

Spring Term		Year 5 Project Planning with National Curriculum Learning Objectives	
Autumn 1 Project: <b>Anglo-Saxon Village</b>		Autumn 2 Project: <b>Ford E-Cars</b>	
<b>Phase 1: Inspire and Motivate</b>		<b>Phase 1: Inspire and Motivate</b>	
Children to be set summer home learning to create a mini model village using their choice of materials. Share home learning at the beginning of the new term and show video of model villages and photographs of the Lego model village at Lego land.		Visitor from Ford to present to children Ford's plans to build electric cars and set them a challenge of building an electric car.	
<b>Phase 2: Learn Specifics</b>		<b>Phase 2: Learn Specifics</b>	
<b>Art and Design: Anglo-Saxon miniature village</b> <ul style="list-style-type: none"> <li>- Develop different ideas which can be used and explain his/her choices for the materials and techniques used</li> <li>- Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</li> <li>- Develop skills in using clay including slabs, coils and slips</li> <li>- Experiment with using layers and overlays to create new colours/textures</li> <li>- Return to work over longer periods of time and use a wider range of materials</li> </ul>		<b>Science: Materials and Their Properties</b> <ul style="list-style-type: none"> <li>- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>	
<b>History: Anglo-Saxons</b> <ul style="list-style-type: none"> <li>- Use dates to order and place events on a timeline</li> <li>- Compare sources of information available for the study of different times in the past</li> <li>- Make comparisons between aspects of periods of history and the present day</li> <li>- Understand that the type of information available depends on the period of time studied</li> <li>- Evaluate the usefulness of a variety of sources</li> <li>- Present findings and communicate knowledge and understanding in different ways</li> <li>- Provide an account of a historical event based on more than one source</li> </ul>		<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- Use test results to make predictions to set up further comparative and fair tests</li> <li>- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>	
<b>RE: Christianity – The Bible</b>		<b>Geography: Environments</b> <ul style="list-style-type: none"> <li>- Understand how humans affect the environment over time</li> <li>- Know about changes to world environments over time</li> <li>- Understand why people seek manage and sustain their environment</li> </ul>	
<ul style="list-style-type: none"> <li>- Understand that the Bible is a collection of books recorded by many different writers</li> </ul>		<b>D &amp; T:</b> <ul style="list-style-type: none"> <li>- Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product</li> <li>- Create prototypes to show his/her ideas</li> <li>- Make careful and precise measurements so that joins, holes and openings are in exactly the right place</li> <li>- Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools</li> </ul>	

<ul style="list-style-type: none"> <li>- Understand the basic structure of the Bible and that it contains many different types of writing</li> <li>- Understand the relationship between the Christian Bible, the Jewish Tenakh and the Muslim Qur'an</li> <li>- Reflect on the contributions made by many people to their own life story</li> <li>- Understand the significance of the Bible for Christians and how they show respect for the Bible</li> <li>- Understand the important part the Bible plays in the lives of Christians</li> <li>- Appreciate the widespread influence of the Bible, including its influence on the arts and our society</li> <li>- Understand that Christians interpret the Bible in different ways, including literal and figurative interpretations</li> <li>- Reflect on books and stories that are important in their own lives</li> <li>- Explore religious and non-religious views of the origins of the universe: did God create it or did it come about by chance?</li> <li>- Explore the question of 'truth' in relation to the Biblical creation story found in Genesis 1: is the story true or does it contain truths?</li> <li>- Understand the implications of being made in God's image and having responsibility for the world</li> <li>- Understand that some Christians interpret the creation story literally while others interpret it figuratively</li> <li>- Reflect on and respond to the natural world</li> </ul>	<p>and techniques</p> <ul style="list-style-type: none"> <li>- Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</li> <li>- Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable</li> <li>- Understand how to use more complex mechanical and electrical systems</li> </ul>
<p><b>Phase 3: Apply and Share</b></p>	<p><b>Phase 3: Apply and Share</b></p>
<p>Year 5 to invite the school to visit the Anglo-Saxon model village. Children will share information about the Anglo-Saxon era and describe how they made the models.</p>	<p>Parents to be invited to visit the 'Car Showroom'. Children will present their electric cars, along with all their learning from the project.</p>
<p><b>Subjects to be Taught Discretely</b></p>	<p><b>Subjects to be Taught Discretely</b></p>
<p><b>English: Wishing Tale</b></p> <p>Writing</p> <ul style="list-style-type: none"> <li>- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</li> <li>- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</li> <li>- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read,</li> </ul>	<p><b>English: Quest Tale</b></p> <p>Writing</p> <ul style="list-style-type: none"> <li>- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</li> <li>- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</li> <li>- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read,</li> </ul>

listened to or seen performed

- Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing
- Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

### **English: Explanation**

#### Writing

- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Use different verb forms mostly accurately with consideration for audience and purpose
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
- Use brackets, dashes or commas to indicate parenthesis

