










Our Year 5 Curriculum - Spring 2



<p>Big Question</p> 	<p>Power & Monarchy: Which monarch experienced the greatest shift in power during his/her reign?</p>
<p>Maths</p> 	<p>Area and Perimeter: Area of rectangles, Area of compound shapes, Area of irregular shapes</p> <p>Fractions: Equivalent fractions, Improper fractions to mixed numbers, Mixed numbers to improper fractions, Compare and order fractions, Add and Subtract Fractions</p>
<p>English</p>   	<p>Writing: A narrative based on Wolf Brother where children will create atmosphere and tension. A narrative based on Clockwork building tension, working on sentence/paragraph construction and adding in narration. A non-fiction instructional write on how to create a clockwork piece. The children will also design an advertising campaign their own clockwork pieces</p> <p>Reading: Wolf Brother (Fiction), Clockwork (Fiction), Kings and Queens (Historical Non-Fiction)</p>
<p>History</p> 	<p>The Changing Power of Monarchs: Which monarch gave up the most power in his or her reign?</p> <p>Absolute and constitutional monarchy, The Magna Carter and the shift in power, The Glorious Revolution, Elizabeth II - Parliament and Monarchy, The shift in power and impact on people, Assessment - quiz</p>
<p>Science</p> 	<p>Forces: How can we manipulate/use forces for our advantage?</p> <p>The children will be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They will be able to identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>
<p>Religious Education</p> 	<p>Pilgrimage and Sacred Places (Judaism): 'Jerusalem'</p> <p>What makes Jerusalem such a special place?</p> <p>The children will understand why people make special journeys. They will explore the variety and importance of sacred spaces in the local and wider community. They will understand why these places are of religious significance to the particular faith groups.</p>

<p>Art</p> 	<p>Painting: Portraits (Pop Art) The children will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures; define portraiture; explain what Pop Art is and discuss my opinions about it; discuss the unique style of some pop artists - e.g. Andy Warhol, Roy Lichtenstein, Keith Haring; identify the similarities and differences between different artworks and artists; understand that portraiture and art can be used to express power; understand that art and design can reflect history.</p>
<p>PSHE</p> 	<p>Living in the Wider World: What jobs would we like? Children will find out about some of the different jobs that people have and understand the skills, qualifications and training needed for these. They will understand how people choose a job and be able to question and challenge stereotypes. They will also consider how they might choose a job for themselves.</p>
<p>Music</p> 	<p>Irregular time signatures, Graphic Scores and Loopseque</p>
<p>Computing</p> 	<p>We are Web Developers We will begin the unit by identifying reliable sources of information and how search engines operate. This will then be developed so that children can rank sources for themselves and design a website.</p>
<p>French</p> 	<p>Quel Temps Fait-Il? Children will learn to listen to and participate in conversations about the weather. They will write about the weather using conjunctions to develop their ideas.</p>
<p>Outdoor PE</p> 	<p>Athletics Children will be practising the skills of running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.</p>
<p>Indoor PE</p> 	<p>Dance/Swimming Children will learn to perform and choreograph different types of dance individually and with others. They will evaluate their performances and give each other next steps.</p>