

Year 5 Spring Term Provision

We aim to begin teaching in this term...

Local links:	<ul style="list-style-type: none"> Democracy, Cultural history of Britain (trade and slavery). How can we become Learned and Wise from studying our relationship with slavery and empire in the past? Understand how our local area would have benefited culturally and economically from these links. Think about how we can make amends with this troubled part of our past
Book options:	<i>The Kingdom of Benin, Kingdom of Benin Short Stories: Ehi and Uki, Diary of An Edo Princess, Tales from Africa, The History Detective Investigates: Benin 900-1897 CE, Benin Empire (Great Civilisations), Africa Is Not a Country</i>
Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> Curious and Active Intentional and Prophetic
British Values	<ul style="list-style-type: none"> Democracy- debate, voting Respect and tolerance- of each other and other cultures; understanding the importance and impact of treating others equally and respecting the rights of others (global trade) Individual liberty- impact of Portuguese and British on Benin and its people
Catholic Social Teaching	<ul style="list-style-type: none"> Solidarity and The Common Good – Day of Prayer for Peace (16th January), Little Way Association, Little Way Week Option for the Poor and Vulnerable – Lent, Almsgiving and Fasting, Migrants and Refugees, Food Banks
Subj	Learning Aims

Christmas

- know the main features of the Christmas Story
- understand some of the difficulties faced by the different characters in the story

V+V: we can become compassionate by understanding the difficulties faced by people in the story of Jesus' birth

Baptism

- be able to reference Gospel accounts of the Baptism of Jesus
- be able to describe, sequence, and explain many of the signs, symbols and actions in the Sacrament of Baptism

V+V: understanding Baptism helps us to become compassionate and loving as we all become members of God's family

Parables and sayings of Jesus

- know some important Parables and Sayings of Jesus
- 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
- be able to think of some ways in which the Church lives out this teaching of Jesus

V+V: understand the wisdom of Jesus' teachings and apply it to our own lives

Lent

- know that Lent is a Season of Change for Christians to become more like Christ
- understand some things that damage human relationships, and the consequences of giving in to temptations that are wrong
- recognise that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin

V+V: give compassion and love to others as we expect forgiveness for our sins in return

Holy Week

- To know many of the events of the last week of Jesus' life
- Understand some of the reasons why some people wanted to kill Jesus
- To know the story of the Passover and recognise the links between the story, the Last Supper and the celebration of Mass
- To understand that the death of Jesus was necessary
- To discuss some of the important places and people in Jerusalem at this time

BV: show mutual respect and tolerance through our discussions

English	<p>Transcription</p> <ul style="list-style-type: none"> • Use some prefixes and suffixes and understand the guidance for adding them. • Begin to distinguish between homophones and other words which are often confused. • Begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Begin to use dictionaries to check the spelling and meaning of words. • Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. • To use a thesaurus confidently. <p>Handwriting</p> <ul style="list-style-type: none"> • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. <p>Composition</p> <ul style="list-style-type: none"> • To note and develop initial ideas, drawing on reading and research where necessary. • To use a wide range of devices to build cohesion within and across paragraphs. • To precise longer passages. • To assess the effectiveness of their own and others' writing. • To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To identify the audience for and purpose of the writing, selecting the appropriate form and using their own similar writing as models for their own. • In writing narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. • In narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. <p>Vocabulary Grammar Punctuation</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. • Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading • Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. • Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.
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Maths	<p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> • Multiply and divide numbers mentally drawing upon known facts. • 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. • 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. • Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. <p>Number: Fractions</p> <ul style="list-style-type: none"> • Compare and order fractions whose denominators are multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $25 + 45 = 65 = 1 \frac{15}{25}$] • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$] • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. . <p>Number: Decimals and Percentages</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers with up to three decimal places. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving number up to three decimal places. • 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. • Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25.
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Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>Forces</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals.
P.E.	<p>Invasion Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • Develop knowledge of attacking and defending • Further develop their understanding of space • Recognise the importance of rules within games <p>Gymnastics Develop flexibility, strength, technique, control and balance</p> <ul style="list-style-type: none"> • Perform different movements with a range of dynamics • Perform a sequence of movements to music • Link different body shapes

Computing	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
P.S.H.E.	<ul style="list-style-type: none"> • To be able to recognise and respond appropriately to a wider range of feelings in others. • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families. • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • To learn that their actions affect themselves and others. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. • To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. • To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge, their points of view. • To work collaboratively towards shared goals • To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010). To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). • To learn to recognise and manage ‘dares’. • To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.

