

**MTP: Spring 1 (Y5)**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
RE	<p><b>Pre-unit assessment: 5 pillars of Islam. How do Muslims show commitment to God (Allah)?</b></p> <p><b>LO:</b> I can consider how written guidance might impact on my behaviour</p> <p><b>STS:</b> Know what rules and guidance are Understand the importance of free will Understand what consequences are and how they can relate to guidance not being followed</p> <p><b>Task:</b> Children to think about a book called 'How to Live a Good Life'. Discuss:</p> <ul style="list-style-type: none"> <li>- Would it be good to have a book like this? It is important to know how to behave?</li> <li>- What might be inside it?</li> <li>- What would not be inside it?</li> </ul> <p>Children to record the best piece of advice they have been given, why they think that it is important and what the consequences are if they do not follow the advice.</p>	<p><b>LO:</b> I can explain why I think some events were important during the Night of Power</p> <p><b>STS:</b> Know that some books are special and why. Know that there are holy books and know what might be in them. Know why religions have holy books Know that the holy book for Muslims is called the Qur'an</p> <p><b>Task:</b> Children to read the Night of Power Story sheet.</p> <p>Identify 3 key parts of the story and explain why they think they are important. Explain why it was important that Muhammad was believed. Explain what would have happened if Muhammad's wife hasn't believed him.</p> <p><b>**Muhammad or Allah should not be drawn.</b></p>	<p><b>Mid-point assessment: What do children know about the Qur'an? Create a brain dump.</b></p> <p><b>LO:</b> I can explain some actions a Muslim might take to show respect to the Qur'an</p> <p><b>STS:</b> Know why the Qur'an is important the Muslims. Know how the Qur'an is treated before reading, when being used and when it is not being used.</p> <p><b>Task:</b> Children to annotate the pictures on slide 9. What do they show us about how the Qur'an is treated?</p> <p>Complete table to give reasons for the way that the Qur'an is treated.</p> <p>Can the children add anything to their brain dump is a different colour following today's lesson?</p>	<p><b>LO:</b> I can interpret some sayings from the Qur'an and understand there may be different interpretations</p> <p><b>STS:</b> Know that the Qur'an is the word of Allah. Know that Muslims read the Qur'an to find out what Allah wants them to do. Know why religious books are special to people. Understand that people can interpret written words differently. Understand what it means if you are merciful and compassionate</p> <p><b>Task:</b> Children to read popular Ayats in the Qur'an. What is their interpretation of what is being said? What might this mean to Muslims? Record their ideas in their books.</p> <p>Swap partners. Compare their interpretations. Discussion - Why have people got different ideas when they have read the same thing?</p>	<p><b>LO:</b> I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today.</p> <p><b>STS:</b> Know why the Qur'an is important Know there are different Ayats in the Qur'an Interpret different Ayats from the Qur'an and consider how they might influence a Muslim's life today.</p> <p><b>Task:</b> Sheet 1: Children to record their ideas about How and why the Qur'an is vital to Muslims. How the Qur'an was revealed. How Muslims show respect for the Qur'an before they read it, when it is being read and when it is not being read.</p> <p>Sheet 2: Given the passages. Chose 3 and record ideas about what they interpret that to mean and how it might be vital in influencing a Muslim's life today.</p> <p><b>**Children may like to bring an item/ a picture of a special item with them to school for the next RE lesson**</b></p>	<p><b>End of unit assessment:</b></p> <p><b>LO:</b> I can explain how I would like something important to me to be respected and treated.</p> <p><b>STS:</b> Know how Muslims show respect to the Qur'an Know why Muslims show respect to the Qur'an Know what items are important to them Know how to take care of something that is special and why it is important to do that Consider how they would want somebody else to treat their special item</p> <p><b>Task:</b> Children to create a poster about how to care for their special item.</p> <ul style="list-style-type: none"> <li>- How would you store it/care for it when it is not being used?</li> <li>- How do you prepare to use it?</li> <li>- How do you care and respect it when it is being used?</li> </ul>
Science	<p><b>Pre-unit assessment:</b></p>	<p><b>LO:</b> to explore the effect that gravity has on an object</p>	<p><b>LO:</b> to investigate the effects of friction</p>	<p><b>Mid-point assessment:</b> Begin creating a forces mind map of</p>	<p><b>LO:</b> to explore the effects of water resistance</p>	<p><b>End of unit assessment:</b> create a definition and</p>

