

## Literacy

Distinguish between statements of fact and opinion  
Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views

Develop spelling and handwriting skills in line with curriculum objectives

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Use expanded noun phrases to convey complicated information concisely

Use modal verbs or adverbs to indicate degrees of possibility

Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Use commas to clarify meaning or avoid ambiguity in writing

Use a colon to introduce a list

Punctuate bullet points consistently

## Languages

### Healthy Eating

Recall nouns for fruits and vegetables. I can identify the gender of the noun.

Recall and use numbers between 0 and 50 and I can ask for quantities of fruit and vegetables.

Participate in a simple shopping dialogue at the market.

## Physical Development

### Gymnastics:

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

Perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Personal, Social and Emotional Development

### PSCHE: Going for Goals

Taking responsibility – for our successes and when things go wrong

Waiting for what you want – persistence (keeping going)

Resilience – bouncing back/maintaining effort

Setting and achieving goals

Ladder to success I would be, but .....

Excuses, excuses! Making wise choices

Planning for: "Looking at risk"

### R.E.: The Christian Way of Life (1)

Children should learn about ways of life

- from the New Testament

- in society, past and present

- through social responsibility as a community and as an individual

- attitudes to personal, social and global issues, considering the teachings of Christianity as expressed for example in the Ten Commandments, the Two Great Commandments, The Sermon on the Mount - the Beatitudes

## SPRING TERM 1 Activities Medieval Mysteries Year 5

## Mathematics

Please see termly objectives on the Success and Challenge cards

**Engage: Science  
investigation -  
bacteria**  
**Express: Federated  
Medieval tournament**

## Understanding of the World

### HISTORY:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Use a range of source materials to investigate the symptoms of the Black Death as well as the impact on public life.

Use historical pictures to identify people from different social classes and investigate how the different classes lived.

**KEY FACTS: The Black Death was a plague spread by the bites of infected rat fleas. It was responsible for the deaths of nearly the half the population in the 14<sup>th</sup> Century. The majority of people living during the Middle Ages lived in the country and worked as farmers. City life was crowded and dirty.**

**KEY VOCABULARY: Medieval, middle ages, plague, peasant, knight**

### SCIENCE: Materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

### COMPUTING: iProgram

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

## Expressive Art and Design

### Art and Design: Sculpture

To improve their mastery of art and design techniques, including sculpture with a range of materials

Plan and create a sculpture.

Evaluate using artistic language.

### Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music