**Medicine**

**History—How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?**

Describe and explain what the term life expectancy means and what change occurred in the average length of time a baby would be expected to live about 11,000 years ago

Compare and contrast sources of evidence to reach a judgement as to why life expectancy in Britain fluctuated greatly during the period 1500-1840 and justify their views and opinions

Evaluate a range of original sources and reach a judgement regarding what people in Britain in 1665 considered to be the cause of the Great Plague and the actions they could take to cure those who had already contracted the disease and prevent others from catching it

Describe what Edward Jenner discovered in 1796 and explain and evaluate the implications of his discovery for the future medical health of the people of Britain

Identify, describe and sequence the main milestones in the history of medicine in Britain and explain and justify their ordering

Create their own timeline of medical advances in Britain by designating appropriate equidistant intervals of time along a scale and recording the correct temporal order in which the events occurred

Structure a piece of discursive writing to give meaning to their timeline through describing, explaining and evaluating the importance of the events that occurred and reaching a judgement which justifies their opinion about which they feel to have been the most significant.

**Physical Education—Cool Core**

To identify techniques to improve balance and core strength.

To learn a new pose with accuracy.

To help a partner to achieve good technique by observing and coaching.

To learn a new pose.

To improve co-ordination.

Devise a sequence of yoga/Pilates moves with fluency and accuracy

**DT—Bridges**

I can identify beam and arch bridges

I can create a range of beam and arch bridge designs

I can identify stronger and weaker structures

I can ﬁnd diﬀerent ways to reinforce structures

I can identify arch, beam and truss bridges

I can use triangles to create truss bridges and test them

I understand how triangles can be used to reinforce bridges

I can measure and mark out accurately on wood

I can select appropriate tools and equipment for particular tasks

I can follow health and safety rules

I can explain why selecting appropriating materials is an important part of the design process

I can complete my wooden truss bridge

I can identify points of weakness and reinforce them as necessary following testing

**Music—instrument focus**

To sing and accompany a song using keyboard, drum, or ukulele. Perform with a sense of ensemble (awareness of phrasing, dynamics, pitch and style)

To play melodies on tuned instruments following staff notation.

**Scientific Enquiry—Plant and Animal Life Cycles**

To describe the life processes of reproduction in some plants.

To take measurements, report and present findings from enquiries.

To explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

To describe the life process of reproduction in some animals.

**Computing—Spreadsheets**

To create a formula in a spreadsheet to convert m to cm.

To apply this to creating a spreadsheet that converts miles to km and vice versa.

To use a spreadsheet to work out which letters appear most often. • Children can use the ‘how many’ tool.

To use a spreadsheet to work out the area and perimeter of rectangles. •

To use these calculations to solve a real-life problem.

To create simple formulae that use different variables. •

To create a formula that will work out how many days there are in x number of weeks or years.

To use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.

**English**

Persuasion – medicine adverts

Multiple narrators – Plague doctor/patient

Free verse poetry – The Black Death

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***SEE ATTACHED ENGLISH OBJECTIVES FOR THE SPRING TERM***

**Maths—Decimals and Percentages**

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

read, write, order and compare numbers with up to three decimal places

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 1/2, 1/4,

1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

**Year 5**

**Spring 2 2022**

**Religious Education—How is Easter celebrated?**

Give at least three examples of how Christians show their belief in the Easter story through their actions at Easter.

Recognise links between actions of Christians in Kenya at Easter and belief in Jesus’ death and.

Make clear connections between Christian beliefs about the Easter story and practices of Christians in more than one country at Easter.