<p><b>Enquiry Question:</b> What is a force?</p> <p><b>Vocabulary</b> air resistance, water resistance, friction, gravity, Newton, gears, pulleys, force, push, pull, variables, opposing, streamline, brake, mechanism, lever, cog, machine, pulley</p>	<p><b>Pre-unit assessment:</b></p> <p><b>LO:</b> to identify forces acting on objects</p> <p><b>STS:</b> Identify forces as pushes and pulls Identify and explain different forces acting on objects Know how to represent forces on a diagram to show how they are acting on an object.</p> <p><b>Task:</b> Sort pictures to show whether they are showing a push, pull or both.</p> <p>Children to annotate pictures using arrows to show the direction and names of the opposing forces in action.</p>	<p><b>STS:</b> Know that gravity is a pulling force Explain the effect gravity has on unsupported objects Explain the role that significant scientists play in the development on the theory of gravity Correctly measure the force of gravity pulling on objects Know the difference between mass and weight</p> <p><b>Task:</b> Children to read the information and answer questions about the significant scientists.</p> <p>Measure the weight (how much force of gravity is acting on an object) of a range of objects.</p>	<p><b>STS:</b> Know what friction is Explain the effects of friction on a moving object Identify examples of when friction can be a helpful or unhelpful force Investigate the effects of friction created by different materials</p> <p><b>Task:</b> Investigate the friction generated by different textures of shoe sole. Discussion to focus on variables.</p> <p>Create a bar graph to represent the findings and form conclusions based on the findings.</p>	<p>what has been learnt so far (friction and gravity).</p> <p><b>LO:</b> to investigate the effects of air resistance.</p> <p><b>STS:</b> Know what air resistance is and how it acts on objects. Explain how air resistance affects moving objects Identify variables that may affect my investigation Plan and investigate the effects of air resistance.</p> <p><b>Vocabulary:</b> forces, gravity, Newton, push, pull, weight, mass, Galileo, surface area, fair test, air resistance</p> <p><b>Task:</b> Investigate air resistance using parachutes of different sizes. Children to record the variables.</p>	<p><b>STS:</b> Know what water resistance is. Explain the effects of water resistance Identify streamline shaped Minimise the effects of water resistance on an object</p> <p><b>Task:</b> Investigate water resistance using pieces of blu-tak in water. Change the shape of the object to see whether these change the time taken to sink.</p> <p>Discuss: what is something if it is streamlined? How can we minimise the effects of water resistance? Record sentences in their books to explain their thoughts.</p>	<p>picture for key vocabulary (Friction, Gravity, Water Resistance, Air Resistance, Mechanisms)</p> <p><b>LO:</b> to explore different mechanisms</p> <p><b>STS:</b> Know what levers, gears and pulleys are. Know what different mechanisms do and why they are used.</p> <p><b>Task:</b> create a poster about levers, pulleys and gears. Why might they be used? What are some examples of where they are used?</p>
<p>History</p> <p>Ancient Greece</p> <p><b>Vocabulary</b> trade, civilisation, city state, polis, legacies, civilisation, enslaved people, metic, myths, gods and goddesses</p>	<p><b>Pre-unit assessment: what do we know about civilisations?</b></p> <p><b>LO:</b> to explore some of the key events during the ancient Greek period</p> <p><b>STS:</b> Understand the terms 'trade', 'civilisation' and 'chronologically' Discuss when the ancient Greek period was in relation to other periods in world history. Order key events chronologically</p>		<p><b>LO:</b> to examine how Alexander the Great's Empire grew and the effects of this.</p> <p><b>STS:</b> Know what empire, culture and legacies are. Explain who Alexander the Great was Explain how Alexander the Great's Empire grew Know how this affected different people.</p> <p><b>Task:</b> Read the story board. Children record their ideas to answer questions:</p>		<p><b>Mid-point assessment:</b></p> <p><b>LO:</b> research aspects of daily life and society in ancient Greece.</p> <p><b>STS:</b> Use secondary sources to research about aspects of daily life Know different aspects of daily life Understand that life was very different for people during the Ancient Greek civilisation Pose historical questions</p> <p><b>Task:</b></p>	

