

YEAR 5 : Spring 2 VICIOUS VIKINGS AND ANGLO SAXONS

<p>Events Daily Move A Mile World Book Day</p>	<p>RE & Values Celebrations related to key figures April – Peace / Honesty May – Quality / Resilience</p>	<p>History Chronological Understanding Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods.</p>
<p>Computing – Robotics and Systems To identify automatic control systems, understanding that many have sensors and can respond to changes in conditions around them. To understand that we abstraction to help us understand natural systems. To review the need for efficient program design. To understand that a variable is used in computer programming to stand for a value to be input when the program is run. To understand programs can control computer screen displays. To use sequence, selection and repetition in programming an onscreen game or activity. To understand adding comments to programs aids understanding and support future development. To know automated systems are programmed to respond to inputs from sensors and use this data when controlling output devices. To know we can review and refine programs to improve them. To understand the need to save drafts and act on critical review to evaluate and improve their work. To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures. To understand some of the ways they can use to report concerns about content and contact. To be proactive in keeping electronic/other data secure, protecting personal information and encouraging eSafe practice in others.</p>		<p>Knowledge and understanding of past events, people and changes in the past Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied.</p> <p>Historical Interpretation Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Geography: Location Knowledge Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Human and Physical Geography Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Geographical Skills and Fieldwork Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>
<p>PE Games Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Evaluation Watches and describes performances accurately. Learn from others how they can improve their skills.</p>		<p>D&T: Sheet Metal Cut slots Cut accurately and safely to a marked line Join and combining materials with temporary, fixed or moving joinings Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate Choose an appropriate sheet material for the purpose</p> <p>MFL (French) Understand the main points from a spoken passage made up of familiar language.</p>

Comment on tactics and techniques to help improve performances.
Make suggestions on how to improve their work, commenting on similarities and differences.

Healthy Lifestyle

Can describe the effect exercise has on the body
Can explain the importance of exercise and a healthy lifestyle.
Understands the need to warm up and cool down.

Music

Listening and applying knowledge and understanding

Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).

Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).

Read/ work out the musical stave (notes as Year 4).

Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.

Describe different purposes of music in history/ other cultures

Singing Assembly

Show control, phrasing and expression in singing.

Hold part in a round (pitch/structure).

Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.

Ask and answer simple questions

Talk about personal interests.

Know how to pronounce some letter strings.

Understands the main point(s) from a short written text.

Match sound to print by reading aloud familiar words and phrases.

Use a book or glossary to find out the meanings of new words.

Write a few short sentences with support using already learnt.

Spell words that are readily understandable.

Respect and understand cultural diversity.

Understand how symbols, objects and pictures can represent a country.