M.F.L.	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 			
Topic The Benin Empire				
Values and Virtues (Golden Thread):		<ul style="list-style-type: none"> • Curious and Active – curious about the differences between Benin and the United Kingdom. • Intentional and Prophetic 		
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience Ideas

	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Undertake an in-depth study of a non-European society that provides contrasts with British history- The Kingdom of Benin. • Create a timeline of contemporary developments in West Africa and Europe. • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Understand how our knowledge of the past is constructed from a range of sources. <p>V+V: we can become learned and wise by drawing on experiences and rituals of other cultures</p>	<p>To be able to use a timeline to gain context of my studies.</p> <p>To know how the Benin Kingdom came to exist</p> <p>To know about Benin rulers and dynasties</p> <p>To understand and explain the process of trading between Benin and Europe</p> <p>To know about the slave trade In Benin</p> <p>To explore reasons for the Benin civil war</p> <p>To know when and how Benin became part of the British Empire</p>	<p>Brass Elders Dynasty Cowrie Shell Oracle Oral culture Sacrifice Ivory Edo Slave trade Ceremony Plaque Storyteller Merchant</p>	<p>Visit to Danford Collection of African Arts and Crafts or Birmingham Museum and Art Gallery to see African textiles/ Egyptian artefacts, etc</p> <p>African drumming session?</p>
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	BV: understanding other cultures can help us understand democracy and the rule of law and how our society operates in comparison to others			
Geo grap	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>V+V: we can become eloquent and truthful by exploring and explaining how the world we live in functions</p> <p>BV: respect for the world we live in and the ability to take in new ideas</p>	<p>L.O: To locate the modern country of Benin and gain understanding of facts about the modern-day country. To use a map, atlas and online globes skills to locate the area of Benin.</p> <p>L.O: To study the structures and style of Benin buildings. To understand what life was like for the Benin people, the settlements that they had and how they were made. To understand how the land was used during the Benin Empire.</p> <p>L.O: To explore the West African rainforest and understand what settlement would have looked like in early Benin. To understand the rainforest and its importance during the Benin Empire and today.</p> <p>L.O: To research the human geography of an early city in Benin. To understand what human geography is and compare the Benin Empire to today.</p> <p>L.O: To develop my map skills to identify trade routes and environmental zones.</p>	Physical, human, climate zones, biomes, vegetation, rivers, mountains, earthquakes, settlement, land use, economic activity, trade, trade links, natural resources	
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Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> • Learn about great artists, architects and designers in history. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Gain an increasing awareness of different kinds of art, craft and design. • Use sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. <p>V+V: learned and wise about culture BV: individual liberty in personal creativity</p>	<p>L.O: To create an artistic presentation showing the effect of Benin’s art on the western world, using my own experiences.</p> <p>L.O: To improve my mastery of modelling and carving by making replica currency.</p> <p>L.O: To analyse the effect, impact and influence of West African art.</p>	<p>Sketching, collage, modelling, shades, tone, effect, texture, materials, design,</p>	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Select from and use a wider range of materials and components. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, 	<p>L.O: To research traditional Benin cuisine. Learn that people eat what is available in the environment around them before globalisation Follow a recipe and cook a traditional dish from Benin</p> <p>L.O: To prepare and experience traditional Benin cuisine. Learn that people eat what is available in the environment around them before globalisation Follow a recipe and cook a traditional dish from Benin</p> <p>L.O: To evaluate my work on traditional Benin cuisine? Learn that people eat what is available in the environment around them before globalisation Follow a recipe and cook a traditional dish from Benin</p>	<ul style="list-style-type: none"> • Design, evaluate, sculpture, manipulate, medium, joining, cutting, shaping, technique, ingredients, reared, processed, natural, function, appearance, aesthetic, textiles, construct 	
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	joining and finishing], accurately. V+V: learned and wise about culture BV: individual liberty in personal creativity			
Music	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<p>L.O: To explain what musical instruments were used in the Benin kingdom and why.</p> <p>L.O: To make a replica musical instrument that produces a sound.</p> <p>L.O: To improvise rhythm patterns.</p> <p>L.O: To perform an independent part to a complex pattern of rhythm.</p>	crescendo – getting louder decrescendo – getting quieter beat- unit of rhythm dissonance – harsh sounds, chords not in harmony dynamics – how loud or quiet a piece of music is ensemble – all instruments in an orchestra or all voices in a choir, playing at once. flat – playing a note a semitone lower than the written one forte – loud adagio – slow and calm allegro – quick and lively andante – relaxed and flowing largo – slow and broad lento – slow	