	<p><b>Task:</b> Order given events on the timeline</p> <p>Identify key facts about events using the source provided.</p>		<p>Who was Alexander the Great? Was the growth of his empire positive for him? What effect did the growth of his empire have on the People of Thebes? The People of Egypt? The People of another group of their choice?</p>		<p>Use secondary sources to research an aspect of life in ancient Greece (food, homes, children, clothing, men or women). Create a poster about it. Present the information to another group.</p>	
<p>Art Painting</p> <p><b>Vocabulary</b> acrylic, technique, texture, synaesthesia, colour, music, abstract</p>	<p><b>Pre-unit assessment:</b> colour mixing. Can the children remember how to create secondary colours using paint? Do they know the primary colours?</p> <p><b>LO:</b> to appraise the work of Matisse and Kandinsky, and identify my first impressions</p> <p><b>STS:</b> Look carefully at the images. Consider first impressions and how to record these (words, phrases, sketches, shapes, speech bubbles etc) Who are the artists? Compare the work by the artists, adding to annotations.</p> <p><b>Task:</b> Record first impressions of the artwork by our featured artists.</p> <p>Develop knowledge of artists by watching short videos about them.</p>		<p><b>LO:</b> To know how music can influence art</p> <p><b>STS:</b> Know that synaesthesia is a neurological condition in which the stimulation of a sense (like touch or hearing) leads involuntarily to the triggering of another sense (like sight or taste)". Listen to the music and let your paintbrush run free!</p> <p><b>Task:</b> Paint what the music makes you feel (water colours)</p>		<p><b>LO:</b> Know different techniques to use with acrylic paint</p> <p><b>STS:</b> Understand what acrylic paint is. Know different techniques to use (dry brush, combing, wet-in-wet, glazing, sponge, drips/splatters, scumble, masking, soft edge/hard edge, layered) Try each technique for myself.</p> <p><b>Task:</b> Practise each of the six acrylic techniques.</p>	
<p>DT</p> <p>Vocab to be added</p>		<p><b>Pre-unit assessment:</b> What are levers, gears and pulleys? Do you know any items that use them?</p>		<p><b>LO:</b> Research existing educational toys for children which incorporate gears</p> <p><b>STS:</b></p>		<p><b>Mid-point assessment:</b> Which is it - lever, gear or pulley?</p>

		<p>LO: Investigate levers, gears and pulleys</p> <p><b>STS:</b> Discuss what levers, gears and pulleys are and what they can be used for. Identify levers, gears and pulleys. Make and try out simple levers, gears and pulleys</p> <p><b>Task:</b> Follow instructions to make and try out simple levers, gears and pulleys.</p>		<p>Consider the project aim. Create success criteria for the project. Consider the design brief Research examples that could be used for inspiration</p> <p><b>Task:</b> Look at examples of children's toys that are based on gear systems. Annotate the example – positives, negatives, suggested improvements.</p>		<p>LO: Design an educational toy for children which incorporates gears</p> <p><b>STS:</b> Look back to research. Create two potential designs. Consider positives and negatives of each design. Choose final design.</p> <p><b>Task:</b> Design educational toy.</p>
<p>Geography</p> <p>Mountains</p> <p><b>Vocabulary</b> Peak, Hill, Valley, Summit, Cliff, Ridge, Plateau, Terrain, Range, Tectonic plates, Fold mountains, Ben Nevis, Himalayas, Mount Snowdon, Pacific Ring of Fire, Scafell Pike, Slieve Donard, alpine, avalanche, landform, slope</p>		<p><b>Pre-unit assessment:</b></p> <p><b>LO:</b> Describe what a mountain is and locate the 'Seven Summits' on a map</p> <p><b>STS:</b> Definition of a mountain. Use the index of an atlas. Label the highest peak of each continent. Which mountain range is each a part of? How high is each peak?</p> <p><b>Task:</b> Write a definition of a mountain. Use atlas to locate the highest peak on each continent and label on a map.</p>		<p><b>LO:</b> Describe key features of mountains and how they were formed.</p> <p><b>STS:</b> Name different typed of mountain and describe how they are formed. Explain the key features of mountains</p> <p><b>Task:</b> Use the online Oddizzi pages to find out the key points about mountain environment, appearance, formation, features and types. Make notes under subheadings.</p> <p>Share work with partner. Class Discussion: How are mountains formed?</p>		<p><b>Mid-point assessment:</b> Types of mountain – make notes in each box to describe the four types of mountain.</p> <p><b>LO:</b> Describe the climate of mountains and explore mountain life</p> <p><b>STS:</b> Use photos to help describe the climate of mountains. Consider daily life on mountains. Discuss why people might choose to live or not live on mountains (benefits and challenges).</p> <p><b>Task:</b> Task 1 – draw and label a diagram showing climate on a mountain.</p> <p>Task 2 – write a paragraph for each of the subheadings Mountain Climate, Mountain Life and Avalanches. Use the Oddizzi pages (printed) to</p>

