

MTP: Spring 2 (Y5)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>RE</p> <p>Enquiry Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Vocabulary Pilate, Incarnation, Disciples, Resurrection, Crucifixion, Pharisee, destiny, free will, intention, purpose, crucifixion, forgiveness, life after death, salvation, saviour</p>	<p>Pre-unit assessment: Discuss – what do we know about Holy Week?</p> <p>LO: I can understand how some people believe in destiny and how others might believe in having free will to make their own choices</p> <p>STS: Know what destiny is Know that different people have different views about destiny Know what there are things that can be controlled and things that can't</p> <p>Task: children to explore things that they can control and things that they can't control. Discussion about destiny.</p>	<p>LO: Consider whether the crucifixion was a consequence of the events of Holy week or whether Jesus knew it was part of God's plan (Palm Sunday to Last Supper)</p> <p>STS: Know what destiny is Know what crucifixion is Know about the events during Holy week Consider whether they were part of God's plan</p> <p>Task: Explore Luke 20: 19-26 Consider whether Jesus knew that it was going to happen. Did he seem to choose it? Do children think it was part of God's plan? What consequences might there be?</p>	<p>Mid-point assessment: Create a time line of the events of Holy Week we have looked at so far</p> <p>LO: begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was a part of God's plan (Last Supper to praying in the garden)</p> <p>STS: Know about the different events of Holy Week Consider the role that Judas played Consider how he might have felt</p> <p>Task: Explore Luke 22: 39-52</p> <p>Discuss how Judas might have been feeling. Discuss how Jesus might have been feeling.</p>	<p>LO: begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was a part of God's plan (the trials, Peter's denial, crucifixion, burial and resurrection)</p> <p>STS: Know the different events from Holy Week Know what is meant by conscience Know what is meant by resurrection</p> <p>Task: Explore the events of Holy Week Conscience alley of Peter</p>	<p>LO: start to explain whether the evidence shoes that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week</p> <p>STS: Consider whether the crucifixion was his destiny or purpose Know what salvation is Know what resurrection is</p> <p>Task: Summarise whether Jesus knew that he was going to be crucified, whether it would have changed his actions</p>	<p>End of unit assessment: task from L5 and L6</p> <p>LO: to give an example of someone with a strong sense of purpose in their life and give my opinion on this</p> <p>STS: Know what purpose is Know what destiny is Understand that people have different views on this Identify someone with a strong sense of purpose</p> <p>Task: Children to share an example of someone with a strong sense of purpose</p>
<p>Science</p> <p>Living things and their habitats</p> <p>Vocabulary foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development, puberty, hormone,</p>	<p>LO: to know how some plants reproduce</p> <p>STS: Explain the difference between sexual and asexual reproduction Identify the function of the parts of a flower Describe ways that plants are pollinated in order to reproduce</p> <p>Task:</p>	<p>LO: to know how some plants reproduce</p> <p>STS: Explain the different between sexual and asexual reproduction Understand how asexual reproduction takes place Know there advantages and disadvantages of each type of reproduction.</p> <p>Task: Identify advantages and disadvantages</p>	<p>LO: I can describe the life cycles of different mammals</p> <p>STS: Know what a mammal is Describe the process of reproduction of mammals Describe different types of mammals Describe and compare the life cycles of different mammals</p> <p>Task: Explore different life cycles of mammals. What is the same? What is different? Children to</p>	<p>LO: to explain what significant discoveries Jane Goodall made</p> <p>STS: Know who Jane Goodall was Know the discoveries Jane Goodall made Understand why they were important or significant</p> <p>Task: Summaries the work of Jane Goodall</p>	<p>LO: to compare the life cycles of amphibians and insects</p> <p>STS: Know the life cycles of amphibians Know the life cycles of insects Know what metamorphosis is and give examples Find similarities and differences in the life cycles of amphibians and insects</p> <p>Task:</p>	<p>LO: to compare the life cycles of plants, mammals, amphibians, insects and birds.</p> <p>STS: Know the life cycle of a bird Describe the similarities and differences in the life cycle of a plant and a bird</p> <p>Task: Present information about different life cycles, including the similarities and differences. Chn could use a poster to</p>

