

## High Ham Primary School Spring Term Curriculum Plan: Oak Class (Year 5) 2023/24

	Spring 1	Key Focus/Outcomes	Spring 2	Key Focus/Outcomes
Class Book	<i>The Boy With The Butterfly Mind</i>		<i>The Lizzie and Belle Mysteries</i>	
Author Focus	Malorie Blackman		J T Williams	
English	<i>Robot Girl</i> (Science-fiction narrative)	<ul style="list-style-type: none"> <li>• Discussion and debate</li> <li>• Dialogue</li> <li>• Persuasion</li> <li>• Character comparisons</li> <li>• Explanation texts</li> <li>• Create own science-fiction narrative</li> </ul>	<i>The Lizzie and Belle Mysteries</i> (Biography)	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Diary entries</li> <li>• Case notes</li> <li>• Letters</li> <li>• Dialogue (quotations) &amp; character descriptions</li> <li>• Fact files</li> <li>• Persuasive speeches</li> <li>• Write a biography of Ignatius Sancho</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Multiplication and Division                             <ul style="list-style-type: none"> <li>• Fractions</li> </ul> </li> <li>• Decimals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply up to a 4-digit number by a 1 or 2-digit number.</li> <li>• Solve problems with multiplication</li> <li>• Divide using short division including having answers with remainders</li> <li>• Solve problems with division</li> <li>• Multiply unit fractions, non-unit fractions and mixed numbers by an integer</li> <li>• Calculate a fraction of a quantity</li> <li>• Use fractions as operators</li> <li>• Order &amp; compare decimals up to 3 decimal places</li> <li>• Find equivalent fractions and decimals up to thousandths</li> <li>• Understand fractions as decimals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Perimeter and Area                             <ul style="list-style-type: none"> <li>• Statistics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Measure and calculate perimeter of rectangles, rectilinear shapes and polygons</li> <li>• Measure and calculate area of rectangles and compound shapes</li> <li>• Estimate area</li> <li>• Draw line graphs</li> <li>• Read and interpret line graphs</li> <li>• Read and interpret tables including two-way tables</li> <li>• Read and interpret timetables</li> </ul>
Science	Y5: Living Things in their habitats	<ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants and animals.</li> </ul>	Y5: A scientist study- Sir David Attenborough	<ul style="list-style-type: none"> <li>• Study the life and work of Sir David Attenborough</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Would you like to live in a desert?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the lines of latitude where hot desert biomes are located.</li> <li>• Describe the characteristics of a hot desert biome.</li> <li>• Locate the largest deserts in each continent.</li> <li>• Describe ways the Mojave Desert is used.</li> </ul>		

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History			Were the Vikings raiders, traders or settlers?	<ul style="list-style-type: none"> <li>Identify the different reasons for migration to Britain.</li> <li>Sequence events according to their significance for groups of people.</li> <li>Explain where the Vikings came from and why they came to Britain.</li> <li>Make inferences from sources.</li> <li>Explain how sources can be biased.</li> <li>Find evidence within a source to support their reasoning.</li> <li>Describe the parts of a longboat.</li> <li>Design and creating a longboat.</li> <li>Describe what the Vikings traded.</li> <li>Identify Viking trading routes.</li> <li>Explain whether the Vikings were traders or raiders and providing supporting evidence.</li> <li>Identify important events in the Anglo-Saxon and Viking struggle for Britain.</li> <li>Explain the meaning of cause and consequence.</li> <li>Suggest the cause and consequences of events.</li> <li>Make observations and deductions about artefacts.</li> </ul>
Music	Clarinet	<ul style="list-style-type: none"> <li>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from notation</li> <li>To rehearse and perform their part within the context of the Unit song</li> <li>To listen to and follow musical instructions from a leader</li> <li>Learn to treat instruments carefully and with respect</li> </ul>	Clarinet	<ul style="list-style-type: none"> <li>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from notation</li> <li>To rehearse and perform their part within the context of the Unit song</li> <li>To listen to and follow musical instructions from a leader</li> <li>Learn to treat instruments carefully and with respect</li> </ul>
DT	Electrical systems: Doodlers	<ul style="list-style-type: none"> <li>Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function.</li> <li>Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path.</li> </ul>		

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French	French Monster Pets	<ul style="list-style-type: none"> <li>• Notice cognates and near cognates in the text.</li> <li>• Recognise some previously known words.</li> <li>• Use a dictionary to research the meaning of relevant vocabulary.</li> <li>• Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.</li> <li>• Modify sentences to use the correct articles/pronouns (<b>un/une</b> and <b>il/elle</b>) according to gender.</li> <li>• Unscramble jumbled sentences without any errors in word order.</li> <li>• Recognise rules of agreement in longer phrases.</li> <li>• Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.</li> </ul>	French-speaking World	<ul style="list-style-type: none"> <li>• Recognise and respond to directions.</li> <li>• Form directional phrases of their own.</li> <li>• Read and understand a range of sentences including directions.</li> <li>• Form full sentences to ask and answer questions as modelled orally.</li> <li>• Show some understanding of national identity and stereotypes.</li> <li>• Understand a set of true/false statements and have some idea of where to locate the information about these statements in a graph/table.</li> <li>• Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.</li> </ul>

