


Off with her Head!– Year 5 Spring 1

<p>School Trip: Mary Rose Museum</p>	<p>Exit Point: See Spring 2 Tudor day</p>	<p>School Value: Responsibility</p>	<p>The Arts: Tudor Portraits</p>
	<p>Music Weekly singing assemblies. Charanga Scheme of Learning Oak Academy Lessons</p>	<p>Religious Education (Living Difference IV)</p>	<p>Art & Design LI: Use a range of drawing materials (pencil sketch). <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (shadows, direction of sunlight). • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. </p>
<p>Science Investigations – Working Scientifically (link to forces) LI: To plan enquiries to answer questions and identify variables LI: To measure accurately and take repeat readings LI: To record results using classification keys and scatter graphs. LI: To make predictions from results for comparative tests LI: To report and present findings and explain how results might not be true LI: To identify scientific evidence to back up arguments.</p>	<p>Computing (Purple Mash) Context 4.3 Spreadsheets LI: To use formulae within a spreadsheet to convert measurements of length and distance. LI: To use the count tool to answer hypotheses about common letters in use. LI: To use a spreadsheet to model a real life problem. LI: To use formulae to calculate area and perimeter of shapes. LI: To create formulae that use text variables. LI: To use a spreadsheet to help plan a school cake sale.</p>	<p>Physical Education Outdoor - Fitness and Table Tennis See separate plan for individual lessons. ZUKO Sports – Separate planning LI: I can hit a ball for a partner to catch looking at the different techniques. (Forehand and backhand) LI: I can aim for a target using forehand and backhand with control. LI: I can play a controlled game of table tennis.</p>	<p>Spanish (Language Angels) Presenting Myself – To say your name, age, how you are feeling and where you live in Spanish. LI: To count to 20 in Spanish. LI: To ask somebody how they are feeling, their age, name and where they live in Spanish. LI: To say how we are feeling, how old we are, what our name is and where we live in Spanish. LI: To apply rules of adjectival agreement when saying our nationality in Spanish.</p>
<p>History Responsibility Pupils should be taught about a local history study (Tudors) LI: To identify the changes in Britain through time LI: To identify significant people in History LI: To explore the impact of significant people in History LI: To recognise the achievements of people and/or civilisations</p>	<p>PSHE Living in the wider world Belonging to a community LI: <i>To understand importance of having compassion towards others</i>; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others LI: <i>To identify ways of carrying out shared responsibilities for protecting the environment</i> in school and at home; how everyday choices can affect the environment (e.g. Reducing, reusing, recycling; food choices) LI: <i>To improve our understanding about stereotypes</i>; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes Media literacy and digital resilience LI: <i>Learn how to assess the reliability of sources of information online</i>; and how to make safe, reliable choices from search results LI: <i>To understand how information on the internet is ranked, selected and targeted at specific individuals and groups</i>; that connected devices can share information</p>		