



Half term plan 2024

Teacher: J Oldfield

Year group: 5

Topic: Sewing Bee

Date: Spring 2

<p>Literacy Objectives</p> <p><u>Narrative – Older Literature</u></p> <p><u>Narrative – Stories From Other Cultures</u></p> <p><u>Grammar</u></p> <p>To add phrases to make sentences more precise</p> <p>To use a range of sentence openers for impact.</p> <p>To link clauses with subordinating and coordinating conjunctions</p> <p>To use relative clauses beginning with who, which, whose.</p> <p>To link clauses in sentences using subordinating and co-ordinating conjunctions.</p> <p>To consistently organise into paragraphs.</p> <p><u>Alan Peat</u></p> <p>De: De</p> <p>O.(I.)</p> <p>Noun, which, who, where.</p> <p>Double ly ending sentences</p> <p>Short</p> <p>Some; other</p> <p><u>Guided Reading</u></p> <p>Comprehension activities</p> <p>Vocabulary, inference and deduction focus on Goodnight Mr Tom</p> <p>Girl of Ink and Stars</p>	<p>Numeracy Objectives</p> <p><u>White Rose Maths</u></p> <p>Fractions (2- week block)</p> <p>Decimals and Percentages (3-week block)</p>
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<p>Science Objectives</p> <p><u>Reproduction in Plants and Animals</u></p> <p>To describe the process of sexual reproduction in many flowering plants, naming parts of the flower and explaining their importance within the process.</p> <p>To recognise that flowers are not all the same and identify how they are different.</p> <p>To describe how plants can reproduce asexually, by creating new plants from different parts of the parent plant rather than by producing seeds.</p> <p>To describe the life process of reproduction in amphibians and most insects and recognise this process as sexual reproduction.</p> <p>To describe the life process of reproduction in mammals and birds and recognise this process as sexual reproduction.</p> <p>To recognise patterns in data about the life cycles of humans and other mammals.</p> <p><u>Circle of Life</u></p> <p>To explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To compare the life cycles of different animals.</p> <p>To define what a mammal is and describe its life cycle.</p> <p>To define an amphibian and describe its life cycle.</p> <p>To define what insects are and describe the different types of life cycle, including the process of metamorphosis.</p> <p>To define what a bird is and describe its life cycle.</p> <p>To create a life cycle for an imaginary animal that will help to ensure its long-term success.</p> <p>To explore and describe ways in which humans are using science to help endangered animals to complete their life cycles and increase their population numbers.</p>	<p>Computing objectives</p> <p><u>Teach Computing – Flat File Databases</u></p> <p>To use a form to record information.</p> <p>To compare paper and computer-based databases.</p> <p>To outline how grouping and then sorting data allows us to answer questions.</p> <p>To explain that tools can be used to select specific data.</p> <p>To explain that computer programs can be used to compare data visually.</p> <p>To apply my knowledge of a database to ask and answer real-world questions.</p> <p>(Use both paper and digital databases to compare, use tools within a database to order and answer questions about data, create graphs and charts from their data to help solve problems, use a real-life database to answer a question, and present work to others.)</p> <p>Project Evolve – Online Bullying</p>
<p>Art objectives</p> <p>Not taught this term</p>	<p>P.E objectives</p> <p><u>Tennis</u></p>

	<p>To develop returning the ball using a forehand groundstroke.</p> <p>To develop returning the ball using a backhand groundstroke.</p> <p>To work cooperatively with a partner to keep a continuous rally.</p> <p>To develop the underarm serve and understand the rules of serving.</p> <p>To develop the volley and understand when to use it.</p> <p>To use a variety of strokes to outwit an opponent.</p> <p><u>Dance</u></p> <p>To be able to perform a developed dance phrase using a range of movements and patterns.</p> <p>To be able to link dance sequences smoothly.</p> <p>To be able to create a sequence of actions.</p> <p>To be able to perform and evaluate completed performances.</p>
<p>History</p> <p>Not taught this term</p>	<p>Geography</p> <p>Know how to use care labels to identify the range of materials a garment is made from. Identify if materials are man-made or natural.</p> <p>Know how to use atlases, globes, maps and plans at a range of scales to identify where raw materials originate from. Know that the climate of a country impacts what plants/animals grow/habitat there.</p> <p>Know that the production of some man-made materials is not sustainable. Identify sustainable materials and how they are produced.</p> <p>Know the human geography and processes that is involved in the production of a cotton t-shirt from plant to purchaser.</p> <p>(Explore how human/physical processes of material production affect the environment)</p>
<p>French (KS2)</p> <p><u>Salut Unit M</u></p> <p>To listen to and identify words and short phrases.</p> <p>To communicate by asking and answering a wider range of</p>	<p>DT</p> <p>Know fabrics can be formed in different ways and investigate different prototypes, evaluating the best to use for our purpose of a phone or pencil case.</p>

<p>questions.</p> <p>To memorise and present a short text.</p> <p>To read and understand familiar written phrases</p> <p>To follow a short text while listening and reading, saying some of the text</p> <p>To read a wider range of words, phrases and sentences aloud</p> <p>To write some familiar words and phrases without help</p>	<p>Know how to evaluate my case against my design criteria.</p> <p>Know how to use blanket stitch to join two materials together.</p> <p>Know how to use pattern pieces to cut material accurately.</p> <p>Know how to pin fabric pieces together.</p> <p>Design and make a motif for embellishment. Know how to join this to fabric.</p> <p>(Design, sew and embroider phone/tablet case.)</p>
<p>Music</p> <p>Charanga – Spring 2 – The Fresh Prince Of Bel-Air</p> <p>Whole Class Recorders</p>	<p>R.E.</p> <p><u>U2.3 Why do Christians believe Jesus was the Messiah?</u></p> <p>To explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>To identify Gospel and prophecy texts, using technical terms.</p> <p>To explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>To investigate how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make.</p>
<p>PSHE – Dimensions Program</p> <p>Core Theme 1 Unit 1 Health LESSON 1: Physical, Emotional and Mental 3-Dimensional</p> <p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Know about the basic synergy between physical, emotional and mental health.</p> <p>Core Theme 2 Unit 1 Communication LESSON 1: Confidentiality Secret Info</p> <p>Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>Dance/ Drama</p>

<p>Core Theme 2 Unit 1 Communication LESSON 2: Listening 1 I'm All Ears!</p> <p>Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Know and understand the importance of listening to others.</p> <p>Core Theme 2 Unit 1 Communication LESSON 3: Responding 2 Scenarios</p> <p>Recognise that there are many ways to communicate. Understand the need to both listen and speak when communicating with others.</p>	
<p>Visits/visitors</p> <p>14th March – Nature Ed Indoor Session</p>	<p>Enrichment Activities/ Topic Days/ Role-play</p> <p>7th March – World Book Day – Alice In Wonderland</p> <p>27th March - Easter Egg Competition</p> <p>28th March – Easter Egg Raffle, Easter Service</p>