<p>physical, emotional, sexual, asexual, pollination, dispersal, reproduction, cell, fertilisation, pollination, male, female, pregnancy, young, mammal, metamorphosis, amphibian, insect, egg, embryo, bird, plant</p>	<p>Children label a flower and identify the role of each part. Summarise how the plant is able to reproduce.</p>	<p>Take cuttings from a plant to produce a new plant that is identical to the parent plant</p>	<p>identify the different types of mammals.</p>		<p>Describe the life cycles of different animals (e.g. dragonfly, newt, frog, butterfly). Find similarities and differences</p>	<p>support them during their presentation.</p>
<p>History</p> <p>Vocabulary</p> <p>trade, civilisation, city state, polis, legacies, civilisation, enslaved people, metic, myths, gods and goddesses</p>	<p>LO: to compare life in ancient Athens to life in ancient Sparta</p> <p>STS:</p> <p>Know what life was like in ancient Athens</p> <p>Know what life was like in ancient Sparta</p> <p>Identify similarities and differences</p> <p>Know what democracy is and how it worked in ancient Athens</p> <p>Task:</p> <p>Using the comparing Athens and Sparta sheet and the information on the PowerPoint, children to decide whether they think that it relates to Athens or Sparta. Children to write a summary explain where</p>		<p>LO: use primary sources to explore the Olympics in ancient Greek times and compare it to the modern Olympics.</p> <p>STS:</p> <p>Gather evidence using primary sources</p> <p>Explain how primary and secondary sources are different</p> <p>Know what the Olympics was like during the ancient Greek times</p> <p>Make comparisons to modern day life</p> <p>Task:</p> <p>Children to stick in a selection of pictures of Greek pottery.</p> <p>Write a summary about what they tell us: What does it show us about the different sports? What equipment did they use? What did they wear? Who was at the</p>		<p>End of unit assessment: Poster about the Ancient Greeks</p> <p>LO: To explore the beliefs of the ancient Greeks</p> <p>STS:</p> <p>Describe some of the key beliefs of the ancient Greeks</p> <p>Know how the ancient Greeks worshipped</p> <p>Name and describe some of the ancient Greek gods and goddesses</p> <p>Task:</p> <p>Read the information and summarise key facts about some of the Greek gods and goddesses. Read the story of the Trojan Horse. Share the sources.</p> <p>Children to record whether they are a primary or secondary source. Add details about what they show.</p>	

	they would prefer to live and why?		<p>events? Who was allowed to compete? Was there any other entertainment?</p> <p>Children to read information about the Olympics and make comparisons between them.</p> <p>(lesson 5 and lesson 6)</p>		<p>Children to orally retell the story of the Trojan Horse using the story board to support.</p> <p>(lesson 7 and lesson 8)</p>	
<p>Art</p> <p>Vocabulary acrylic, technique, texture, synaesthesia, colour, music, abstract</p>	<p>Mid-point assessment: children to match the definition of a technique to its name.</p> <p>LO: to explore the techniques and colours used in the work on Kandinsky</p> <p>STS: Identify patterns and shapes in Kandinsky's art. Identify paint techniques used in Kandinsky's art</p> <p>Task: Annotate work by Kandinsky focusing on techniques used and colour combinations (clashing or complementary). Recreate some of the patterns, shapes and techniques using acrylic paint</p>		<p>LO: to plan my final piece using inspiration from the work of Kandinsky</p> <p>STS: Consider the shapes, patterns, marks and colours used by Kandinsky. Know which shapes and colours I want to include in my final piece Use my sketching skills effectively</p> <p>Task: create some thumbnail sketches of ideas for final piece. Use different shapes, marks and colours.</p>		<p>End of unit assessment: final piece. Have the children been able to use techniques for acrylic paint?</p> <p>LO: to use a variety of techniques with acrylic paint</p> <p>STS: know and use different for acrylic paint use my sketching skills to create an outline for my painting use a variety of colour combinations effectively considering whether I want them to be clashing or complementary</p> <p>Task: Create their final piece using a variety of techniques.</p> <p>Carry out an evaluation of their finish piece. Which techniques did they use? Have they been successful? Can you see the Kandinsky inspiration within their work? What would they change or improve?</p>	
<p>DT</p> <p>Vocabulary to be added</p>		<p>LO: Construct gears so all gears move when one is manipulated</p>		<p>LO: Present the product according to the design brief</p> <p>STS:</p>		<p>Retrieval: Which is it - lever, gear or pulley?</p> <p><i>Evaluate the finished product</i></p>

