

Spring Term Year 5 Themes, subjects with National Curriculum objectives	
Theme: Adventure Island	Theme: Time Travellers
PHASE 1: Inspire and motivate	PHASE 1: Inspire and motivate
A shipwreck situation will be staged and the children have to solve problems with few tools to decide how they will get off the island and back home.	Visit to St Alban's Cathedral to take part in Anglo-Saxon workshops (artefact handling, cooking)
PHASE 2: Learn Specifics	PHASE 2: Learn Specifics
Coasts (Geography) -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Explanations (English) -Identifying and discussing themes and conventions in and across a wide range of writing -Identifying how language, structure and presentation contribute to meaning -Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Noting and developing initial ideas, drawing on reading and research where necessary -Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -Using a wide range of devices to build cohesion within and across paragraphs -Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -Assessing the effectiveness of their own and others' writing Plan, draft, write, evaluate and edit their writing.
Podcasts (Computing) -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Anglo Saxons and Scots / What was Ware like? (History) -Develop a chronologically secure knowledge and understanding of British, local and world history -Note connections, contrasts and trends over time and develop the appropriate use of historical terms. -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information -Understand how our knowledge of the past is constructed from a range of sources.

<p>Desert Island Discs (Music)</p> <ul style="list-style-type: none"> -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -Listen with attention to detail and recall sounds with increasing aural memory. 	<p>Multi-media presentations (Computing)</p> <ul style="list-style-type: none"> -Select and use appropriate software for task. Use and combine a variety of software to design and create content for a given audience.
<p>Forces (Science)</p> <ul style="list-style-type: none"> -Plan a fair test to answer a questions. - Carry out an investigation to answer a question. - Record and present results - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. -Identify the effects of air resistance, water resistance and friction that act between moving surfaces. -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Still life, artefacts (Art)</p> <ul style="list-style-type: none"> -Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design -Create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques (Pencil sketches and watercolour wax-resist)
<p>Bridges (DT)</p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	

<ul style="list-style-type: none"> -Investigate and analyse a range of existing products. -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	
<p>Orienteering (PE)</p> <ul style="list-style-type: none"> -They should enjoy communicating, collaborating and competing with each other. -Take part in outdoor and adventurous activity challenges both individually and within a team. 	
PHASE 3: Apply and Share	PHASE 3: Apply and Share
<p>Children to lead their audience around problem solving activities to aid survival and sustaining life on a desert island (linked to P.E)</p>	<p>Anglo-Saxon Day</p>
Non-themed Subjects	
<p>Cricket (PE)</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate and apply basic principles of batting, fielding and tactics 	<p>Dance (PE)</p> <p>Perform dances using a range of movement patterns.</p> <ul style="list-style-type: none"> - Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<p>Suspense and Mystery (English)</p> <ul style="list-style-type: none"> -Read and discuss fiction, asking questions to improve their understanding. -Participate in discussions, presentations, performances, role play, improvisations and debates. -Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. -Make comparisons within and across books. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Predicting what might happen from details stated and implied distinguish between statements of fact and opinion provide reasoned justifications for their views. -Use a dictionary and thesaurus -Indicate grammatical and other features by using commas, brackets, hyphens, dashes, colons and semi-colons. -Plan, draft, write, evaluate and edit their writing. 	<p>Hockey (PE)</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
<p>English Skills;</p> <ul style="list-style-type: none"> - Reading - Spoken language - Spelling - Handwriting - Grammar and punctuation 	<p>English Skills;</p> <ul style="list-style-type: none"> - Reading - Spoken language - Spelling - Handwriting - Grammar and punctuation
<p>Mathematics;</p> <ul style="list-style-type: none"> - Number; number and place value - Number; fractions (including decimals and percentages) - Number; multiplication and division - Number; addition and subtraction - Measurement 	<p>Mathematics;</p> <ul style="list-style-type: none"> - Number; number and place value - Number; fractions (including decimals and percentages) - Number; multiplication and division - Measurement - Geometry; position and direction - Geometry; properties of shapes - Statistics

<p>Judaism (RE)</p> <ul style="list-style-type: none"> -Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. -Know the function of objects/places/people within religious practices and lifestyles. -Begin to recognise key similarities and differences. -Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. -Identify religious symbols and symbolic actions. 	<p>Christianity (RE)</p> <ul style="list-style-type: none"> -Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. -Know the function of objects/places/people within religious practices and lifestyles. -Begin to recognise key similarities and differences. -Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. -Identify religious symbols and symbolic actions. -Show understanding that symbols may be interpreted in different ways both within and between religions.
<p>Parts of the body and food (MFL)</p> <ul style="list-style-type: none"> - develop accurate intonation and pronunciation -engage in conversations -ask and answer questions -express opinions and respond to those of others 	<p>Animals and pets (MFL)</p> <ul style="list-style-type: none"> - develop accurate intonation and pronunciation -Engage in conversations -ask and answer questions -express opinions and respond to those of others -describe things orally and in writing
<p>Talking Trees (Environmental Studies)</p> <ul style="list-style-type: none"> - Investigate a range of biomes which support trees. - Plan where to create a new hedge and plant saplings. - Explain growing and care requirements of new saplings. 	<p>Making an Entrance (Environmental Studies)</p> <ul style="list-style-type: none"> - Plan and budget for seeds to develop the beds in front of school using plants that stimulate the senses. - Develop skills in sowing, growing conditions and caring for seeds. - Investigate plants that can grow in woodland areas and difference in growing needs. - Explain how trees disperse seeds and other ways in which some trees reproduce.
	<p>Forces cont'd (Science)</p> <ul style="list-style-type: none"> -Plan a fair test to answer a questions. - Carry out an investigation to answer a question. - Record and present results -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

	<ul style="list-style-type: none">-Identify the effects of air resistance, water resistance and friction that act between moving surfaces.-Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
	<p>Dance (PE)</p> <ul style="list-style-type: none">- Develop flexibility, strength, technique, control and balance.- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.