

## **FOOD TECHNOLOGY**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider en

### **Cooking and nutrition**

<http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=15&sectionId=65&contentId=128>

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

### **Children**

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

When designing and making, pupils should be taught to:

### **Design**

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups

Generate, develop, model and communicate their ideas through discussion, annotated sketches.

### **Make**

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, accurately.

Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities

## **PHYSICAL EDUCATION**

### **Gymnastics**

- Uses knowledge of the relationship between the body and exercise to improve various fitness components.
- Create complex and well executed sequences containing a variety of gymnastic components.
- 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

# YEAR 5 SPRING 2

## **ARTS**

### **Dance – Consequences (Dance/music cross-arts)**

- Explore how movement can be used to create mood .
- Explore how an idea can be brought to life using movement.
- Choreograph, practice, rehearse and refine movements.
- Compose complex sequences that include changes in direction, level and speed.
- Evaluate dance pieces.

### **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**

### **A School Trip**

This unit is all about school trips.

It introduces to talk about the journey, including the French version of “The wheels on the bus”, and words associated with trips to a museum and the countryside.

The unit includes sentences in both the present and future tenses, giving pupils the opportunity to learn new sentence structures.

By the end children should be able to:

- Identify the difference between ‘mon’, ‘ma’ and ‘mes’ in the French story text.
- Identify and form new sentences, with some help, based on existing knowledge of French sentence structures, eg. Forming negative sentences from positive sentences.
- Recognise the future tense with little help.
- Say and write about what they do and don’t like to do in the context of school trips.
- Join in with the unit’s song, pronouncing all the words clearly and accurately.