


Off with her Head! - Year 5 Spring 2

School Trip: Southsea Castle	Exit Point: Tudor day	School Value: Resilience	The Arts: Big Art	
	<p>Religious Education (Living Difference IV)</p>	<p>Art and Design Big art LI: To use pastels to create a class portrait of Henry VIII</p>	<p>Music Weekly singing assemblies. Charanga Scheme of Learning Oak Academy Lessons</p>	<p>Design & Technology Savoury Rolls (Tudor Food) LI: To understand how to knead bread. LI: To understand how flour is produced.</p>
<p>Computing (Purple Mash) Unit 5.4 Databases LI: To understand how to search on a database. LI: To be able to create a class database. LI: To be able to create a topic database. Unit 5.6 Modelling LI: To introduce 2D design LI: To understand moving points. LI: To be able to design for a purpose. LI: To understand printing and making</p>	<p>Physical Education Outdoor - Football and Hockey Skills LI: to pass and receive with accuracy, confidence and control in isolated situations and sometimes games. LI: to shoot accurately in a range of ways using different equipment. Shoot from close range and distance. LI: to hit a ball accurately into space and in different parts of the playing area. LI: to play shots on both sides of the body with reasonable accuracy. Position themselves well on court. LI: to make decisions when to pass and when to travel with a ball in games. Use a variety of skills and tactics to keep possession. LI: to know how to mark and defend their goal. LI: to recognise own and other strength's.</p>	<p>Spanish (Language Angels) To talk simply about your/a family in Spanish LI: To remember the nouns for family members in Spanish from memory. LI: To describe our own or a fictitious family in Spanish by name, age and relationship. LI: To count up to 100 in Spanish. LI: To understand possessive adjectives better in Spanish ('my' form only)</p>		
<p>Science Properties and Changes of Materials LI: To identify different materials, describe and test their properties using own investigations LI: To identify thermal and electrical conductors and insulators and explain their uses LI: To explain the uses of a range of different materials according to a range of different properties LI: To order materials according to one of their properties LI: To identify materials that are soluble or insoluble in water LI: To explain and investigate dissolving, and recognise the conditions that will speed up its rate LI: To follow instructions to separate mixtures and explain the processes involved, choosing the most suitable LI: To identify and explain irreversible changes and identify the new materials made</p>	<p>Geography (Location/Contrast) Pupils should be taught: Locational knowledge – to locate the countries of North and South America, Equator, Tropic of Capricorn and Cancer and identifying environmental reasons. Key physical and human characteristics and major cities. Place knowledge – to compare a region in North or South America with the UK LI: To use maps and other resources to locate key features LI: To identify physical characteristics of locations LI: To identify the position and significance of geographical features LI: To compare two locations</p>	<p>PSHE Living in the wider world Money and work LI: <i>To understand about stereotypes in the workplace</i> and that a person's career aspirations should not be limited by them LI: <i>To know about what might influence people's decisions about a job or career</i> (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) LI: <i>To understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice</i> LI: <i>To identify the kind of job that they might like to do when they are older</i> LI: <i>To recognise a variety of routes into careers</i> (e.g. college, apprenticeship, university)</p>		