





<p>Year 5 Spring 1</p>	<h1 style="text-align: center;">Leaders</h1>			<p>Year A</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p style="text-align: center;"><b>'Do to others as you would like them to do to you.'</b></p> <p style="text-align: center;"><b>Luke 6:31</b></p>		<p>Inspirational Quote</p> <p style="text-align: center;"><b>'Earn your leadership everyday'</b></p> <p style="text-align: center;"><b>Michael Jordan</b></p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to help our children to understand both the necessity of water for life and the spiritual symbolism in our faith.</i></p> <p><i>The children will find out more about leaders in our school, church, country and the wider global community. They will explore the qualities and responsibilities of good leadership to support them in their journey of faith.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Deeper understanding of the role of leaders and their impact on the people.</i></p> <p><i>A deeper understanding of the responsibility of leaders to the common good.</i></p> <p><i>A deeper spiritual understanding of vocation as a way of living out our Catholic faith each day.</i></p> <p><i>Children understand practical ways that they can be examples of leaders of their faith at home and in school by their actions.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Appreciate</b> ourselves and those around us</p>	<p>Pentecost. Acts of the Apostles – Go forth and make disciples of all the nations. Psalm 19 Canticle of St Francis</p>	<p>Write to communities in our local area and around the world.</p> <p>CAFOD Live Simply session for parents – led by children</p>	<p>What is climate Change? How is it affecting our planet? What can we do about it? Why is it important that we act now? Who helps prevent climate change? Are we caretakers or owners?</p>

<p>Year 5 Spring 2</p>	<p>Spring 2 - Lent</p>		<p>Year A</p>	
<p>Intent</p>	<p>Scripture Passage</p> <p>'We adore you and we bless you, Lord <a href="#">Jesus Christ</a>, here and in all the churches which are in the whole world, because by your holy cross you have redeemed the world.'</p> <p>Stations of the Cross</p>		<p>Inspirational Quote</p> <p><b>'He knows your weaknes. He only wants your love, he wants the chance to love you.'</b></p> <p><b>Saint Mother Teresa.</b></p>	<p>Impact</p>
<p><b><i>At Our Lady of Fatima we strive to understands the importance of Lent in our lives today.</i></b></p> <p><b><i>Through this unit we will have a deeper understanding behind the meaning of Jesus' sacrifice, the actions of the disciples and Jesus' family around him. We hope to use this examples in our daily lives to have a positive impact on those around us and globally</i></b></p>			<p><b><i>At the end of the half term children will:</i></b></p> <p><b><i>Have a deeper understanding of the impact of their actions. How their actions and choices impact those around them</i></b></p> <p><b><i>Show the power of change by their actions on the local community and globally.</i></b></p> <p><b><i>Understand the importance of alms giving to support those close and afar.</i></b></p> <p>#</p>	

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<p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Appreciate</b> ourselves and those around us</p> <p>Power of Prayer through the Stations of the Cross</p>	<p>Holy Week</p> <p>The Last Supper</p>	<p>Support in the outreach of the school – alms giving to the charities chosen by their peers.</p> <p>Supporting those in the parish during Lent – outreach of communication and visits</p>	<p>How do our actions affect those around us?</p> <p>How do our words impact our peers?</p> <p>How can we follow in Jesus' example?</p>

## Year 5 Spring Term

Subject	Content
Religious Education	<p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• know the main features of the Christmas Story</li> <li>• understand some of the difficulties faced by the different characters in the story</li> </ul> <p><b>Baptism</b></p> <ul style="list-style-type: none"> <li>• be able to reference Gospel accounts of the Baptism of Jesus</li> <li>• be able to describe, sequence, and explain many of the signs, symbols and actions in the Sacrament of Baptism</li> </ul> <p><b>Parables and saying of Jesus</b></p> <ul style="list-style-type: none"> <li>• know some important Parables and Sayings of Jesus</li> <li>• understand the Kingdom of God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him</li> <li>• be able to think of some ways in which the Church lives out this teaching of Jesus</li> </ul> <p><b>Lent</b></p> <ul style="list-style-type: none"> <li>• know that Lent is a Season of Change for Christians to become more like Christ</li> <li>• understand some things that damage human relationships, and the consequences of giving in to temptations that are wrong</li> <li>• recognise that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin</li> </ul>
RSE	<p><b>Created and Loved by God</b></p> <ul style="list-style-type: none"> <li>• In these sessions we explore an appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.</li> </ul>
English	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• begin to find meaning beyond the literal, for example, how impressions of people are conveyed, through choice of detail and language</li> <li>• respond to the tension in a story</li> <li>• read ahead to determine direction and meaning of a story</li> </ul>

- inference and deduction to work out what characters are like from evidence in the text
- exploring figurative language and how it conveys meaning
- explore the relationship between a poet and the subject of a poem
- identify how a writer sets out to persuade

### **Writing:**

#### **Stories with flashbacks**

- discuss the techniques used to show that a character is having a flashback
- identify devices used to provide flashback information
- write sentences including relative clauses
- understand what is meant by an anachronism.

