



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
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From Chariots to Chess

Year Group: Year 5 Teacher: Mrs Pester Spring Term 1

English	Maths
<p>The children will be completing some VIPERS reading questions on: The Ghost Garden by Emma Carroll. These will focus on- vocabulary, inference, predicting, explanation and retrieving.</p> <p>In writing we will be looking at ‘The Three Brothers’ story from Harry Potter and Deathly Hallows. The children will be creating a narrative poem and a non-chronological report. They will also be looking at extracts from the Harry Potter book.</p> <p>We will then move onto looking at how to write a balanced argument alongside reading The Witches by Roald Dahl.</p>	<p>The children will be completing more work on fractions- this time multiplying and dividing them. They will then find a fraction of an amount.</p> <p>We will then move on to looking at decimals- ordering them, comparing them and rounding them.</p>

Topic: History and Geography	Science
<p>What was life like in Tudor England?</p> <p>Henry VIII – fair ruler or tyrant? Why did Henry VIII have so many wives? Why did Henry VIII have so many wives? How did Queen Elizabeth I use a royal progress? What can inventories tell us about life in Tudor times? What did John Blanke have in his inventory?</p>	<p>Animals including Humans (6)</p> <p>Understand the function of the heart and its role in the circulatory system</p> <p>Identify and compare blood vessels</p> <p>Explore blood</p> <p>Learn how the body transports water and nutrients</p> <p>Investigate what affects your heart rate</p> <p>Learn about the impact of drugs and alcohol on the body</p>

RE	PSHE
<p>2.3 Why do Christians believe Jesus was the Messiah? (incarnation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact:</p>	<p>Diversity and Communities</p> <p>Children will</p> <ul style="list-style-type: none"> • be able to describe aspects of their identity, and understand that their perceptions of themselves can change. • be able, with support, to describe aspects of the ethnic make up of their community and of Britain. • recognise aspects of stereotyping and prejudice. • understand they have a role in their community, to which many people make a contribution.

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Make connections:

- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

- recognise different forms of the media and that it can influence people.
- understand, with support, some ways of caring for the environment.

Expressive Arts	ICT
<p>Drawing: Make my voice heard</p> <p>Experimental mark making Symbolic imagery Chiaroscuro Street art Powerful imagery</p>	<p>Programming A – Variables in games</p> <p>Introducing variables Variables in programming Improving a game Becoming a game designer Design to code Improving and Sharing</p>

MFL French	Music
<p>Different supermarket food items Expressing opinions on them Using a dictionary to look up other food items Fruit and vegetables Role play scenarios in a shop or market</p>	<p>Rhythm</p> <p>Respond to and use musically basic symbols including Western notation Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. Maintain an independent part in a group when singing or playing. Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and justifying these. Accept feedback and suggestions from others.</p>

PE	Enrichment Activities
<p>Gymnastics</p> <p>Perform more complex balances, including balances that require supporting own body weight. Link a range of movements with fluency and finesse. Perform more complex jumps and jump combinations. Create large group balances up to 8 people. Develop communication and teamwork skills, such as sharing own ideas and valuing others' ideas. Work in a group to build sequences using apparatus.</p>	<p>Music Day</p> <p>Trip to the Black Country Museum</p>

Perform in front of an audience showing confidence, rhythm and fluency of movement.

Tennis

To know and describe the correct grip and stance when holding a racket.

To adopt a good ready position.

To play shots on the forehand and backhand side of the body.

To use a variety of different shots, and serves, hitting with increasing consistency.

To employ tactics in games.

To participate in games following the rules and scoring correctly.