

# Year 5 - Topic Planner - Spring Term

## The Great, The Bold and The Brave - Democracy



### Project Synopsis:

Through the context of Ancient Greece, children will explore where democracy began and the impact it had on society. They will then apply this knowledge to their own lives, exploring and developing an understanding of Parliament and democracy in Britain, resulting in answering the question – does my vote count?

### Project Aims:

Through this unit of work the children will understand that they have rights and that their voices should be heard. They will be able to explain democracy and understand how and why Governments are run the way they are.

### National Curriculum Coverage and Key Skills

#### ENGLISH:

##### Milestone Focus:

Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

#### MATHS:

##### Milestone Focus:

Teachers identify and personalise the key Maths skills that the children need to rehearse across the curriculum.

### Project Launch:

Lights, Camera, Action Parliament competition – create a new and present a new law using ICT.

### Project Outcome:

Series of mini outcomes –

- New law ICT project
- Project book
- Sharing with parents DBA

How?

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**UNICEF ARTICLE 12** - children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**SCIENCE:** The Earth and Space / Forces and Gravity

**NC Links:** 4a, 4b, 4c, 4d, 5a

**Key Milestones:**

- **S1** – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- **S2** – Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces
- **S3** – Describe the Sun, Earth and Moon as approximately spherical bodies
- **S4** – Use the idea of the Earth’s rotation to explain day and night
- **S5** – Describe the movement of the Moon relative to the Earth
- **S6** – Describe the movement of the Earth relative to the Sun in the solar system

**HISTORY / GEOGRAPHY:** Ancient Greece / Modern Greece comparison with UK

**NC Links:** History – 3b / Geography – 1a, 1b, 1c, 2a, 3a, 3b, 4a, 4b

**Key Milestones:**

- H1** – Use sources of evidence to deduce information about the past
- H2** – Understand that no single source of evidence gives the full answer to questions about the past
- H3** – Describe the social, ethnic, cultural or religious diversity of past society
- H4** – Describe the main changes in a periods of history (using terms such as social, religious, political, technological and cultural)
- H5** – Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line
- G1** – Collect and analyse statistics and other information in order to draw clear conclusions
- G2** – Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location
- G3** – Name and locate some of the countries and cities of the world and their identifying human and physical characteristics
- G4** – Understand some of the reasons for geographical similarities and differences between countries
- G5** – Describe how locations around the world are changing and explain some of the reasons

**ART AND DESIGN:** Sculpture

**NC Links:** 1a, 1b, 1c

**Key Milestones:**

- **A1** – Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations
- **A2** – Use tools to carve and add shapes, texture and pattern
- **A3** – Combine visual and tactile qualities
- **A4** – Use frameworks (such as wires or moulds) to provide stability and form
- **A5** – Comment on artworks with a fluent grasp of visual language
- **A6** – Collect information, sketches and resources and present ideas imaginatively in a sketch book

**DESIGN AND TECHNOLOGY:** Food Technology

**NC Links:** 1a, 2a, 2b, 3a, 3b, 3c, 5a, 5b, 5c

**Key Milestones:**

- **DT1** – Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)
- **DT2** – Measure accurately and calculate ratios of ingredients to scale up or down from a recipe
- **DT3** – Demonstrate a range of baking and cooking techniques
- **DT4** – Create and refine recipes, including ingredients, methods, cooking times and temperatures
- **DT5** – Evaluate the design of products so as to suggest improvements to the user experience

**RELIGIOUS EDUCATION:** Concept of Belief – Greek Orthodoxy / Concept of Sacrifice - Lent

**NC Links:** 1a-e, 2a-e, Christianity – 4b, 5b, 6a

**Key Milestones:**

- **RE1** – Explain how some teachings and beliefs are shared between religions
- **RE2** – Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith adopt different lifestyles
- **RE3** – Explain some of the different ways that individuals show their beliefs
- **RE4** – Explain their own ideas about the answers to ultimate questions
- **RE5** – Explain why their own answers to ultimate questions may differ from those of others

**LANGUAGES:** Les sport

**NC Links:** 1a, 1b, 1c, 1d, 1e, 1g, 1i, 1j, 1k, 1l

**Key Milestones:**

- **L1** – Read and understand the main points and some of the detail in short written texts
- **L2** – Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words
- **L3** – Read and understand the main points and opinions in written texts from various contexts, including past, present and future events
- **L4** – Use knowledge of grammar to enhance or change the meaning of phrases
- **L5** – Use dictionaries or glossaries to check words
- **L6** – Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)
- **L7** – Give a short prepared talk that includes opinions
- **L8** – Take part in conversations to seek and give information

**PHYSICAL EDUCATION:** Football / Dance / Tennis / Gymnastics – Flight

**NC Links:** 1b, 1c, 1d, 1f

**Key Milestones:**

- **PE1** – Work alone, or with team mates in order to gain points or possession
- **PE2** – Field, defend and attack tactically by anticipating the direction of play
- **PE3** – Lead others when called upon and act as a good role model within a team
- **PE4** – Perform and create complex sequences
- **PE5** – Express an idea in original and imaginative ways
- **PE6** – Create a complex and well executed sequence that include a full range of movements
- **PE7** – Vary speed, direction, level and body rotation during floor performances

**COMPUTING:** Scratch / Moviemaker

**NC Links:** 1a, 1b, 1c, 1f

**Key Milestones:**

- **C1** – Choose the most suitable applications and devices for the purposes of communication
- **C2** – Use many of the advanced features in order to create high quality, professional or efficient communications
- **C3** – Use specified screen coordinates to control movement
- **C4** – Set the appearance of objects and create sequences of change
- **C5** – Specify conditions to trigger events
- **C6** – Create and edit sounds. Control when they are heard, their volume, duration and rests

**MUSIC:** Composition – Holst Planet Suite

**NC Links:** 1a, 1b, 1c, 1e

**Key Milestones:**

- **M1** – Perform with controlled breathing (singing) and skilful playing (instrument)
- **M2** – Create rhythmic patterns with an awareness of timbre and duration
- **M3** – Thoughtfully select elements for a piece in order to gain a defined effect
- **M4** – Use the standard musical notation of crochet, minim and semibreve to indicate how many beats to play
- **M5** – Choose from a wide range of musical vocabulary to accurately describe and appraise music

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## Learning Journey

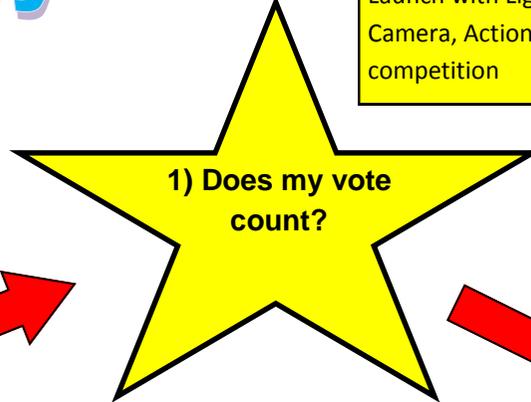
### STARS FOCUS

**UNICEF ARTICLE 12 -** children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.



### The Great, The Bold and The Brave - Democracy

Geography  
Design Technology  
Computing  
RE  
English – Narrative / Persuasion



Launch with Lights, Camera, Action competition



PSHE  
Computing  
Geography  
RRR  
English - Explanation



Science  
Music  
History  
Computing  
English - Poetry



History  
Art and Design  
RE  
Dance  
French  
English – Myths and Legends / Note taking + Non chronological reports