#### Reading

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling
- Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

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### **English: Discussion**

#### Spoken language

- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Identify and discuss themes and conventions in and across a wide range of writing
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

#### Writing

- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- Draft and write by précising longer passages
- Use different verb forms mostly accurately with consideration for audience and purpose
- Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

#### Reading

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to him/her and

- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book
- Understand what he/she reads by asking questions to improve his/her understanding of complex texts
- Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

#### Spelling

- Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious
- Spell some of the year 5 and 6 words correctly (English Appendix 1)
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)

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- Spell some words with 'silent' letters e.g. knight, psalm, solemn
- Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance

**Mathematics: Place Value**

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

**Mathematics: Multiplication and division**

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Multiply and divide numbers mentally drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Recognise and use square numbers and the notation for squared (2).
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Recognise and use cube numbers and the notation for cubed (3).
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**Statistics**

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

**Perimeter and area**

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.

**Computing: E-Safety and Programming**

- Understand the need to only select age appropriate content
- Design, input and test an increasingly complex set of instructions to a program or device
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated
- Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user
- Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiencies

**PSHE: Health and wellbeing**

- What influences our choices about health and wellbeing

**French:**

- School subjects
- Talking about like and dislikes at school
- Asking and saying the time
- Talking about timings of the day.

**French: Salut Gustave**

- Greetings and personal information
- Talking and sisters and brothers
- Saying what people have and have not using third person 'avoir'
- Saying what people are like using third person 'etre' including negatives

**Music: At The Movies**

- Understanding music narrative, and exploring and using narrative structure
- Interpreting notation
- Using a storyboard to structure sounds
- Learning about the use of sound effects in movies
- Composing sound effects to perform with a movie
- Identifying changes in tempo and their effects
- Exploring and understanding phrase structure of a song melody
- Creating and performing a sequence of melodic phrases with a movie
- Learning about the use of musical clichés in movie soundtracks
- Exploring the effect of music in movies
- Using the musical dimensions to create and perform music for a movie
- Learning about and exploring techniques used in movie soundtracks
- Creating sounds for a movie, following a timesheet
- Working in groups to create descriptive movie music
- Evaluating and refining compositions
- Learning about using cue scores

**PSHE: Relationships**

- Recognising and responding to others' feelings
- Keeping a confidence or secret
- Recognising and managing dares
- Understanding what constitutes a healthy relationship
- How actions and behaviour can affect relationships
- Boundaries within relationships
- Working together
- Conflict negotiation

**Science: Forces and Magnets**

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

**Working scientifically**

- Identify scientific evidence that has been used to support or refute ideas or arguments
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

**RE: Hinduism**

- explain what Hindus mean by 'Brahman'
- reflect on the different aspects of their personalities and think about how this shapes them as a person
- understand the meaning and significance of the AUM symbol for Hindus
- reflect on their own special objects and how these express something about their own beliefs and lifestyle
- understand that the three most important manifestations of Brahman are in the form of the gods Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer) and that these are called the Trimurti
- link belief in the Trimurti to the Hindu belief in reincarnation and the world view that the nature of reality, time and life is essentially cyclical
- reflect on the eastern idea that the nature of reality, time and life is essentially cyclical rather than linear
- familiarise themselves with one of many Hindu creation stories
- compare the Hindu story about how Brahma created the world to other creation stories
- consider the implications of the story for how Hindus regard and treat people, animals and the natural world
- reflect on the capacity of the natural world to evoke spiritual feelings and responses
- explore environmental issues

**Outdoor PE: Cross Country**

- To control pace at longer distances.

**Orienteering**

- Follow a simple map.
- Orientate a map correctly.
- Work as a team to follow a map.

**Indoor PE: Invasion Games – Hockey**

- Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy
- When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition
- Develop interest in participating in sports activities and events at a competitive level
- Dribble a ball in different directions
- Pass the ball and move
- Tackle and gain ball possession
- Mark and opponent
- Scoring from different angles
- Working as a team in a match scenario

**Outdoor PE: Invasion Games – Netball**

- Perform a chest, shoulder and bounce pass
- Land when receiving a ball
- Dodge into space
- Defend correctly
- Shoot accurately
- Make quick reactions
- Snatch the ball during a 'toss up'

**Indoor PE: Invasion Games - Tag Rugby**

- Tag another player
- Move with possession of a ball
- Pass a ball in different directions
- Pass a ball while moving
- Attack as a team
- Work as a team in a match situation

**Music: The Community**

- Learning to sing a song
- Understanding metre through singing and playing instruments
- Conducting a metre of four
- Conducting metres of two and three
- Writing lyrics
- Learning to sing a song from our musical heritage
- Developing accompaniments using ostinato and invented or improvised rhythms
- Rehearsing for a performance
- Developing a performance by adding other media
- Performing with awareness of audience