks all have different properties to each other, including **porosity**, **hardness**, reaction to chemicals **(Activity 2)** The properties of the rock depend on how the rock was formed, e.g. Some igneous rocks form from lava from volcanoes and cool very quickly leading to very small crystals **(Activities 2 and 3)** Soil is made up of small broken-down pieces of rock. Soil contains a range of different size rock pieces, e.g., sand grains or stones. Soil also contains humus (rotted plant material) Soil made of very fine rock is called silt or clay. **(Activities 4 and 5)**		made from granite, one made from chalk/limestone, and one made from sandstone. Children are then given samples from each cliff and test their properties. They can test for porosity (as in the above activity), reaction with acid (lemon juice or vinegar is fine) and carry out a hardness test by scratching the rock with a nail and seeing the damage done. They can then conclude which cliff the cave dwellers should move into by presenting their findings to the class. (Purpose: to gather information from an enquiry and present the conclusions of that enquiry to an audience) GROWIT **RETRIEVAL** Key vocabulary- porosity. Check definition and understanding of vocabulary in describing the state or quality of being porous (or full of tiny holes) **<u>Activity 4</u>** Take some soil from the grounds of the school or source from elsewhere. Place the soil into an empty 1.5 or 2-litre drinks bottle and add some water. Shake the bottle vigorously. Leave to settle for an hour and then use a magnifying glass to observe and describe the different layers of materials. Can they identify and find grains for rock and larger grains (e.g., sand) and heavier stones? Can they explain why it settled into layers like this? Can they see any humus? Are there any creatures in there? (Purpose: to use substantive knowledge to observe and record down observations and ask and answer relevant questions about what they have observed.) GROWIT OUTDOOR LEARNING

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			RETRIEVAL Recalling names of some type of metamorphic rock- slate Why is there less gravity on the moon than on the Earth? **<u>Activity 5</u>** *Which type of soil allows the most water to pass through it?* Get three different soil types (one sandy soil, one slit/clay soil and one with a mixture of the two) and place them into three equal-sized drinks bottles (1.5-2 litre). Make a number of small holes in the bottom of each bottle and then add water to each bottle while the bottle sits inside another cup to catch the water coming out of the bottom. Measure the volume of water collected after a specified amount of time. (Purpose: to provide an opportunity to work independently with variables. What are we measuring, what are we changing? What is the control variables? what will need to be kept the same between the three bottles when carrying out the experiment? Amount of water added, amount of soil added, time each bottle is left for?) GROWIT
SPANISH (1) **Unit: Food / La Comida** *KEY QUESTION:* *What is your favourite food?* *Using a dictionary* *KEY VOCABULARY:* *El queso, el pepino, la enslada, el tomate, la cebella*	To use a dictionary to find new vocabulary. To recognise nouns and their classes (m / f). To understand and name 5 different foods. To memorise at least 5 different food nouns, read and write them.	<u>Listening</u> Listen and show understanding of more complex familiar sentences. <u>Speaking</u> Ask and answer more complex familiar questions with a scaffold of responses. Use familiar vocabulary to say more complex sentences using a language scaffold.	Children listen to songs and memorise nouns and phrases. Children listen to longer, complex sentences and get the gist. Children work in pairs, writing key phrases from memory on whiteboards, then asking and answering questions independently. Children read longer sentences and translate into English. Children use a dictionary to extent vocabulary. Children write complex sentences, using phrases from memory. Children write sentences with an awareness of the grammatical language structures.

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Tengo/tienes y pero si no El ella a	To extend sentences by using conjunctions **and** and **but**, to express the opinions of other children. I like but .... does not like. Be able to understand, read and write what they or their friend, does or does not like using sentences with **and** or **but** as well as pronouns **he** and **she.** *INITIAL ASSESSMENT: ask children if they have visited another country and do they know any food words in another language look for cognates.* *FINAL ASSESSMENT: Understand what is being said, reply to simple questions, write a variety of sentences of own choice using conjunctions*.	Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language. Follow the simple text of a familiar song and sing or read aloud. <u>Reading</u> Read and show understanding of a complex sentence using familiar language. Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to find the meaning / identify the word class. <u>Writing</u> Write and say a more complex sentence to describe, using a language scaffold. Write familiar complex sentences from memory with understandable accuracy. <u>Phonics and grammar</u> Explain the agreement of adjectives and nouns and demonstrate use.	Children watch video clips and rehearse phonics. They apply their knowledge of this to read unknown words. GREATNESS, RESILIENCE, TEAMWORK

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		Name the words for the definite article and use correctly. Use the correct form of 3rd person singular (plural) of regular and high frequency verbs. Construct more complex sentences. Be familiar with and use the language patterns 'll' / 'n' / 'ce' / 'j' / 'rr' / 'qu' / 'c' / 'd' / g before a consonant / 'y' (also as a conjunction)	
SPANISH (2) **Unit: Pets** *KEY QUESTION:* *What's your favourite pet?* *KEY VOCABULARY:* *Un perro, un gato, una sperpiente, un hamster, un pez, un conejo, un conejllo de indias* *Tengo no tengo pero I have/do not have, but*	To understand, read and say the names of at least 5 pets. To write sentences describing pets. To say what pets they don't have. To accurately use noun adjective agreements. To use knowledge of new vocabulary with previously learnt adjectives to write sentences to describe pets i.e. I have a big brown rat	<u>Listening</u> Listen and show understanding of more complex familiar sentences. <u>Speaking</u> Ask and answer more complex familiar questions with a scaffold of responses. Use familiar vocabulary to say more complex sentences using a language scaffold. Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.	Children listen to songs and learn new nouns and longer phrases. Children listen to longer, complex sentences and get the gist. Children, in pairs, rehearse learnt vocabulary with their peers. With support, they combine verbs to say what they have. Using picture cards of own choice, children create a variety of different sentences to rehearse, using a dictionary to add new nouns. Children read complex sentences and translate, using a dictionary to translate unknown words. Children write longer, complex sentences describing their pets correctly using noun adjective agreement as well as connectives. Children continue to practise previously taught phonics for consolidation. GREATNESS, RESILIENCE, INDEPENDENCE

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	but I don't have a green snake. To read sentences out loud with fluency and begin to self-correct. *INITIAL ASSESSMENT:* *Does anyone know how to say these words in any other languages? Look at words gathered, do they look similar or sound familiar?* *FINAL ASSESSMENT:* *Oral work, be able to understand, ask and answer questions related to pets. Written work, using pictures, write sentences describing the pets you can see.*	Follow the simple text of a familiar song and sing or read aloud. <u>Reading</u> Read and show understanding of a complex sentence using familiar language. Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to find the meaning / identify the word class. <u>Writing</u> Write and say a more complex sentence to describe, using a language scaffold. Write familiar complex sentences from memory with understandable accuracy. <u>Phonics and grammar</u> Explain the agreement of adjectives and nouns and demonstrate use. Name the words for the definite article and use correctly. Use the correct form of 3rd person singular (plural) of regular and high frequency verbs.	AMBITION

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		Construct more complex sentences. Be familiar with and use the language patterns 'll' / 'n' / 'ce' / 'j' / 'rr' / 'qu' / 'c' / 'd' / g before a consonant / 'y' (also as a conjunction)	

Other Ideas