

Jennett's Park Medium Term Plan Year Group – Year 5 Spring 1

Area of Learning: English, Communication Can we...?

- Write a news report informing an audience of what happened in the Christmas truce
- Film news report using ipads
- Write a story from perspective of a soldier in Christmas Truce

Area of Learning: Arts and Design- Can we....?

- Learn the various contrasting styles of artists and to critique and replicate these according to our own individual preferences
 - Drawing- sketching
 - Use of oil pastels and colouring pencils
 - To know: how Wyndham Lewis contributed to the vorticism movement
 - To understand what vorticism is and how it was established.
 - To make sketches, to complete missing sections of one of the designs of these artists, identifying colours, shapes, and designs to make a prediction about what fills the missing part of the image
 - To review and critique own sketches and discuss proportion and accuracy of their drawings
- DT:**
- Design purposeful, function, appealing products for themselves and other users based on design criteria
 - Generate, develop, model and communicate their ideas through talking, drawing, templates, mockUps and, where appropriate, information and communication technology
 - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing; Select from and use a wide range of materials and components, including, construction materials, textiles and ingredients, according to their characteristics
 - Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve work ; Evaluate: Understand how key events and individuals in design and technology have helped shape the world.

Area of Learning: Mathematics Can we ...?

- Multiply multi digit sums
- Dividing, then with remainders
- Understand equivalent fractions
- Compare and order fractions less than 1

Area of Learning: Humanities – History & Geography

Can we....?

Geography:

- Continents, main countries including N and S America, some key states of America and their features.
- Main cities in England and the UK.
- Use maps/globe/atlas to locate continents and countries.
- Coasts

History:

- To know when and why WW1 started and the locations of the countries involved
- To discuss why men signed up to the army in World War One- what did they believe? What were they told- linking to propagandas in later objective?
- To describe the significance of some of the major events in the lead up to and within WW1- such as The shooting of Arch Duke Franz Ferdinand and The Christmas Truce.
- To ask and answer complex questions about the conditions of the trenches and the lives of soldiers in WW1
- To look at the power of propaganda from varying countries and how this affects what people believe and view about the war: E.G. Germany's propaganda to Britain's.
- To know and correctly use the terms used to describe the historical events of WW1, including invasion, occupation, propaganda, alliance, allied, treaty

Area of Learning: Computing and Technological Understanding Can we....?

- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Creative thinking, collaboration, problem-solving, critical thinking, evaluation, researching, presenting.
<https://microbit.org/lessons/musical-microbit-unit-overview/>

Connector

Word War One

Discrete subjects	Units of Work
MFL	<ul style="list-style-type: none"> • Los Animales (possible now press play link?)
RE	<ul style="list-style-type: none"> • How can Brahman be everywhere and in everything? • Can arts help communicate religious beliefs?
PE	<ul style="list-style-type: none"> • Unit 2 - Creative
PSHEC	<ul style="list-style-type: none"> • To explain what makes up a healthy meal • To explain the importance of nutrients and fibre • To explain the importance of hydration • To explain the importance of portion control • To interpret and understand the information on food labels • To know that legal and illegal drugs exist

Area of Learning: Physical health and wellbeing Can we?

- The physical and mental wellbeing to be a soldier- the stamina needed on all accounts.
- Cognitive unit 2 getting children to think about using their bodies in a way which would advance the, in a WW1 setting

Area of Learning: Science

Can we?

Properties and materials:

- Compare and group together materials everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with urning and the action of acid on bicarbonate of soda.