



Year Group: 5

Term: Spring

School Theme

Humanities

Essential Question

Are all good things wild
and free?

Authentic Outcome

Eco monitors
Y5 children to be in charge of upkeep
of edible playground

Mini Outcomes

Mini-outcome 1: WRITING FOCUS – non-chron report on N.Trust
aims and values

Mini-outcome 2: HISTORY/GEOGRAPHY FOCUS - Embark on
research and volunteering work visiting N.Trust buildings/spaces

Mini-outcome 3: DT FOCUS – Plan, design and make a
hedgehog/bird hut (Mrs Gillin Outdoor learning)

Final outcome: Children sell products they have made at stall -
donate money to N.Trust fund.

(Joining part of the 125,000 charity aim fund for National Trust 125
years celebration.)

Experts, Trips, Experiences & Making Community Links

Visits – mainly to N.Trust spaces

- Football ground visit
- Speke hall gardens
- Formby squirrel reserve
- Quarry bank mill
- Arley house gardens
- Martin Mear bird reserves
- Botanic gardens

Immersive Environment

Classroom based on 'bringing nature alive' / forest
setting

Picnic bench

Use gazebo to make a secret garden

Large wall canvas across back wall in classroom

Spaces created to reflect learning environments
rubric

Driving text

Harry Potter and the Philosopher's Stone

Technology

VR Headsets

Build children's online journals across subjects using SEESAW

Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	Other Subjects <i>(taught discretely)</i>	RE
<p style="text-align: center;">Unit 5 Perimeter and area (1 week)</p> <ul style="list-style-type: none"> measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of non-rectilinear shapes <p style="text-align: center;">Unit 6 Fractions and decimals (3 weeks)</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2 5 + 4 5 = 6 5 = 1 1 5] identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths read and write decimal numbers as fractions [for example, 0.71 = 71 100] round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places <p style="text-align: center;">Unit 7 Angles (2 weeks)</p> <ul style="list-style-type: none"> know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (°) identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and 1 2 a turn (total 180°); other multiples of 90° <p style="text-align: center;">Unit 8 Fractions, decimals & percentages (3 weeks)</p> <ul style="list-style-type: none"> 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, supported by materials and diagrams solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of 1 2 , 1 4 , 1 5 , 2 5 , 4 5 and fraction and decimal equivalents of percentages that are multiples of 10 and 25 solve problems involving number up to three decimal places use all four operations to solve problems involving measure (for example length, mass, volume, money) using decimal notation, including scaling associate a fraction with division (Y6) use common factors to simplify fractions; use common multiples to express fractions in the same denomination (Y6) 	<p style="text-align: center;">WRITING</p> <p>Following critique and multiple drafting process throughout the following genres:</p> <p>Report writing – non chron report</p> <p>Story writing - Adventure? Traditional tale?</p> <p>Balanced argument</p> <p>Letter writing - Persuasive letter? Formal letter? Informal letter?</p> <p>Explanation text – dt link?</p> <p>Information text – biography? Historical figure?</p> <p>Instructions? – dt link?</p> <p>Diary?</p> <p>Playscript?</p> <p>Newspaper report?</p> <p style="text-align: center;">Week 1/3</p> <p>Immerse in motivational text (driving text); role play, class read, short burst writing, discuss features etc.</p> <p style="text-align: center;">Week 2/3</p> <p>L1 - WAGOLL / Exemplar – children highlight features</p> <p>L2 - Co-construct rubric</p> <p>L3 - Critique pobble examples</p> <p>L3/4 - Teach to rubric as workshops (whole class, grammar, punctuation and creative/genre based)</p> <p>L5 - Plan first draft</p> <p style="text-align: center;">Week 3/3</p> <p>L1 - First draft – written on alternate lines</p> <p>L2 - Critique – gallery / self / peer</p> <p>L3 - Edit</p> <p>L4/5 - Golden write</p> <p style="text-align: center;">GRAMMAR & PUNCTUATION</p> <p>Taught through writing workshops – reference to Y5 expectations checklist</p> <p style="text-align: center;">SPELLING – (Spelling shed scheme)</p> <p>List 12 – Challenge words</p> <p>List 13 – Spelling pattern ☐ Words ending in ‘-able’. If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.</p> <p>List 14 – Spelling pattern ☐ Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</p> <p>List 15 – Spelling pattern ☐ Adding suffixes beginning with vowel letters to words ending in –fer.</p> <p>The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.</p> <p>List 16 – Spelling pattern ☐ Words with ‘silent’ letters at the start.</p> <p>List 17 – Spelling pattern ☐ Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</p> <p style="text-align: center;">Half term</p> <p>List 18 – Challenge words</p> <p>List 19 – Spelling pattern ☐ Words spelled with ‘ie’ after c.