**Medium Term Planning: Spring 2 2020**

**Year 5**

| **The topic for this term is:** Science Focus: Changes in materials | | | **The launch event for this topic will be:**  Children will take part in a carousel of ‘What’s happened here?’ scientific experiments. Each station will have a key question for the children to solve focusing on reversible and irreversible changes in materials. | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:**  To write a persuasive leaflet encouraging people to visit the Yorvik Viking centre in York.  This will link our history topic of the Vikings with our persuasive writing unit in English. | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  TBC | | | |
| **Class trip/workshop linked to the topic:** N/A | | | | | **Other information:** | | | |
| **Wk commencing** | **24.02.20** | **02.03.20** | **09.03.20** | **16.03.20** | **23.03.20** | **30.03.20** |  |  |
| English | **Poetry**  With a focus on the poet Charles Causley, children read the poem By St Thomas water and explore its language in greater depth. In groups or as soloists, they will create, rehearse, evaluate and perform a choral speaking presentation of the poem.  Continuing their work on By St Thomas Water, children will create and improvise a ‘back story’ for the narrative poem. | **Poetry**  This week, children will focus on the poem Top Board by Michael Rosen. They will explore the use of language in the poem to create meaning and its impact on the reader.  They will draft and write an autobiographical narrative poem in free verse from prose drafts, using *Top Board* as a model. | **Non Fiction – Persuasive Writing**   * Comprehension activities with a focus on scanning a text for specific information. * Children will identify engaging presentational features of persuasive texts and explore the features of this genre. | **Non Fiction – Persuasive Writing**  This week children will further analyse a range of persuasive writing techniques for different purposes. We will focus on the author’s use of language and its impact on the reader. | **Non Fiction – Persuasive Writing**  Children will plan and compose short bursts of writing using and applying the features, techniques and appropriate language learnt in previous weeks. | **Non Fiction – Persuasive Writing**  Compose, draft and publish their persuasive writes on persuading people to visit the Museum of Fun. |  |  |
| Mathematics | MEP | MEP | MEP | MEP | MEP | MEP |  |  |
| Science | **Changes of Materials**  Children will plan and carry out investigations into soluble materials. | **Changes of Materials**  Children will investigate and carry out an investigation for filtration, evaporation and sieving methods to separate materials. | **Changes of Materials**  Children will investigate and carry out an investigation for filtration, evaporation and sieving methods to mixed materials. | **Changes of Materials**  Children will plan and carry out irreversible cooking investigations that may create new materials | **Changes of Materials**  Children will plan and carry out oxidation investigations and observe and record oxidation reactions over time. | **Changes of Materials**  Children will complete research on new materials and their uses and then apply their knowledge of materials to create their own ‘gooey’ new substance. |  |  |
| History | **Vikings**  LO: To understand why there are differing accounts of what happened during the raid on Lindisfarne. | **Vikings**  LO: To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave. | **Vikings**  LO: To know when, where and why the Vikings settled in Britain. | **Vikings**  LO: To present a valid argument for whether King Alfred deserved the title ‘Great’. | **Vikings**  LO: To know what evidence we have about the Vikings, and to evaluate the quality of the evidence. | **Vikings**  LO: To create a Viking saga reflecting what you know about the Vikings |  |  |
| Art / DT |  | Artist: Keith Haring  Mix and match colours to create atmosphere and light effects.  Be able to identify and work with complementary and contrasting colours. | Artist: Keith Haring  Mix and match colours to create atmosphere and light effects.  Be able to identify and work with complementary and contrasting colours. | Artist: Keith Haring  Mix and match colours to create atmosphere and light effects.  Be able to identify and work with complementary and contrasting colours. | Artist: Keith Haring  Mix and match colours to create atmosphere and light effects.  Be able to identify and work with complementary and contrasting colours. | Artist: Keith Haring  Mix and match colours to create atmosphere and light effects.  Be able to identify and work with complementary and contrasting colours. |  |  |
| Religious Education World Views |  | **Religion:**  Sikhism  **Theme:**  Beliefs and Moral Values  Are Sikh stories important today? | **Religion:**  Sikhism  **Theme:**  Beliefs and Moral Values  Are Sikh stories important today? | **Religion:**  Sikhism  **Theme:**  Beliefs and Moral Values  Are Sikh stories important today? | **Religion:**  Sikhism  **Theme:**  Beliefs and Moral Values  Are Sikh stories important today? |  |  |  |
| Computing | We are Game Developers  The children will plan their own simple computer game. They will design characters and backgrounds, and create a working prototype, which they will develop further based on feedback they receive. | We are Game Developers  The children will plan their own simple computer game. They will design characters and backgrounds, and create a working prototype, which they will develop further based on feedback they receive. | We are Game Developers  The children will plan their own simple computer game. They will design characters and backgrounds, and create a working prototype, which they will develop further based on feedback they receive. | We are Game Developers  The children will plan their own simple computer game. They will design characters and backgrounds, and create a working prototype, which they will develop further based on feedback they receive. | We are Game Developers  The children will plan their own simple computer game. They will design characters and backgrounds, and create a working prototype, which they will develop further based on feedback they receive. | We are Game Developers  The children will plan their own simple computer game. They will design characters and backgrounds, and create a working prototype, which they will develop further based on feedback they receive. |  |  |
| Music | **Song: Livin’ on a Prayer by Bon Jovi** This terms music will be focused around one song: Livin' On A Prayer. Children will have an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs. | **Song: We Will Rock You by Queen.** | **Song:Smoke on the Water by Deep Purple.** | **Song:Rockin’ All Over The World by Staus Quo.** | **Song: Johnny B. Goode by Chuck Berry.** | **Song: I Saw Her Standing There by The Beatles.** |  |  |
| PE | Gymnastics | Gymnastics | Gymnastics | Gymnastics | Gymnastics | Gymnastics |  |  |
| PSHE/RSE |  |  |  | **PSHE** To know about a range of legal and illegal drugs.  To have some understanding of the effects and risks of illegal drugs. | **PSHE** To explore attitudes to drug use. To understand that all sorts of people may misuse drugs. To challenge myths about drug use. | **PSHE** To know a range of skills to resist peer pressure. To develop some assertiveness skills. |  |  |
| MFL | Clothes and colours  Plurals of nouns  Describe what people are wearing  Time and daily routine  Describe daily routine and say what time you do thin | Clothes and colours  Clothes and colours  Plurals of nouns  Describe what people are wearing  Time and daily routine  Describe daily routine and say what time you do thin | Clothes and colours  Clothes and colours  Plurals of nouns  Describe what people are wearing  Time and daily routine  Describe daily routine and say what time you do thin | Clothes and colours  Clothes and colours  Plurals of nouns  Describe what people are wearing  Time and daily routine  Describe daily routine and say what time you do thin | Clothes and colours  Clothes and colours  Plurals of nouns  Describe what people are wearing  Time and daily routine  Describe daily routine and say what time you do thin | Clothes and colours  Clothes and colours  Plurals of nouns  Describe what people are wearing  Time and daily routine  Describe daily routine and say what time you do thin |  |  |

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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects  - At the end of the term, children will plan and write a persuasive leaflet encouraging people to visit the Yorvik Viking centre in York. This will link our history topic of the Vikings with our persuasive writing unit in English.  We will link Art with PSHE through creating messages in the style of Keith Haring’s ‘Change 4 life’ campaign. |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool |