

**D&T: Tinker Cad and Mechanism**

Context : to create a pop up book for an attended audience

Skills:

- computer aided manufacture (CAM) machines to be formed.
- generate, develop, model and communicate their ideas computer-aided design
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]



**Art: Design and create an Anglo-Saxon brooch using clay**

Context: to research, design and make a brooch for an Anglo-Saxon

Knowledge & Skills:

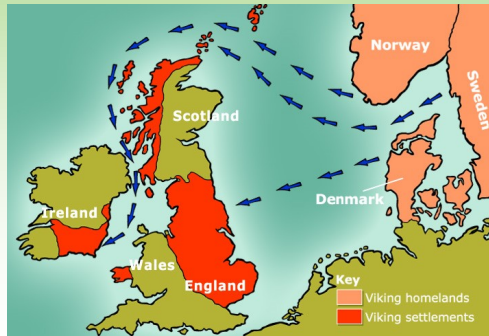
Design - use research and develop design criteria to inform the design of products that are fit for purpose and aimed at particular individuals or groups



**Alexandra**  
Primary School  
Aspire, Perform, Succeed

**Year 5 Curriculum Plan**  
**Spring Term 2023**

Raiders or Traders? .



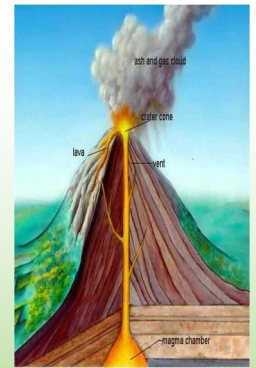
**Geography**

Context:

Physical Geography—Extreme Earth

Knowledge:

In this unit, children learn about the physical structure of the earth and extreme geographical events such as tsunamis, volcanoes and earthquakes. They examine why these happen and explore the effects on land and peoples.



Skills:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.

**History –**

Knowledge: children will learn about the Viking raids and invasion of Britain; the resistance led by Alfred the Great and Athelstan, the first king of England; the Danelaw and Danegeld; Anglo-Saxon laws and justice; and Edward the Confessor and his death in 1066.



- To use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
- To understand events, people and changes in the past; to know the characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- To understand the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world.
- To recall, select and organise historical information.
- To use dates and historical vocabulary to describe the periods studied
- To communicate knowledge and understanding of history in a variety of ways, for example, by drawing, writing and using ICT

**RE – Hinduism and Christianity**



I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.

I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives,

I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing. I can start to explain how the Hindu belief that Brahman is everywhere and in everything



I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny.

**PE - dodgeball**



Skills:

- To recap the rules of dodgeball
- To apply rules honestly and fairly to a game situation.
- To develop throwing at a moving target
- To sometimes strike a bowled / thrown ball.
- To use timing, balance and agility to avoid being hit.
- To begin to develop a wider range of skills and use these under some pressure.

**Spanish The Weather - ¿Qué Tiempo Hace?**

-Recognise and recall the 9 weather expressions in Spanish from memory.

**Clothes – La Ropa**

-Recognise and recall from memory 21 items of clothing.

## PSHE

### Dreams & Goals

- I can tell you about my dreams and goals and also some that young people from different cultures might have. I can tell you how I feel about my dreams and goals.
- I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.
- I can compare my hopes and dreams with those of young people from different cultures.

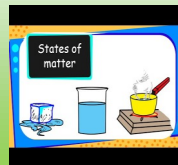
### Healthy me

- I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives.
- I can explain different roles that food and substances can play in people's lives.

## Science—'Properties and Changes of Materials'

### Children will:

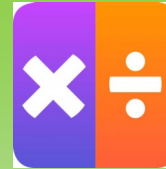
- Demonstrate, compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge 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
- Understand that dissolving, mixing and changes of state are reversible changes and explain that some changes result in the formation of new materials



## Maths

### Multiplication and Division

- Multiply and divide numbers mentally drawing upon known facts
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers
- Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign

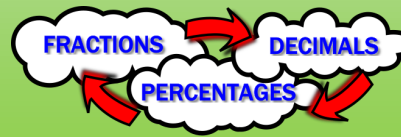
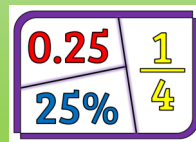


### Fractions

- Compare and order fractions whose denominators are multiples of the same number
- Identify, name and write equivalent fractions of a given fraction
- Recognise mixed numbers and improper fractions and convert from one form to the other
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers
- Read and write decimal numbers as fractions
- Solve problems involving multiplication and division

### Decimals and Percentages.

- Read, write, order and compare numbers with up to 3 decimal places
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred,' and write percentages as fraction and as a decimal
- Solve problems involving numbers up to 3 decimal places and percentage, decimal and fraction equivalents



## English—

### Communication, Language and Literacy

We will be using our topic of the Viking & Anglo Saxon Struggle for England to inspire lots of writing based around historical events. We will begin with reading and writing Kennings in Poetry . We will be using the novel 'Viking Boy' by Tony Bradman as our class reader to help link our Topic and English and write our own historical story. We will also identify the features of playscript and how to apply dramatic convention into our own plays, using a chapter from 'Viking Boy'. We will continue to develop oracy skills through presentations, storytelling, plays and debates. We will learn how to justify our own viewpoint and write a balanced argument using all the features of a discussion text.



### Knowledge:

- To understand the structure of narratives as well as the features of specific genres
- Specifically, to examine the features of stories with historical settings.



### Skills:

- Experiment with different narrative form and styles to write stories
- Adapt non-narrative forms and styles to write fiction or factual texts, including poems , poetry and discussion texts
- Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
- To form an opinion and write a balanced argument
- Experiment with the order of sections and paragraphs to achieve different effects
- Explore how writers use language for comic and dramatic effects
- Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
- Compare how a common theme is presented in poetry, prose and other media