</p> <p>List 20 – Spelling pattern ☐ Words with the ‘ee’ sound spelt ei after c. The ‘i before e except after c’ rule applies to words</p>	<p style="text-align: center;">Essential question Are all good things wild and free?</p> <p style="text-align: center;">Project launch</p> <p>Teamwork activities in our school spaces ‘Can you find any special places in our environment which are green spaces?’ (edible playground/playground/ hunt for how we are eco in school/hunt for all things recyclable)</p> <p style="text-align: center;">Mini-outcome 1 WRITING FOCUS</p> <p>Non-chron report on N.Trust aims and values</p> <p style="text-align: center;">Mini-outcome 2 HISTORY/GEOGRAPHY FOCUS</p> <p>Embark on research and volunteering work visiting N.Trust buildings/spaces</p> <p style="text-align: center;">Mini-outcome 3 DT FOCUS</p> <p>Plan, design and make a hedgehog/bird hut. (Mrs Gillin Outdoor learning)</p> <p>Non chron report of main National Trust</p> <p>What is the National Trust doing to help the world?</p> <p>Timeline of national trust? Scaled timeline (nature,rivers,land,buidings,electricity, Transportation etc)</p> <p>Geography teaching x 6 lessons</p> <p>Explore CAFOD</p> <p>Why is Cafod’s role important?</p> <p>Research activists who are campaigning for global change – Greta Thunberg</p> <p>Reflect on own role in preserving our special world.</p> <p>School trips</p>	<p style="background-color: yellow;">STAFF – MOVE ACROSS THE SUBJECTS IF THEY LINK TO REAL PROJECTS! TRY TO LINK AS MANY AS POSSIBLE BUT USE THIS COLUMN TO COVER DISCRETE SUBJECT TEACHING.</p> <p style="text-align: center;">History</p> <p>Separate book for additional history work or local study on N.Trust/railways etc?</p> <p style="text-align: center;">Geography</p> <p>Exploring how natural resources can be conversed, considering how their actions impact on others around the world. Children think and reflect on the changes they could make to ensure that natural resources are shared so there is enough for everyone.</p> <p style="text-align: center;">By the end of the unit:</p> <ul style="list-style-type: none"> identify important features of a settlement site Rank human needs by importance Explain the main stages of electricity distribution Use an atlas to locate a given place Label a map using a key Identify what makes an energy source renewable Find the country or town of origin on a food label List some foods that are produced in the UK Identify ways to reduce food wastage Explain how food shortages are a global problem Explain the causes of food shortages in South America Children are able to reflect on their own role in reducing resource shortages around the world <p style="text-align: center;">Science</p> <p>Topic - Growing up and growing old (6 week block)</p> <p>Topic – Let’s get moving (6 week block)</p> <p style="text-align: center;">Computing</p> <p style="text-align: center;">Purple mash - Unit 5.5 Game creator</p> <p>L1 – To set the scene</p> <p>L2 – To create the game environment</p> <p>L3 – To create the game quest</p> <p>L4 – To finish and share the game</p> <p>L5 –To evaluate their and peers’ games</p> <p style="text-align: center;">Purple mash – Unit 5.3 Spreadsheets</p> <p>L1 – Conversions of measurements</p> <p>L2 – Novel use of the count tool</p> <p>L3 – Formulae including the advanced mode</p> <p>L4 – using text variables to perform calculations</p> <p>L5 – Using a spreadsheet to plan an event</p>	<p>All topics covered in following 3 week process:</p> <ul style="list-style-type: none"> Explore (1 week) Reveal (1 week) Respond (1 week) <p style="color: red;">Theme – Local Church - Community</p> <p style="color: red;">Topic 4 – Mission</p> <p style="color: blue;">Continuing Jesus’ mission in diocese [ecumenism]</p> <ul style="list-style-type: none"> Christ inaugurates the proclamation of the Good News using Isaiah The apostles share in Christ’ mission The call of Levi Priestly prayer for unity in John’s Gospel The nature of a diocese The bishop is the successor of the apostles and continues the mission of Christ The meaning of ecumenism <ul style="list-style-type: none"> <li style="color: red;">Theme - Eucharist - Relating <li style="color: red;">Topic 5 – Memorial Sacrifice <li style="color: blue;">The Eucharist the living memorial of Jesus’ sacrifice Passover in Exodus The institution of the Eucharist at the Last Supper The Eucharist as a memorial sacrifice of Jesus Transubstantiation through the power of the Holy Spirit, of bread and wine into the Body and Blood of Christ The real presence of Christ in the Eucharist Proclaiming the mystery of faith Eucharistic Prayer II <p style="color: red;">Theme – Lent/Easter - Giving</p> <p style="color: red;">Topic 6 – Sacrifice</p> <p style="color: blue;">Lent a time of aligning with the sacrifice already made by Jesus</p> <ul style="list-style-type: none"> Lent is a time for self sacrifice Jesus’ temptation in the desert Holy Week The Stations of the Cross The Sorrowful Mysteries of the Rosary Gethsemane: the agony in the garden Holy Thursday, the altar of Repose Jesus’ suffering The Crucifixion

