

### Spring 1 Project: **Harry Potter Film**

In this project the children will work in groups to create their own Harry Potter film. This will be based on their learning in English and they will use their computing skills learnt in the previous term to edit their films using green screen technology and iMovie to edit.

### Spring 2 Project: **Space Rockets**

Within this project, Year 5 pupils will be sending bottle rockets into space (or off the ground at least). The children will learn the history of rocket travel whilst designing and building their own bottle rockets which we will launch at the end of the term. The science will inform the children on Earth and our solar system, drawing the project together.

#### Phase 1: Inspire and Motivate

Trip to Harry Potter World.

#### Phase 1: Inspire and Motivate

HIGHLY CLASSIFIED! NASA needs our help...

#### Phase 2: Learn Specifics

##### English: Defeating the Monster Tale (Harry Potter)

###### Writing

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary
- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, 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
- Draft and write by précising longer passages
- 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
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
- Evaluate and edit by ensuring mostly consistent and correct use

#### Phase 2: Learn Specifics

##### Science: Sun, Earth and Moon

- Describe the movement of the Earth and other planets relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

###### Working scientifically

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- 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
- Identify scientific evidence that has been used to support or refute ideas or arguments

of tense throughout a piece of writing

- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing
- Proof-read for spelling errors linked to spelling statements for year 5
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity

#### 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 identifying and discussing themes and conventions in writing
- Understand what he/she reads by asking questions to improve his/her understanding of complex texts
- Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied

#### Spelling

- 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)

#### **Persuasion (Adverts and leaflets for Hogwarts)**

##### Writing

- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly
- Use different verb forms mostly accurately with consideration for audience and purpose
- Perform his/her own compositions, using appropriate intonation,

#### **Geography: The World**

- Understand and use a widening range of geographical terms.
- Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.
- Recognise the different shapes of countries.
- Understand about weather patterns around the world and relate these climate zones.

#### **D & T: Rocket building/Stable Structures**

- Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product
- Create prototypes to show his/her ideas
- Make careful and precise measurements so that joins, holes and openings are in exactly the right place
- Produce step-by-step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques
- Make detailed evaluations about existing products and his/her own, considering the views of others to improve his/her work
- Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable

#### **Computing: Programming/Designing a space game**

- 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 efficiency

<p>volume, and movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>- Proof-read for spelling errors linked to spelling statements for year 5</li> <li>- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>- Distinguish between statements of fact and opinion</li> <li>- Retrieve, record and present information from non-fiction</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>- Spell some of the year 5 and 6 words correctly (English Appendix 1)</li> <li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</li> </ul>	
<p><b>Computing: Green Screen and iMovie</b></p> <ul style="list-style-type: none"> <li>- Independently select and use appropriate software for a task</li> <li>- Begin to use internet services to share and transfer data to a third party</li> <li>- Independently select, use and combine a variety of software to design and create content for a given audience</li> </ul>	
<p><b>Art &amp; Design: Hogwarts Posters</b></p> <ul style="list-style-type: none"> <li>- Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques in his/her work.</li> <li>- Evaluate his/her work against their intended outcome.</li> </ul>	
<p><b>Phase 3: Apply and Share</b></p> <p>Harry Potter Film Festival; Grab your popcorn, roll out the red carpet and wear your best outfit!</p>	<p><b>Phase 3: Apply and Share</b></p> <p>Children to participate in a rocket launch competition. Groups will be given feedback and will assess how successful their rockets were.</p>

Subjects to be Taught Discretely	Subjects to be Taught Discretely
<p><b>Mathematics: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Multiply and divide numbers mentally drawing upon known facts.</li> <li>- 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.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Compare and order fractions whose denominators are multiples of the same number.</li> <li>- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</li> <li>- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example <math>1\frac{1}{2} = 1\frac{1}{2}</math> ]</li> </ul>	<p><b>English: Fear Tale (Dr Who)</b></p> <p>Writing</p> <ul style="list-style-type: none"> <li>- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume</li> <li>- Perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear</li> <li>- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</li> <li>- Draft and write by selecting appropriate grammar and vocabulary.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>- Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>

**PSHE: Working Together**

- To recognise and respond appropriately to a wider range of feelings in others, identify unhealthy relationships and whom to talk to if they need support
- To recognise that that their actions affect themselves and others (keeping secrets)
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view and to work collaboratively towards shared goals
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including identifying bullying and abuse in all its forms, e.g. cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) and to recognise and challenge stereotypes

**Science: Animals; including humans**

- Describe the changes as humans develop to old age.

**Working scientifically:**

- Reporting and presenting findings from inquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Planning different types of scientific inquiries to answer different questions, including recognising and controlling variables where necessary.

- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context
- 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
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied
- 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

**Spelling**

- 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)
- Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify

**Information Text (Daleks)**

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary
- Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)
- Draft and write by précising longer passages
- 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
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing

**French: La Nourriture**

- Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language
- Identify different ways to spell key sounds, and select the correct spelling of a familiar word
- Take part in conversations and express simple opinions giving reasons
- Adapt known complex sentences to reflect a variation in meaning
- Begin to use intonation to differentiate between sentence types
- Create a short piece for presentation to an audience
- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation
- Learn a song or poem using the written text for support
- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words
- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank
- Use a wide range of adjectives to describe people and things, and use different verbs to describe actions
- Know how to conjugate some high frequency verbs
- Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun
- Adapt sentences to form negative sentences and begin to form questions

**Mathematics: Fractions**

- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [ for example  $0.71 = \frac{71}{100}$  ]
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**Decimals and percentages**

- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to three decimal places.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Use all four operations to solve problems involving measure [ for example, length, mass, volume, money] using decimal

**PSHE: Health and Wellbeing**

- Be able to identify touches which break personal boundaries and understand that no one should touch the intimate parts of their bodies.
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child and that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British

**Geography: Water cycle/Rivers**

- Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Know and describe where a variety of places are in relation to physical and human features
- Know how rivers erode, transport and deposit materials

law and universal human rights, such as female genital mutilation (FGM)

- That bacteria and viruses can affect health and that following simple routines can reduce their spread.
- Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others and about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

**Music: Music Express - At the movies**

- Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets
- Develop an increasing understanding of the history and context of music
- Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression

**French: En Ville**

- Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language
- Identify different ways to spell key sounds, and select the correct spelling of a familiar word
- Take part in conversations and express simple opinions giving reasons
- Adapt known complex sentences to reflect a variation in meaning
- Begin to use intonation to differentiate between sentence types
- Create a short piece for presentation to an audience
- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation
- Learn a song or poem using the written text for support
- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words
- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank
- Use a wide range of adjectives to describe people and things, and use different verbs to describe actions
- Know how to conjugate some high frequency verbs
- Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun
- Adapt sentences to form negative sentences and begin to form questions

**Music: Music Express – Solar System**

- Understand how pulse, rhythm and pitch work together
- Improvise with increasing confidence using own voice, rhythms and varied

	<p>pitch</p> <ul style="list-style-type: none"> <li>- Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</li> <li>- Sing as part of an ensemble with increasing confidence and precision</li> </ul>
<p><b>RE: Sikhism – The first and the last human Gurus</b></p> <p><b>Guru Nanak</b></p> <ul style="list-style-type: none"> <li>- engage with key stories about Nanak’s childhood and his life-changing experience</li> <li>- reflect on their own childhoods and key turning points in their own lives</li> <li>- appreciate the significance Guru Nanak for Sikhs as the founder of Sikhism</li> <li>- develop understanding of Guru Nanak’s teachings about service and equality</li> <li>- reflect on how they can treat others as brothers and sisters</li> </ul> <p><b>Guru Gobind Singh and the formation of the Khalsa</b></p> <ul style="list-style-type: none"> <li>- engage with the story of the events on Baisakhi day in the year 1699 CE</li> <li>- appreciate the significance of Guru Gobind Singh as the person who unified Sikhism through the formation of the Khalsa</li> <li>- learn what takes place during the amrit ceremony today and the significance of this for Sikhs</li> <li>- appreciate the significance of the names Kaur and Singh for Sikhs</li> <li>- reflect on groups to which they belong and the expectations of membership of those groups</li> </ul> <p><b>The Five Ks and the turban</b></p> <ul style="list-style-type: none"> <li>- understand the symbolic significance of the Five Ks and the turban and why these are so important to Sikhs</li> <li>- understand that the right to wear the Five Ks and the turban has sometimes been hard won</li> <li>- understand the meaning and significance of the khanda symbol</li> <li>- reflect on what it means to belong to a community</li> </ul>	<p><b>RE: Judaism - The Synagogue</b></p> <p><b>Features of the synagogue</b></p> <ul style="list-style-type: none"> <li>- develop understanding of the function and significance of the synagogue</li> <li>- develop understanding of the main features of synagogues and their significance</li> <li>- develop understanding of key differences between Orthodox and Progressive/Liberal/Reform Jews</li> <li>- reflect on places that are special to them and the reasons why they are special</li> </ul> <p><b>The Sefer Torah</b></p> <ul style="list-style-type: none"> <li>- appreciate the significance of the Torah scroll for Jews and how this is reflected in the way it is ‘dressed’ and treated</li> <li>- develop understanding of the content of the Torah and its significance for Jews</li> <li>- learn about the celebrations associated with the festival of Simhat/Simchat Torah and its significance</li> <li>- reflect on special objects and celebrations in their own lives</li> </ul> <p><b>What happens inside the synagogue, including celebrating Shabbat</b></p> <ul style="list-style-type: none"> <li>- develop their understanding of the threefold purpose of the synagogue as a place for study, meeting and prayer</li> <li>- develop understanding of the importance of Shabbat</li> <li>- develop understanding of what happens during the Shabbat service in the synagogue</li> <li>- reflect on the sense of community and belonging gained through clubs and school</li> </ul>

**PE**

**Outdoor PE: Invasion Games - Football**

- 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 football between cones

**Indoor: Multi-skills**

- Perform a sequence of one footed leaps
- Develop balancing, agility and coordination skills.
- Create and teach a multi skills exercise.

**PE**

**Outdoor: Batting Games - Cricket**

- 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
- Identify different levels of performance and use subject specific vocabulary

**Indoor: Gymnastics**

- Perform a sequence of one footed leaps
- Explain how confidence can affect performance
- Gallop with a fluid motion
- Identify different levels of performance and use subject specific vocabulary