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Art			<p><u>Craft and design: Architecture:</u> Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</p>	<ul style="list-style-type: none"> <li>• Sketch a house from first-hand or second-hand observation.</li> <li>• Use basic shapes to place key features and form the composition, measuring to work out proportions.</li> <li>• Notice small details to incorporate into the drawing by observing.</li> <li>• Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.</li> <li>• Follow steps to create a print with clear lines, with some smudging.</li> <li>• Purposefully evaluate their work, demonstrating what went well and what could be improved.</li> <li>• Create a building design based on a theme or set purpose.</li> <li>• Draw a plan view or front elevation of their building, annotating the key features.</li> <li>• Discuss Hundertwasser’s work and recognise his style.</li> <li>• Create a factual presentation about Hundertwasser in a visually pleasing way.</li> <li>• Show understanding of what a monument is for by designing a monument that symbolises a person or event.</li> <li>• Describe their monument and explain their choices.</li> <li>• Give constructive feedback to others about their monument designs.</li> </ul>
PE	Dance	<ul style="list-style-type: none"> <li>• Perform different styles of dance fluently and clearly</li> <li>• Work collaboratively in groups to compose simple dances</li> <li>• Refine &amp; improve dances adapting them to include use of space, rhythm &amp; expression</li> </ul>	Badminton	<ul style="list-style-type: none"> <li>• Develop footwork and the forehand and backhand grip.</li> <li>• Develop rallying using an overhead forehand clear.</li> <li>• Learn how to score points and play in competitive games</li> <li>• Develop the forehand and backhand serve</li> </ul>
	Dodgeball	<ul style="list-style-type: none"> <li>• Develop throwing at a moving target.</li> <li>• Use jumps, dodges and ducks to avoid being hit</li> <li>• Select and apply tactics in the game</li> <li>• Develop officiating skills and referee a game</li> </ul>	Tag Rugby	<ul style="list-style-type: none"> <li>• Develop attacking principles, understanding when to run and when to pass.</li> <li>• Develop dodging skills to lose a defender.</li> <li>• Develop drawing defence and understanding when to pass.</li> </ul>
RE	How did God make a covenant with the Jewish people?	•	<p style="text-align: center;">What is Buddhism?</p> <p style="text-align: center;">Why is Easter so important to Christians? -Salvation</p>	•

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<p style="text-align: center;">PSHE</p>	<p style="text-align: center;">Economic Well-being</p>	<ul style="list-style-type: none"> <li>• Prioritise needs over wants.</li> <li>• Manage a weekly budget.</li> <li>• Understand the responsibilities and consequences of borrowing and loaning.</li> <li>• Recognise the risks and considerations associated with spending money online.</li> <li>• Explain why workplace stereotyping needs to be challenged.</li> <li>• Describe how interests and skills align with future careers.</li> </ul>	<p style="text-align: center;">Health &amp; Well-being</p>	<ul style="list-style-type: none"> <li>• Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel.</li> <li>• Describe how they can get a good night's sleep and explain why this is important.</li> <li>• Describe why they should embrace failure.</li> <li>• Describe a strategy to help manage feelings of failure and to help them to persevere.</li> <li>• Set themselves goals and consider how they will achieve them.</li> <li>• Describe a range of feelings and suggest two ways of dealing with a difficult situation.</li> <li>• Demonstrate an understanding of what calories are and how to use them to help plan healthy meals.</li> <li>• Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet.</li> <li>• Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.</li> </ul>
<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Online safety: I am safe</p> <p style="text-align: center;"><b>Programming A</b> Selection in physical computing</p>	<ul style="list-style-type: none"> <li>• I use a search engine to find and evaluate different types of information</li> <li>• I contribute to shared rules and use them to support myself and others when we use technology</li> <li>• I can control a simple circuit connected to a computer</li> <li>• I can write a program that includes count-controlled loops</li> <li>• I can explain that a loop can stop when a condition is met</li> <li>• I can explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>• I can design a physical project that includes selection</li> <li>• I can create a program that controls a physical computing project</li> </ul>	<p style="text-align: center;"><b>Data and information</b> Flat-file databases</p>	<ul style="list-style-type: none"> <li>• I can create a database</li> <li>• I can navigate a flat-file database to compare different views of information</li> <li>• I can combine grouping and sorting to answer specific questions</li> <li>• I can choose multiple criteria to answer a given question</li> <li>• I can use a real-world database to answer questions</li> </ul>