Year 5
Spring 2

Art: Drawing Depth, Emotion & Movement

We will be learning about:

- Using various types of lines to emphasise emotion or draw attention.
- Describe how artists have shown emotion.
- Describe how artists have created an effective composition using a focal point and balance.
- Use colour and line to convey emotion or movement in their sketch.
- Design a print, considering the composition carefully.
- Use a combination of marks to create tone and depth.
- Describe how artists use tone to show depth in their artwork.
- Create an effective printing plate.
- Reflect and improve our sketchbook experiments and final work

RE: Judaism & The Torah

We will be learning about:

- Identify & explain Jewish beliefs about God
- Give examples of some texts that say what God is like & explain how Jewish people interpret them
- Make clear connections between Jewish beliefs about the Torah & how they use & treat it
- Make clear connections between Jewish commandments & how Jews live
- Give evidence & examples to show how Jewish people put their beliefs into practice in different ways
- Make connections between Jewish beliefs studied & explain how & why they are important to Jewish people today
- Consider & weigh up the value of e.g. tradition, ritual, community, study & worship in the lives of Jews today, & articulate responses on how far they are valuable to people who are not Jewish.

Science: Plant & animal life cycles

We will be learning about:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plant
- Describe the role of pollinators.
- Recording data and results using scientific diagrams and labels
- Reporting and presenting findings from enquiries, including conclusions.

Computing: Computer Science - Selection & Conditionals

We will be learning about:

- Explaining what a conditional is
- Planning & writing an algorithm using: commands, sequence, repetition & selection (If…then…)
- Detecting & debugging errors in more complex algorithms & programs
- Using selection to create games in which the user must make a choice

History: The Mayans



We will be learning about:

- The Mayan civilization timeline
- When & how the Mayan civilisation was discovered
- Mayan artefacts
- The structure of Mayan society & compare this to the democratic society we live in today
- Mayan daily life & use historical sources to develop historical enquiry skills
- The events that caused the Mayan civilization to end-making decisions based on evidence & understand the contribution they made to history
- How the Mayans were similar & different to the Egyptians & the Vikings

PE: Orienteering

We will be learning to:

- Create a simple trail on a orienteering map
- Pinpoint locations using lining up techniques
- Create a simple map using scale and Birdseye view



Defending and Attacking

We will be learning to:

- Travel with control of equipment when travelling at speed or competing against others
- Create and apply strategies suitable for attacking and defending.
- Make quick decisions whilst competing against others.
- Defend an area 2 v 2, 3 v 3.
- Attack an area 2 v 2, 3 v 3.
- Attack with speed and control
- Exploit space when attacking
- Recognise when to tackle or when to defend a space
- Demonstrate an awareness of others and space to attack
- Identify areas for improvement from your owns teams performance and make suggestions for development
- Demonstrate resilience when participating in activities



PSHE & Relationships Education:
The online world: How am I influenced by what I see online?
We will be learning about:

- Understand that much online content is designed to influence people.
- Identify how online content can influence people (such as through adverts, videos, trends & opinions (presented as fact).
- Explain that influence can affect what people buy, watch or believe & is not always obvious.
- Recognise the difference between fact & opinion.
- Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions.
- Evaluate online content & assess whether it is reliable & true.
- Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).

Spanish: Los Basicos

We will be learning about:

- Learn days of the week and months of the year.
- Saying my age and my birthday.
- Extending conversation with 'and you?'
- Learning numbers to 31.
- Describing hair and eye colour.
- Development of phonics – sounds and blends.
- Enjoying stories and songs.

Music: Music and Words

We will be learning about:

- Explore & describe music, using accurate vocabulary such as pitch, tempo, dynamics, rhythm, timbre & articulation
- Learn common Italian musical terms & apply them to vocal & instrumental performance
- Listen to music from different genres & periods
- Use body percussion & instruments
- Build ensemble skills by maintaining a part, responding to others, & performing together
- Improvise melodies
- Explore jazz music
- Improvise using scat singing, experimenting with vocal timbre, rhythm & phrasing
- Compose short pieces
- Create graphic & standard notation
- Use music to convey mood, atmosphere & storytelling
- Compose & perform raps on Chrome Music Lab
- Use Spectrogram on Chrome Music Lab to explore timbre & expression in rap performances

UNCRC Articles

Every child has the right to:

- **Article 17**: reliable information
- **Article 29:** an **e**ducation that develops their personality, talents & abilities to the full, as well as their respect for other cultures
- **Article 30:** learn and use the language, customs and religion of their family
- **Article 33:** be protected from the use of illegal drugs

British Values



Every child will develop:

- A willingness to participate in and respond positively to artistic, sporting & cultural opportunities
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their acceptance and engagement with the fundamental British values of: mutual respect and tolerance of those with different faiths and beliefs