						support these summary paragraphs.
<p>PSHE</p> <p><b>Dreams and Goals</b></p> <p><b>Vocabulary</b> dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, teamwork, cooperation, difference.</p>	<p><b>Retrieval:</b> Discuss what we learnt last half term.</p> <p>LO: understand that I will need money help me achieve some of my dreams</p> <p><b>STS:</b> What jobs could I do when I am older? What would I like my life to be like when I grow up? What dreams do I have for my future? Why is money needed to help me to achieve this?</p> <p><b>Task:</b> Complete dream cloud</p>	<p><b>LO:</b> know about a range of jobs and explore how much people earn in different jobs</p> <p><b>STS:</b> Know that there are different jobs Know what a salary is Know that different people get paid different amounts depending on their job Know what a salary is</p> <p><b>Task:</b> Discuss salaries attached to different jobs.</p>	<p><b>Mid-point assessment</b> – low-stakes quiz</p> <p><b>LO: identify a job I would like to when I grow up and understand what motivates me and what I need to do to achieve it</b></p> <p><b>STS:</b> Identify a job I might like to do when I am older. Research the job description and main duties of this job. Identify what qualifications are needed. Identify key steps that need to be taken Identify motivations behind wanting to do this job.</p> <p><b>Task:</b> Research my ideal job.</p>	<p><b>LO:</b> describe the dreams and goals of young people in other cultures</p> <p><b>STS:</b> Consider what life is like for children in other countries and cultures. What is their childhood like? What might their dreams and aspirations be? Similarities and differences between our lives and dreams/goals and those of children in other cultures.</p> <p><b>Task:</b> Read the information about Mary. Create a dream wheel for her.</p>	<p><b>LO:</b> Understand that communicating with someone in a different culture means we can learn from each other and support each other.</p> <p><b>STS:</b> What ways might we share with other cultures? How are our lives influenced by other cultures? What can we offer to other countries?</p> <p><b>Task:</b> Work in groups to plan an activity that will raise money for charities supporting people in other countries.</p>	<p><b>End of unit assessment:</b> presentation of project ideas from lesson 5.</p> <p><b>LO:</b> I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this.</p> <p><b>STS:</b> Know how we can support others here and abroad Share my plans to raise money to support others</p> <p><b>Task:</b> children to share their project ideas from last lesson.</p>
<p>MFL</p> <p>As-tu un animal? (Do you have a pet?)</p> <p><b>Vocabulary</b></p>	<p><b>Pre-unit assessment:</b> revision of key vocabulary from the previous unit.</p> <p><b>LO:</b> to recognise and recall 8 common pets in French with the correct determiners/articles</p>	<p><b>LO:</b> to use J'ai and et in sentences when expressing which pets I have</p> <p><b>STS:</b> Know that J'ai means to have Know that et means and</p>	<p><b>Mid-point assessment:</b> recall the names of 8 pets in French using the correct determiner</p> <p><b>LO:</b> to use the structure qui s'appelle to introduce the names of pets</p>	<p><b>LO:</b> to use the structure Je n'ai pas de</p> <p><b>STS:</b> Know that Je n'ai pas de means I do not have Know that J'ai means to have Know that et means and</p>	<p><b>LO:</b> to use the conjunction mais</p> <p><b>STS:</b> Know that mais means but Know that J'ai means to have Know that et means and</p>	<p><b>End of unit assessment:</b> complete the end of unit assessment</p> <p><b>LO:</b> to revisit all language from this unit</p> <p><b>STS:</b></p>

<p><b>un chien</b> a dog  <b>un chat</b> a cat  <b>un lapin</b> a rabbit  <b>un hamster</b> a hamster  <b>un poisson rouge</b> a goldfish  <b>un oiseau</b> a bird  <b>une souris</b> a mouse  <b>une tortue</b> a tortoise  <b>J'ai...</b> I have...  <b>Je n'ai pas de / d'...</b> I do not have...  <b>J'ai un...</b> I have a...  <b>(masculine)</b>  <b>J'ai une...</b> I have a...  <b>(feminine)</b>  <b>qui s'appelle...</b> that is called...  <b>et</b> and  <b>mais</b> but</p>	<p><b>STS:</b>  Know the 8 words for the given animals in French  Know their determiner and why they have that determiner</p> <p><b>Task:</b>  Listen to the sentences within the presentation and answer the questions.  Recall and spell eight common pets with their indefinite article/determiner.  Complete the speaking and listening task.</p>	<p>Use the French names for the 8 pets taught previously</p> <p><b>Task:</b>  Combine the irregular high frequency verb 'I have' with the conjunction 'and' to say which pets they have.  Complete the listening and speaking task.</p>	<p><b>STS:</b>  Know that qui s'appelle means that is called  Know that J'ai means to have  Know that et means and  Use the French names for the 8 pets taught previously</p> <p><b>Task:</b>  Use 'that is called' to introduce their pets.  Complete the reading task.</p>	<p>Use the French names for the 8 pets taught previously</p> <p><b>Task:</b>  Use negative structures to say which animals they do not have. Complete the writing task.</p>	<p>Use the French names for the 8 pets taught previously</p> <p><b>Task:</b>  Extend their sentences using 'but' to make them more complex and interesting.  Complete the writing task.</p>	<p>Know that Je n'ai pas means I do not have  Know that qui s'appelle means that is called  Know that mais means but  Know that J'ai means to have  Know that et means and  Use the French names for the 8 pets taught previously</p> <p><b>Task:</b>  Revise and consolidate language that has been taught.  Complete the end of unit assessment.</p>
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**Music**

