


<p>Topic Name – Crime and Punishment Disposition Developing Contemplation: Being Curious and Valuing Knowledge</p> 	<p>Year Group - Year 5 Spring 2 Topic Purpose Question – Why are some changes reversible and others irreversible? How does this knowledge help support our understanding of materials? How does knowing about crime and punishment in the past, help us understanding how social history has impacted the world today?</p>	<p>Class Novel: The Lion, The Witch and The Wardrobe. Purpose- A book written by an acclaimed British Author who gives an insight into the imagination using parallel universes.</p>
<p>Links to previous topics. Year 1 Changes in living memory Year 1 To the Moon and Back Year 2 Explorers Year 2 Brunel Year 3 The Greeks Year 4 Artists</p> <p>Links to future topics. Year 5 Industry Year 6 Who am I? Year 6 Black and British</p>	<p>Science Properties and Changes of 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. Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a board range of materials, including relating these to what they have learned about magnetism in Year and about electricity in Year 4. Activity: Examining samples from a fictional island.</p> <p>Pupils should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, such as burning, rusting and other reactions, for example vinegar with bicarbonate of soda.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Purpose Question: Love to Investigate: Can you clean dirty water? 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. Purpose Question: Love to Investigate: Will it erupt?</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. <p>Activity: Into the lab – make plastic polymer from milk. Purpose Question – How can we use these new creative materials in everyday life?</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Activity: Alchemist’s challenge.</p> <p>Working scientifically Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Activity: Fountain of Gold from the fictional island.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Activity: Gold Crystals from the fictional island</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Purpose Question: Love to Investigate: Do all solids dissolve?</p> <p>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. Purpose Question: Love to Investigate: Will it erupt?</p>	<p>History A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – changes in aspects of social history such as crime and punishment from Anglo-Saxons to the present.</p> <ol style="list-style-type: none"> How were criminals punished 800 years ago, and how do we know? What changes and continuities occurred during 1500 and 1750? Why did punishments become so bloody in the 18th century? Why did so much change happen in the 19th century? Has the way we catch and punish criminals improved that much in the last 100 years? <p>Key Vocabulary: Connect/Connection, Political, Historical claims, Capital punishment, Executions, Corporal punishment, Treason, Jury</p>
<p>Oracy</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="112 569 457 926" style="border: 1px solid black; padding: 5px;"> <p>Physical</p> <p>Voice</p> <ul style="list-style-type: none"> Pace of speech Tonal variation Clarity of pronunciation Voice projection <p>Body language</p> <ul style="list-style-type: none"> Gesture & posture Facial expression & eye contact </div> <div data-bbox="492 569 736 926" style="border: 1px solid black; padding: 5px;"> <p>Physical</p> <p>Amazing, you were speaking at just the right volume for a trio discussion!</p> <p>Your body language showed me that you were very open to other people’s ideas.</p> <p>It was wonderful how you paused just for a moment to let what you were saying sink in.</p> </div> </div> <p>Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> I think we should consider... I would like to start by saying... Let’s also think about... I would like to instigate the conversation by... We haven’t discussed yet... <p>Challenge – Give reason/s to disagree or present an alternative argument.</p> <ul style="list-style-type: none"> Respectfully, I disagree with because.... I hear what you’re saying but.... That’s an interesting point but.... On the other hand, 	<p>Computing Creating media – introduction to vector shapes</p> <p>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. To add, select and delete an object to a vector drawing To move objects between the layers of a drawing To group and ungroup selected objects To duplicate objects using copy and paste To modify and reposition objects To combine options to achieve a desired effect To create a vector drawing for a given purpose Key Vocabulary: Vector, toolbar, Vector drawing, rotate, duplicate/copy align, modify, duplicate, reuse, reflection.</p>	<p>RE Theme: Easter</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p> <p>Disposition: Being loyal and steadfast</p> <p>Key Vocabulary: Last supper, Holy week, Passover Crucifixion, Resurrection, Salvation, Redemption, Sacrifice</p>
<p>MFL-Spanish Planning through Language Angels. Unit: Do you have a pet? PSHE Healthy Me Smoking and Alcohol (lead with smoking) Body Image My Relationship with Food Healthy Me Good Health Week</p>	<p>Music Music is delivered during PPA by Junior Jam Keyboards – Level 2</p> <p>MFL-Spanish Planning through Language Angels. Unit: Do you have a pet?</p>	<p>Design Technology</p> <p>Electrical systems – Doodlers</p> <p>Skill - Making a functional series circuit, incorporating a motor.</p> <p>Key Vocabulary: circuit component, current, motor, motorised, product, series circuit, stable, target user</p>
		<p>PE Dance – Teacher Led – Unit 2 To communicate the theme of heroes through our dance. To manipulate and develop actions using a range of devices. To create interesting and varied dance actions as a group using levels. To use jumps to bring power and energy to our dance phrase. To show the theme of an attack, performing at a low level. To work effectively with others to improve movement quality and performance. Key Vocabulary: Assemblé, sissone, sauté, chaîné, retrograde, inversion, instrumentation, fragmentation.</p> <p>Netball – Sport’s Coach Led To choose the appropriate pass for different scenarios. To find space to receive in a game. To use different dodging techniques to outwit a defender and get free. To practice and perform pivoting and quick turns. To get into closer shooting positions. To react and move quickly in isolation and in games. Key Vocabulary: Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.</p>