<p style="text-align: center;">Unit 9</p> <p style="text-align: center;">Transformations (2 weeks)</p> <ul style="list-style-type: none"> • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed • use the properties of rectangles to deduce related facts and find missing lengths and angles • describe positions on the full coordinate grid (all four quadrants) (Y6) • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • use negative numbers in context, and calculate intervals across zero (Y6) 	<p>where the sound spelled by ei is /ee/ however there are exceptions.</p> <p>List 21 – Spelling pattern □ Words containing the letter string ‘ough’ where the sound is /aw/.</p> <p>List 22 – Spelling pattern □ Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow.</p> <p>List 23 – Spelling pattern □ Language of possibility (modal verbs). These words show the possibility that something has of occurring.</p> <p style="text-align: center;"><u>HANDWRITING – (Nelson handwriting scheme)</u></p>		<p style="text-align: center;"><u>Design & Technology</u></p> <p>Research, design, make and evaluate bird huts (Mrs Gillin outdoor learning)</p> <p style="text-align: center;"><u>Art</u></p> <p>Nature specialist artist landscapes Research artist, background influences/inspirations, examples, rubric, draft, critique and re-draft</p> <p style="text-align: center;"><u>Music - charanga</u></p> <p>‘Make you feel my love’ (6 week block) ‘The Fresh Prince of Bel Air’ (6 week block)</p> <p style="text-align: center;"><u>MFL</u></p> <p>Covered in Autumn term</p> <p style="text-align: center;"><u>PE</u></p> <p>Swimming</p> <p style="text-align: center;"><u>Outdoor Learning</u></p>	<ul style="list-style-type: none"> • Good Friday liturgy of the Passion of the Lord • The Resurrection <p style="color: red;">Other religions topic: Islam (1 week)</p> <ul style="list-style-type: none"> • Look • Discover • Respect
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