		<p>STS: Stick two gears together (so that the gears are thicker). Carefully push a hole through the middle of the gears and insert a split pin. Attach the gears to the back board so that they interact</p> <p>Vocabulary: Mechanisms, simple machines, levers, gears, pulleys.</p> <p>Task: Construct an educational toy using cardboard gears, split pins and a back board. Create planned toy</p>		<p>Refer to final design of product. Paint and decorate the finished product</p> <p>Vocabulary: Mechanisms, simple machines, levers, gears, pulleys.</p> <p>Task: Paint the finished toy.</p>		<p>STS: Final testing of product Market testing Considering what went well in the project and what could be improved.</p> <p>Vocabulary: Mechanisms, simple machines, levers, gears, pulleys.</p> <p>Task: Evaluate finished product</p>
<p>Geography</p> <p>Vocabulary 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>Pre-unit assessment: mountain regions.</p> <p>LO: Locate the UK's highest mountains</p> <p>STS: Demarcate the countries of the UK on a blank map using an atlas. Name the UK's highest mountains and the ranges in which they sit. Locate the UK's highest mountains in an atlas. Label the mountains and ranges on a blank map of the UK. Note the height of each mountain.</p> <p>Task: Label blank map with the UK's highest mountains.</p>		<p>LO: Recognise the importance of the Himalayas for the people living in the region</p> <p>STS: Locate the Himalayas. Discuss the climate of the Himalayas. Discuss what daily life is like in the Himalayas. Discuss the importance of these mountains to the local people. Compare the Himalayas to mountain ranges in the UK.</p> <p>Task: Answer the questions based on information on the slides and Oddizzi pages.</p>		<p>End of unit assessment: lesson task – poster about one of the Seven Summits</p> <p>LO: to know what is significant about a famous mountain range.</p> <p>STS: Know what they seven summits are Know what is important and special about them Know what type of mountain they are Know what the climate is like on that mountain</p> <p>Task: create a poster about one of the seven summits.</p>
PSHE	<p>Pre-unit assessment: What does it mean to be healthy?</p>	<p>LO: know some risks of misusing alcohol, including anti-social behaviour, and</p>	<p>Mid-point assessment – low-stakes quiz about smoking and drinking</p>	<p>LO: Understand how social media and celebrity culture promote certain body types</p>	<p>LO: I can describe the different attitudes people have to food</p>	<p>End of unit assessment: debate about healthy lifestyles</p>

<p>How do I keep myself healthy?</p> <p>Vocabulary choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, antisocial behaviour emergency, procedure, recovery position, calm, level-headed Body image, social media, celebrity culture, altered, self-respect, comparison, eating disorder, debate, motivation</p>	<p>LO: know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>STS: Consider the effects of smoking on the body. Discuss why advertising smoking is banned in the UK. Consider the effects of vaping on the body. Think about why people might be tempted into smoking and vaping.</p> <p>Task: Complete quiz and discuss correct answers</p>	<p>how it affects the liver and heart</p> <p>STS: Think about what is already known about alcohol. Discuss some facts about alcohol. Explain anti-social behaviour and how misusing alcohol can lead to it. Consider the events in a social story and think about their significance.</p> <p>Task: Discussion in small groups: discuss an alternative ending to the social story, where none of the characters abused alcohol.</p>	<p>LO: Know and can put into practice basic emergency procedures and know how to get help in emergency situations</p> <p>STS: Know what an emergency situation in which they might be able to assist is. How? Know how to always alert an adult and phone the emergency services (if appropriate). Know what the recovery position is and when to use it.</p> <p>Task: given scenario cards, how they would respond to their given emergency situation? What steps would they take?</p> <p>Practice the recovery position.</p>	<p>STS: Consider what body image is and recognise that some people have positive / negative body image. Recognise that some images of people are altered. Demonstrate how to respond kindly to people questioning their body image.</p> <p>Task: Pair work – respond to the ‘message’ in a positive way in two minutes.</p>	<p>and how these can be affected by external influences</p> <p>STS: Understand what body image is Know how people can make informed decisions and choices Understand that people may feel pressure to have a certain body image. Recognise that people feel differently about food. Consider my own relationship with food.</p> <p>Task: Produce a ‘recipe card’ for a healthy body image</p>	<p>LO: know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>STS: Know how to lead a healthy lifestyle Know how to create a positive relationship with food Know which choices are healthier</p> <p>Task: Class debate: does the media and social media help motivate people to live healthy and safe lifestyles?</p>
<p>MFL</p> <p>Quel temps fait-il? (What is the weather?)</p> <p>Vocabulary Quel temps fait-il ? What is the weather? Il fait chaud. It is hot. Il pleut. It is raining. Il fait froid. It is cold.</p>	<p>Pre-unit assessment: how can we describe the weather in English? Does anyone know any words for that in French?</p> <p>LO: to know words and phrases to describe the weather in French</p> <p>STS: Know nine phrases to describe the weather</p> <p>Task: Recognise and recall nine different phrases for describe weather in French. Complete speaking and listening activities and the pairs matching game.</p>	<p>LO: to know words and phrases to describe the weather in French</p> <p>STS: Know nine phrases to describe the weather</p> <p>Task: Recognise and recall nine different phrases for describe weather in French. Complete speaking and listening activities and the pairs matching game.</p>	<p>Mid-point assessment: Do the children know the nine phrases to describe the weather. Can children recall the days of the week in French?</p> <p>LO: to combine my knowledge of weather language and days of the week.</p> <p>STS: Know nine phrases to describe the weather Know the names for the days of the week Listen to key words so that I can answer questions</p>	<p>LO: to describe the weather using French words and phrases</p> <p>STS: Know nine phrases to describe the weather Read the name of places on the weather map</p> <p>Task: Read a weather map and describe the weather in different parts of the country using French</p>	<p>LO: to combine my knowledge of French words for days of the week, places and weather</p> <p>STS: Know nine phrases to describe the weather Know the days of the week in French Read the name of places on the weather map</p> <p>Task: Become French weather presenters.</p>	<p>End of unit assessment: complete the end of unit assessment</p> <p>LO: to revisit all language from this unit</p> <p>STS: Know nine phrases to describe the weather Know the days of the week in French Read the name of places on the weather map</p> <p>Task:</p>

