

Seven Wonders Knowledge Outcomes:

There were seven wonders of the ancient world.	The only ancient wonder still standing is the Pyramids of Giza.
The new Seven Wonders of the World are the Great Wall of China, Chichén Itzá, Petra, Machu Picchu, Christ the Redeemer, the Colosseum and the Taj Mahal.	International tourism has both advantages and disadvantages for the surrounding area.
Natural wonders of the world include canyons, mountains, waterfalls and coral reefs.	Machu Picchu and Christ the Redeemer are famous landmarks in South America.

SPRING TERM 2 Activities The Mummy Returns Year 5

PSCHE:

PSCHE: What jobs would we like?

Know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
 Know that some jobs are paid more than others and some may be voluntary (unpaid)
 Learn about the skills, attributes, qualifications and training needed for different jobs
 Know that there are different ways into jobs and careers, including college, apprenticeships and university
 Understand how people choose a career/job and what influences their decision, including skills, interests and pay
 Know how to question and challenge stereotypes about the types of jobs people can do
 Understand how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

R.E.

Christians to believe that God intended for Jesus to die?

Learn to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
 Give an example of someone with a strong sense of purpose for their life and give my opinion on this.
 Start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
 Express my opinion about Jesus' crucifixion being his destiny / purpose.

These are the knowledge outcomes (the things we must aim to know) for our learning this half term.

Understanding of the World

Geography:

Physical geography

Locate some of the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
 Describe and understand key aspects of physical geography – climate zones, vegetation belts, mountains.

Describe and understand key aspects of human geography – types of land use, trade links

Science: Living Things and their Habitats

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 plants and animals.

Important Dates:

All Booked Up:

W/C 2nd March 2026

R.E: You Gotta Have Faith

W/C 9th March 2026

Music: Let's Compose

W/C 16th March 2026

Citizenship: Marcus Rashford

W/C 23rd March 2026

Mathematics

In Mathematics, this half term children will be working on the following objectives from the Year 5 Success and Challenge cards:

- I am able to measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- I am able to calculate and compare the area of rectangles and use standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- I am able to read and interpret timetables
- I am able to complete, read and interpret information in tables, including timetables
- I am able to solve comparison, sum and difference problems using information presented in a line graph, collect, represent and interpret continuous data, decide upon an appropriate scale for a graph, e.g. labelled divisions representing 2, 5, 10, and read between the labelled divisions, e.g. reads 17 on a scale labelled in fives

Computing:

iProgram

To understand that computer programs containing graphics use x y coordinates and turns are measured in degrees

To use conditional (if) statements

To understand that some variables can only be true or false (boolean)

To understand that programs can do different things if the value of a boolean variable is true or false (conditional statements)

To create a game that senses events on screen

To program statements that make something happen in response to events on screen

To understand that variables can be used in programming to keep track of values

To program statements that make something happen in response to the value of a variable

Languages

Clothes

Learn nouns for items of clothing
Describe clothing using colours and see how the spelling of colours can change
Write a description of an outfit of their choosing

Physical Development

This term children will learn:

Dance

Perform different styles of dance clearly and fluently
Perform dances confidently and with precision
Show expression in their dances and sensitivity to music

Express:

Create a Scratch game about the Seven Wonders for parents and carers

English

In English, this half term children will be working on the following objectives from the Year 5 Success and Challenge cards:

I am able to plan my writing by identifying the audience and purpose of the writing, and using other similar writing as models for my own work.

I am able to plan my writing by noting down and developing my ideas, using additional reading and research where necessary.

I am able to select the appropriate grammar and vocabulary in my writing.

I am able to use words such as then, after that, this, firstly, to build connections in a paragraph.

I am able to link ideas across paragraphs using adverbials of time e.g., later, place e.g., nearby, and number e.g., secondly

I am able to edit my work and make changes to vocabulary, grammar and punctuation to make the meaning clearer.

I am able to use the correct subject and verb agreement.

I am able to use expanded noun phrases to convey complicated information concisely.

I am able to indicate degrees of possibility using adverbs e.g., perhaps, or modal verbs e.g., might, must.

I am able to add information to my sentences using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

I am able to use a colon to introduce a list.

I am able to use and understand the following terms: Modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

I am able to use brackets, dashes or commas for the same purpose.

Expressive Art and Design

Art and Design: Printing

Design and create printing blocks / tiles.
Develop techniques in mono, block and relief printing.
Experiment with Lino printing.

Music: Composing

Improvise over a simple groove, responding to the beat.
Experiment with using a wider range of dynamics
Compose melodies made from pairs of phrases.
Compose a short 3-part piece.
Compose music to evoke a specific atmosphere, mood or environment. Create music to accompany a silent film or to set a scene in a play or book.
Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.

This half term, we will be reading a range of non-fictional texts:

Strength Lies in Difference

Children to understand the difference between being non-racist and an anti-racist.

-Children to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity, Identity, Justice, Injustice

Children to understand the importance of heritage and how their heritage and that of others is something to be celebrated.