Use evidence and examples to show how and why Christians from more than one country put their beliefs into practice in different ways at

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| --- | --- | --- | --- |
| **Objectives to teach in every term in Year 5** |  |  |  |
| In addition to previous learning, pupils should learn how to... |  |  |  |
| **Reading** | **Reading** | **Writing** | **Transcription** |
| **Becoming a Reader**  Develop a love of books and reading  Enjoy reading for a sustained period  Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves  Know a range of children’s authors and poets  Read for a range of purposes  Use pertinent and technically specific vocabulary when talking about books  Discuss a text confidently with others, responding to their ideas and challenging their views courteously  **Word Reading**  Continue to use phonic knowledge and skills with unfamiliar words  Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)  **Fluency**  Read Year 5 texts fluently | **Reading Comprehension**  Identify vocabulary being used beyond the literal sense  Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)  Use imagination and empathy to explore a text beyond the page  Develop understanding by making connections between texts and the world beyond their own experience  Apply previous retrieving objectives to year 5 texts  Check that the text makes sense to them and use questioning and discussion to further their understanding  Use knowledge of synonyms and hypernyms to aid comprehension  Use knowledge of synonyms and hypernyms to aid inference  Predict what may happen using stated and implied details and a wider personal understanding of the world  Summarise using an appropriate amount of detail as evidence  Answer questions drawing on information from several places in the text  **Becoming a Researcher**  Detect bias and distinguish fact from opinion  Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information  Understand copying, quoting and adapting source material | **Planning, Composing and Evaluating**  Collect ideas for writing from the world around them  Develop and explore ideas for writing through discussion, further reading and research  Use a wide knowledge of text types, forms and styles to plan their writing  Plan for a clear purpose and (an often real) audience  Use a wide knowledge of text types, forms and styles to inform their writing  **Plan and write for a range of clear purposes and** (often real) **audiences (WTS KS2)**  Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)  Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)  Borrow writers’ techniques from book, screen and stage  Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)  Revise their work to ensure that the content and style of writing accurately reflects the purpose  Proof–read their work for spelling, grammar and punctuation errors  Edit their work effectively and make improvements based on this  Evaluate the work of others and suggest improvements  **Grammar and Punctuation**  Use correct grammatical terminology when discussing their writing  Ensure correct subject verb agreement  **Use verb tenses consistently and correctly throughout their writing (EXS KS2)** | **Spelling**  **Use a dictionary to check the meaning and spelling of words (EXS KS2)**  Combine phonics, morphology and spelling conventions to spell unfamiliar words  Investigate spelling patterns and conventions  Use a thesaurus  Use etymology to aid spelling  Choose the correct spelling by using a visual strategy (‘Does it look right?’) |
| **+ Objectives to teach in the Spring Term of Year 5** |  |  |  |
| In addition to previous learning, pupils should learn how to... |  |  |  |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener  Analyse techniques designed to engage the listener  Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to  **Drama**  Invent dialogue, gesture and movement to suit a character | **Becoming a Reader**  Increase their familiarity with fiction genres including modern fiction  **Fluency**  Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience  **Reading Comprehension**  Revisit questions during the reading of a text as new information is revealed  Extract information that is scattered throughout a whole text  Make inferences from evidence found throughout the text  Comment on a writer’s purpose and viewpoint e.g. noting bias  Identify a point in the text where the author has made a structural choice and consider the reasoning behind it  Explain why an author has used figurative language and the effect this has | **Planning, Composing and Evaluating**  Write to engage the reader  Maintain a viewpoint throughout a text  Ensure cohesion within and between all paragraphs in a text  Carefully select words (including some from Appendix B – Year 5) to sustain and develop ideas  Use stanzas to organise ideas around a theme in poetry  Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear  **Grammar and Punctuation**  **Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text** **(EXS KS2)**  Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that  Use relative clauses to add detail to sentences  Orchestrate a range of sentence structures  **Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)**  Use grammar and punctuation both semantically and pragmatically | **Spelling**  Spell words ending in -ant, -ance and -ancy  Spell words ending in -ent, -ence and -ency  Spell diminutives using mini-, micro-,-ette and -ling  Spell words with the prefix bi-  Spell words with the prefix trans-  **Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip( -ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable (EXS KS2, some for WTS KS2)**  **Handwriting and Presentation**  **Maintain legibility in joined handwriting when writing at speed (EXS KS2)**  Combine written text and illustration to enhance the words and their meaning |