<p>Il neige. It is snowing. Dans le nord de la France... In the north of France... Il y a un orage. There is a storm. Dans le sud de la France... In the south of France... Il y a du soleil. It is sunny. Dans le centre de la France... In the centre of France... Il y a du vent. It is windy. Dans l'ouest de la France... In the west of France... Il fait beau. The weather is fine. Dans l'est de la France... In the east of France... Il fait mauvais. The weather is not good. le temps the weather</p>	<p>describe weather in French. Complete speaking and listening activities</p>		<p>Task: Consolidate the nine key phrases for describing the weather Complete the extended reading and listening task.</p>			<p>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

Ithink

Coordination, strength & balance (changing directions, quick & light movements, one leg balance, and strength & balance)

analyse, direct, theorise, hypothesise, critique, justify, generalise
positive mindset, collaborate, complex, adaptation, tactics, spatial awareness, evaluate

Netball

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

<p>Computing</p> <p>Vocabulary criteria, axis, compare, filter, presentation, database, data, information, record, field, input device, sensor, data logger</p>	<p>Pre-unit assessment:</p> <p>LO: to use a form to record information</p> <p>STS: Create a database using cards Explain how information can be recorded</p> <p>Task: Create a paper version of a record card database with 8 – 10 cards around a theme (e.g. animals). Physically sort the cards to answer questions about the data.</p>	<p>LO: to compare paper and computer-based databases</p> <p>STS: Explain what a field and a record is in a database Navigate a flat-file database to compare different views of information Choose which field to sort data by to answer a given question</p> <p>Task: Create a computer-based database to examine how data can be recorded and viewed.</p> <p>Discussion: compare the computer-based and paper-based databases.</p>	<p>Mid-point assessment: What is a 'field'? What is a 'record'? What is the purpose of a database?</p> <p>LO: to outline how you can answer questions by grouping and then sorting data</p> <p>STS: Explain that data can be grouped using chosen values Group information using a database Combine grouping and sorting to answer specific questions</p> <p>Task: Answer questions by grouping and sorting both the paper-based database and the computer-based database.</p>	<p>LO: to explain that tools can be used to select specific data</p> <p>STS: Choose which field and value are required to answer a given question Outline how 'AND' and 'OR' can be used to refine data Choose multiple criteria to answer a given question</p> <p>Task: Use search techniques to answer questions about the data. Use advanced search techniques to search for more than one field in both the paper and computer-based databases</p>	<p>LO: to explain that computer programs can be used to compare data visually</p> <p>STS: Select an appropriate chart to visually compare data Refine a chart by selecting a particular filter explain the benefits of using a computer to create charts</p> <p>Task: Create charts from their data to answer questions about it</p>	<p>End of unit assessment: Lesson task - Can the children use a real-world database?</p> <p>LO: to use a real-world database to answer questions</p> <p>STS: Ask questions that will need more than one field to answer Refine a search in a real-world context Present my findings to a group</p> <p>Task: Children to become travel agents and use real-world searches to find flights that match the set parameters. Share findings with partner. Discuss: What questions did you ask the database? What answers did you get?</p>
<p>Online Safety</p> <p>Two lesson to be taught at the start of the half term</p> <p>Life style and health</p>	<p>LO: I can describe how technology can affect well-being both positively and negatively</p> <p>STS: understand simple properties of healthy sleep</p>	<p>LO: I can describe some tips/advice to promote health and well being</p> <p>STS: Recount the concept of healthy sleep</p>				

Recount simple benefits of sleep on body's health
Offer suggestions on how use of technology before sleep could affect quality of sleep

Identify activities when using technology that could negatively impact on sleep
Offer simple strategies to manage technology before bedtime.