

HISTORY

What were the biggest changes to Britain during the settlement of Anglo-Saxons and Scots?

Who were the Anglo-Saxon invaders?

What was Village life like?

Who were their Gods'?

Artefacts and culture

MUSIC

Spring 1 - Changes

Children learn to perform a community song and compose rhythmic phrases, in groups, with tuned accompaniments.

Spring 2 - Easter Passion Songs: Children learn songs for the Easter Passion production, singing with increasing timing and pitch accuracy, voice control, expression and diction. They listen to songs in great detail and strengthen their ability to recall sounds, through frequently repeating rhythm patterns and echo-singing phrases.

MATHEMATICS

Abacus Maths Scheme (See separate mathematics overviews)

RE

Local Church - Mission
Eucharist - Memorial Sacrifice
Lent/Easter - Sacrifice

ENGLISH

Books written by Shaun Tan who will be our author of autumn

The Arrival - Identify the changes that occur in this book. Explore by writing letters, character descriptions, reports and narrative.

The Lost thing - Write character and setting descriptions, non-chronological reports and narrative (fantasy).

DT

Design, make and evaluate a dish that complements food seasonality.

Learn about how food is processed
Nutrition and plate proportions

Year 5 Sycamore Class – Spring Term



PE

Gymnastics
Basketball
Dance
Football

COMPUTING

Coding - To design a programme related to topic, making changes to debug.

Game Creator - Quest Adventure related to texts in English.

GEOGRAPHY

Where did the Anglo-Saxons come from?

Locating countries and cities around the world.

Types of settlement, land use - now and then.

Mountains, rivers and coasts of the world

ART

Observe and sketch spring changes.

Draw and print leaves.

Learn about an architect/architecture that changed the world.

SCIENCE

Properties and Changes of Materials:

Compare and group together everyday materials on the basis of their properties.

Know that some materials will dissolve in liquid to form a solution.

Use knowledge of solids, liquids and gases to decide how mixtures might be separated.

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.

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.

TRIPS

TBC