**Composing and Chords**

**Social question:** How does Music Improve Our World?

**Vocabulary:** Rock, bridge, backbeat, amplifier, chorus

Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics

**PE**

**Icreate**

**Coordination/manipulation, strength & balance (passing & moving, strength & balance and seated balance)**

problem-solve, revise, refine, transform, originate, evolve, integrate, positive mindset, collaborate, complex, adaptation, tactics, spatial awareness, evaluate

**Netball**

Passing, Shooting, Pivot, Marking, Dodging, Footwork rule, Landing foot

<p>Computing</p> <p><b>Vocabulary</b>                      crumble controller, components, switch, motor, LED, Sparkle, crocodile clips, connect, battery box, program, condition, Microcontroller, connection, infinite loop, output, repetition, count-controlled loop</p>	<p><b>Pre-unit assessment:</b> what is programming? What computing systems do you know? What is an input and an output?</p> <p><b>LO:</b> to control a simple circuit connected to a computer</p> <p><b>STS:</b>                      Create a simple circuit and connect it to a microcontroller                      Program a microcontroller to make an LED switch on                      Explain what an infinite loop does</p> <p><b>Task:</b> connect a Sparkle to a Crumble and program the Crumble to make the Sparkle flash in different colour patterns.</p>	<p><b>LO:</b> to write a program that includes count-controlled loops</p> <p><b>STS:</b>                      Connect more than one output to a microcontroller                      Use a count-controlled loop to control outputs                      Design sequences that use count-controlled loops</p> <p><b>Task:</b>                      Connect a Sparkle and a motor to the Crumble controller. Program a sequence that includes count-controlled loops</p>	<p><b>Mid-point assessment:</b> What is a count-controlled loop? What is a Crumble controller? What is a Sparkle?</p> <p><b>LO:</b> to explain that a loop can stop when a condition is met</p> <p><b>STS:</b>                      Can explain that a condition is either true or false                      Can design a conditional loop can program a microcontroller to respond to an input</p> <p><b>Task:</b>                      Identify conditions in statements and decide whether they will be true or false.                      Use a Crumble switch as an input to the controller and that can be used as a condition.</p>	<p><b>LO:</b> to explain that a loop can be used to repeatedly check whether a condition has been met.</p> <p><b>STS:</b>                      Can explain that a condition being met can start an action                      identify a condition and an action in my project                      Can use selection (if...then... statement) to direct the flow of a program</p> <p><b>Task:</b>                      Write a program that includes selection.</p>	<p><b>LO:</b> to design a physical project that includes selection</p> <p><b>STS:</b>                      identify a real-world example of a condition starting with an action                      Describe what my project will do                      Create a detailed drawing of my project</p> <p><b>Task:</b>                      Produce a sketch to show how their model will be made and how they will connect the microcontroller to its components.</p>	<p><b>End of unit assessment:</b>                      Lesson task. Can the children bring together their learning from this unit to complete the task?</p> <p><b>LO:</b> to create a program that controls a physical computing project</p> <p><b>STS:</b>                      Write an algorithm that describes what my model will do                      Use selection to produce an intended outcome                      Test and debug my project</p> <p><b>Task:</b>                      Develop Crumble programs to control the fairground ride. Children will include selection and debug the program where necessary.</p>
<p><b>Online Safety</b></p> <p><b>Two lesson to be taught at the start of the half term</b></p> <p><b>Self-image and identity</b></p>	<p><b>LO:</b> I can explain how identity online can be copied, modified or altered</p> <p><b>STS:</b>                      Explain someone's online identity can be different to their identity in 'real life'                      Describe how someone might change their identity online                      Explain the positive reasons</p>	<p><b>LO:</b> I can demonstrate how to make responsible choices about having an online identity</p> <p><b>STS:</b>                      Understand that I can show my online identity in different ways                      Know that my online identity can have an impact on</p>				

	for changing your online identify and the negative reasons for doing so	others, both positively and negatively Demonstrate responsible choices about my online identify, depending on context	
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