



<div>Topic Name – Crime and Punishment</div> <div>Disposition Developing Contemplation: Being Curious and Valuing Knowledge</div> <div></div>	<div>Year Group - Year 5 Spring 2</div> <div>Topic Purpose Question – Why are some changes reversible and others irreversible? How does this knowledge help support our understanding of materials?</div> <div>How does knowing about crime and punishment in the past, help us understanding how social history has impacted the world today?</div>	<div>Curriculum Coverage: Science</div> <div>Topic Purpose – to build a systematic understanding of materials by exploring and comparing properties of a broad range of materials, including relating these to what they learned about magnetism. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. The topic will also explore changes that are difficult to reverse for example vinegar with bicarbonate of soda. Pupils will work scientifically to carry out tests to answer questions as well as compare, observe and research how materials change.</div>	<div>Class Novel: The Lion, The Witch and The Wardrobe.</div> <div>Purpose- A book written by an acclaimed British Author who gives an insight into the imagination using parallel universes.</div>
<div>Links to previous topics.</div> <div>Year 1 Changes in living memory</div> <div>Year 1 To the Moon and Back</div> <div>Year 2 Explorers</div> <div>Year 2 Brunel</div> <div>Year 3 The Greeks</div> <div>Year 4 Artists</div> <div>Links to future topics.</div> <div>Year 5 Industry</div> <div>Year 6 Who am I?</div> <div>Year 6 Black and British</div>	<div>Science</div> <div>Properties and Changes of Materials</div> <div>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.</div> <div>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.</div> <div>Activity: Examining samples from a fictional island.</div> <div>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.</div> <div>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</div> <div>Purpose Question: Love to Investigate: Can you clean dirty water?</div> <div>Demonstrate that dissolving, mixing and changes of state are reversible changes.</div> <div>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.</div> <div>Purpose Question: Love to Investigate: Will it erupt?</div>	<div>History</div> <div>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.</div> <div><div>1. How were criminals punished 800 years ago, and how do we know?</div><div>2. More of the same? How did crimes and punishments change between 1500 and 1750?</div><div>3. Why did punishments become so bloody in the 18th century?</div><div>4. Why did so much change happen in the 19th century?</div><div>5. Has the way we catch and punish criminals improved that much in the last 100 years?</div></div> <div>Key Vocabulary: Connect/Connection, Political, Historical claims, Capital punishment, Executions, Corporal punishment, Treason, Jury</div>	
<div>PSHE</div> <div>Healthy Me</div> <div>Smoking and Alcohol (lead with smoking)</div> <div>Body Image</div> <div>My Relationship with Food</div> <div>Healthy Me</div> <div>Good Health Week</div> <div>Basic first aid</div>	<div>Working scientifically</div> <div><div>Use test results to make predictions to set up further comparative and fair tests.</div><div>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.</div><div>Identify scientific evidence that has been used to support or refute ideas or arguments.</div></div> <div>Activity: Into the lab – make plastic polymer from milk.</div> <div>Purpose Question – How can we use these new creative materials in everyday life?</div> <div>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</div> <div>Activity: Alchemist’s challenge.</div>	<div>RE</div> <div>Theme: Easter</div> <div>Key Question: How significant is it for Christians to believe God intended Jesus to die?</div> <div>Religion: Christianity</div> <div>Disposition: Being loyal and steadfast</div>	
<div>Design Technology</div> <div>Electrical systems – Doodlers – see Kapow Planning</div> <div>Skill - Making a functional series circuit, incorporating a motor.</div> <div>Key Vocabulary: circuit component, current, motor, motorised, product, series circuit, stable, target user</div>	<div>Working scientifically</div> <div>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</div> <div>Activity: Fountain of Gold from the fictional island.</div> <div>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</div> <div>Activity: Gold Crystals from the fictional island</div> <div>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</div> <div>Purpose Question: Love to Investigate: Do all solids dissolve?</div> <div>Demonstrate that dissolving, mixing and changes of state are reversible changes.</div> <div>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.</div> <div>Purpose Question: Love to Investigate: Will it erupt?</div> <div>Key vocabulary: hardness, solubility, transparency, conductivity, electrical, thermal, magnetic, filter, sieving, evaporation, separate, dissolving, mixing, solution, substance, reversible, irreversible</div>	<div>PE</div> <div>Street Dance – Teacher Led – PE Hub Planning</div> <div>Standing move and counting – count in beats of 8 and link top rock moves together.</div> <div>Floor moves – perform a range of these and link together.</div> <div>Start to be able to link standing moves to floor moves.</div> <div>Practise routines so that they can be performed.</div> <div>Key Vocabulary: Standing move, floor move, routines, performance, confidence, counting, beats.</div> <div>Netball – Sport’s Coach Led</div> <div>To learn a variety of passes – bounce, chest, shoulder.</div> <div>Incorporate these into a game.</div> <div>Understand how to defend the different passes in a match.</div> <div>To understand the 7 positions of netball.</div> <div>To be able to play a short game of netball and apply the rules.</div>	
<div>MFL-Spanish</div> <div>Planning through Language Angels.</div> <div>Unit: My Family</div>	<div>Music</div> <div>Music is delivered during PPA by Junior Jam</div> <div>Singing – Level 3</div>	<div>Extended Reading</div>	<div></div>

