YEAR 5
SPRING 1
A VICTORIOUS REVOLUTION

SCIENCE

FORCES

Pupils should be taught to:

- 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
- understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.

Working Scientifically

- How does type of material/weight added/shape/ making holes affect the falling time of a parachute?
- How does moving the fulcrum on a lever affect the force needed to move an object?
- What factors affect the sag of a simple beam bridge?
- What affects the time of the swing of a pendulum?
- What affects the height bounced by a ball?
- What affects the time for different Plasticine shapes to fall in water?
- How does air resistance affect our ability to run?

Explore

Falling paper cones or cup-cake cases.

Design and make

A variety of parachutes and carrying out fair tests to determine which designs are the most effective.

Explore

resistance in water by making and testing boats of different shapes.

Design and Make

artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.

Other teaching ideas

Rolling the same ball or car down different steps
Make and discuss parachutes - what slows them down
Explore why racing cars and motorbikes are strange shapes.
Discussion about floating and sinking - what pulls things down and what pushes them up?
Discuss autogyros - what pulls them down what holds them up
Discuss paper aeroplanes - what makes them go, what makes them stop
Make a plasticine boat that will support 50g

PHYSICAL EDUCATION

Hockey

- Display an understanding of fair play, working well with others and leading a medium sized group
- Field, defend and attack tactically by anticipating the direction of play.
- Utilise new skills in competitive situations, as an individual or part of a team
- Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run

COMPUTING

Coding

• Designing and writing a program that accomplishes a specific goal. • Simulating a physical system.
• Introducing text variables.
• Creating and improving a game.

E-safety Sessions

•Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
•Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

ARTS

Art – Perspective – L.S. Lowry - Mills

- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing.
- Use dry media (chalk and charcoal) to make different marks, lines, patterns and shapes within a drawing.
- Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion

Music – WOPs – Descant and Treble Recorders

Classroom -

- Begin to recognise major and minor keys
- Use notation for crotchets, minims, semibreves and quavers
- Begin to recognise common time signatures
- Use strong contrasts in dynamics to add light and shade
- Alter tempi for mood effects
- Compare acoustic and electric sounds
- Develop an understanding of how chords can be used as an accompaniment
- *Recognise, sing and play a round*

HUMANITIES

Settlement Anglo Saxons and Scots Various enquiries including;

- Who were the Scots and the Saxons?
- Where did they settle?
- What was it like to live in Anglo-Saxon England?
- How did Britain become Christian?
- Where were the women in Anglo Saxon Britain?

Local legacy. Using artefacts, timelines, art work and sources.

FRENCH

Hobbies –

- Introduce the vocabulary needed to talk about hobbies.
- Recap the use of ''J'aime' (I Like) followed by nouns and infinitives, and build on knowledge of negative sentences.
- Combine vocabulary from the unit, and recap days of the week for previous sessions.

By the end of the unit children should be able to:

- Express their likes and dislikes and use 'tu' to ask others for their opinions in a short conversation.
- Read the units story aloud and recognize and understand some of its key points without reading the English text.
- Be able to talk and write about what they and others do or like doing, giving more complex opinions when prompted.
- Recognise the difference between le/la and un/une in the context of the unit and apply then to nouns with little help.
- Understand and recognize some irregular plural nouns in French.