#### **Significant authors**

- understand expanded noun phrases
- describe different sentence types: simple, compound & convex
- draw inferences and predict what will happen next in a significant author's work
- comparing book structures

#### **Persuasive writing**

- identify features used to engage and entertain the reader
- identify modal verbs used in persuasive texts
- writing a blurb about a story to persuade other children to read it.

#### **Information texts**

- discuss features of information texts
- punctuate a list using a colon, semi-colons and bullet points
- link writing style to audience and purpose
- identify cohesive devices and plan to use these

#### **Poetry study**

- read, preparing and performing a poem
- identify expanded noun phrases
- identify figurative language

#### **Classic poems**

identifying features that the poets use to interest and engage the reader

	<p>writing a review of their favourite classic poem write a poem in the style of a classic poet</p> <p><b>Grammar, Punctuation and Spelling</b></p> <p>use the term preposition appropriately and understand the function of prepositions in sentences understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries further punctuation marks: colon, semi-colon, dashes, brackets</p>
<b>Mathematics</b>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• multiply and divide numbers mentally drawing upon known facts</li> <li>• multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers</li> <li>• divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>• solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• compare and order fractions whose denominators are multiples of the same number</li> <li>• identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths</li> <li>• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example <math>2/5 + 4/5 = 1 \frac{1}{5}</math>]</li> <li>• add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>• read and write decimal numbers as fractions [for example <math>0.71 = 71/100</math>]</li> <li>• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> </ul> <p><b>Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers with up to three decimal places</li> <li>• recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>• round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>• solve problems involving number up to three decimal places</li> <li>• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> </ul>

	<ul style="list-style-type: none"> <li>• solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> <math>\frac{1}{5}</math> <math>\frac{2}{5}</math> <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li> </ul>
<b>Biology</b>	<p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> <li>• describe how your heart works and how it is affected by exercise</li> <li>• describe how tobacco, alcohol and other drugs can harm your body</li> </ul>
<b>Chemistry</b>	<p><b>Properties &amp; Changes of Materials</b></p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity, (electrical and thermal), and response to magnets</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated</li> <li>• give reasons based on evidence from comparative and fair tests</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes and some changes result in the formation of new materials, and this kind of change is not usually reversible</li> <li>• changes associated with burning and the action of acid in bicarbonate of soda</li> </ul>
<b>Computing</b>	<p><b>Unit 4 – Databases</b></p> <p><b>Searching a Database</b></p> <ul style="list-style-type: none"> <li>• Children understand the different ways to search a database.</li> <li>• Children can search a database to answer questions correctly.</li> </ul> <p><b>Creating a Class Database</b></p> <ul style="list-style-type: none"> <li>• Children can design an avatar for a class database.</li> <li>• Children can successfully enter information into a class database.</li> </ul> <p><b>Creating a Topic Database</b></p> <ul style="list-style-type: none"> <li>• Children can create their own database on a chosen topic.</li> <li>• Children can add records to their database.</li> <li>• Children know what a database field is and can correctly add field information.</li> <li>• Children understand how to word questions so that they can be effectively answered using a search of their database.</li> </ul> <p><b>Unit 5 – Game Creator</b></p> <p><b>Setting the scene.</b></p> <ul style="list-style-type: none"> <li>• Children can review and analyse a computer game.</li> <li>• Children can describe some of the elements that make a successful game.</li> <li>• Children can begin the process of designing their own game.</li> </ul>



### **Creating the Game Environment**

- Children can design the setting for their game so that it fits with the selected theme.
- Children can upload images or use the drawing tools to create the walls, floor, and roof.

### **The Game Quest**

- Children can design characters for their game.
- Children can decide upon, and change, the animations and sounds that the characters make.

### **Finishing and Sharing**

- Children can make their game more unique by selecting the appropriate options to maximise the playability.
- Children can write informative instructions for their game so that other people can play it.

### **Evaluation**

- Children can evaluate my their own and peers' games to help improve their design for the

## **Unit 6 – 3D Modelling**

### **Introducing 2Design and Make**

- Children know what the 2Design and Make tool is for.
- Children can explore the different viewpoints in 2Design and Make whilst designing a building.

### **Moving Points**

- Children can adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.

### **Designing for a Purpose**

- Children can explore how to edit the polygon 3D models to design a 3D model for a purpose.

### **Printing and Making**

- Children can refine one of their designs to prepare it for printing.
- Children can print their design as a 2D net and then created a 3D model.
- Children can explore the possibilities of 3D printing.

## Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

### YEAR A

#### Spring: Leaders

**Main Focus: History – Anglo Saxons and Vikings- Leaders and power**

- use dates to order and place events on a timeline
- provide an account of an historical event based on more than one source
- give some reasons for some important historical events
- make comparisons between aspects of periods of history and the present day
- understand that the type of information available depends on the period studied
- evaluate the usefulness of a variety of sources
- compare sources of information available for the study of different times in the past

### YEAR B

#### Spring: Water

**Main Focus: Geography – North America – Lakes and Rivers**

- identify the location of North America in the context of an expanding knowledge of countries of the world
- know and describe the location of a variety of lakes and rivers in the context of the States of America
- identify human and physical characteristics, key topographical features and land use patterns in the context of lakes and rivers
- know how rivers erode, transport and deposit materials
- explore world weather patterns and climate zones with particular interest in North America e.g. flooding
- compare the physical or human features of a region of the UK and a region in North America,

	<ul style="list-style-type: none"> <li>• present findings and communicate knowledge and understanding in different ways</li> </ul> <p><b>Secondary Focus: Geography – North America</b></p> <ul style="list-style-type: none"> <li>• identify the location of North America in the context of an expanding knowledge of countries of the world</li> <li>• explore simply the governance of USA in terms of States and the overall leader</li> <li>• understand and use a widening range of geographical terms</li> </ul>	<p>identifying similarities and differences</p> <ul style="list-style-type: none"> <li>• understand and use a widening range of geographical terms</li> </ul> <p><b>Secondary Focus: History – Anglo Saxons and Vikings- the struggle for power</b></p> <ul style="list-style-type: none"> <li>• provide an account of an historical event based on more than one source</li> <li>• give some reasons for some important historical events</li> </ul>	
	<p><b>Year A and B</b></p> <p><b>Spring 2: Lent</b></p> <p><b>Main focus:</b> Art - Exploring Lent through Art – Last Supper</p> <ul style="list-style-type: none"> <li>• use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> <li>• mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>• evaluate his/her work against their intended outcome</li> </ul> <p><b>Secondary focus:</b> Design and Technology- Exploring lent through D and T</p> <ul style="list-style-type: none"> <li>• cut, join and decorate with care and accuracy to ensure a quality finish</li> <li>• explore ways of adding lighting to their product circuits and batteries</li> </ul>		
<p><b>Physical Education</b></p>	<p><b>Invasion Games (Hockey)</b></p> <p><b>Learning Outcomes</b></p>		

- To develop knowledge of attacking and defending.
- To know how to 'mark' an opponent.
- To further develop their understanding of space.
- To recognise the importance of rules within games.
- Understand the need to warm up and cool down

### **Net Games**

#### **Learning Outcomes:**

- To develop acceleration & speed.
- To consolidate backhand and forehand strokes.
- To explore the 'smash' in badminton.
- To explore the 'lobbing' technique in tennis.
- To explore 'overarm serve' in volleyball.

## **MFL**

### **What is the date?**

In this unit the children will learn how to:

- Repeat and recognise the months of the year in French.
- Ask when somebody has a birthday and say when they have their birthday.
- Say the date in French.
- Create a French calendar.
- Recognise key dates in the French calendar.

### **Do you have a pet?**

In this unit the children will learn how to:

- Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
- Tell somebody in French if they have or do not have a pet.
- Ask somebody else in French if they have a pet.
- Tell somebody in French the name of their pet.
- Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").

<p><b>PSHE</b></p>	<p><b>MyHappyMind</b>  <b>Topic: Appreciate</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• What appreciation means and think of ways to show appreciation to others.</li> <li>• What they should focus on when thinking about gratitude. They will explore 3 questions to help them develop deeper levels of gratitude.</li> <li>• Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. <ul style="list-style-type: none"> <li>• How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A-P happy and the Amygdala calm.</li> </ul> </li> <li>• That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine.</li> <li>• That the more we think about gratitude, the stronger the Neural pathways get and the easier it becomes.</li> <li>• That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier.</li> <li>• That often the hardest category to think about gratitude in is ourselves.</li> </ul>
<p><b>Music</b></p>	<p><b>Unit:</b> Make You Feel My Love</p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Pop Ballads</li> <li>• <b>Topic and cross-curricular links:</b> Historical context for ballads.</li> </ul> <p>Spring 2</p> <ul style="list-style-type: none"> <li>• <b>Unit:</b> Fresh Prince Of Bel-Air</li> <li>• <b>Style:</b> Hip Hop</li> </ul> <p><b>Topic and cross-curricular links:</b> Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p>