**French - Les Animaux**

* Learn 10 animals with their determiner (un or une)
* Explore and understand better the role of the indefinite article/ determiner in French.
* Use the verb ‘je suis’ (I am) in French.

**History Stone Age to Iron Age**

* Changes in Britain from the Stone Age to the Iron Age
* late Neolithic hunter-gatherers and early farmers
* Bronze Age religion, technology and travel
* Iron Age hill forts: tribal kingdoms, farming, art and culture

**Maths Number and Measurement**

* Recognise and use thousandths and relate them to tenths,

hundredths and other decimal equivalences

* Read, write, order and

compare decimal up to three places.

* Round decimals up to two places to the nearest whole number and one decimal place.
* Recognise the percent symbol and understand that percent relates to number or parts per hundred.
* Write percentages as a fraction (out of 100).
* Measure and calculate perimeter of rectilinear shapes and apply this knowledge to calculate unknown side lengths.
* Find the area of rectangles, compound shapes and irregular shapes.
* Read, interpret and draw bar charts and line graphs as well as two-way tables
* Solve comparison, sum and difference problems using bar charts and line graphs.
* Complete, read and interpret information in tables, including

timetables.

**English Outlaw by Michael Morpurgo**

**Writing** TV News Report

* Sentence Structure
* Apostrophes for omission and possession, commas to link clauses within sentences, direct speech, brackets and dashes for parenthesis
* Relative clauses to add extra information
* Prepositional phrases used as adverbials

**Reading**

* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
* Identify the author’s choice of language

**Speaking**

* Discussion and debate around a theme
* Perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

**Music Melody Shapes and Pitch**

* **Vocab** Melody, Phrase, Pitch shape, Pitch-high, low, same, Step & leap, Repetition

Duration: long & short notes

* **Listen to** composers, history, context. Famous Melodies
* **Compose**

Melodies on pentatonic scale

* **Skills:**

Melody shapes

Notation

* **Perform**

Melodies on keyboards and xylophones

**Art Perspective drawing-David Hockney**

* Understanding perspective drawing
* Distance
* Being able to apply these to a piece of art David Hockney
* Artist knowledge and identifying their technique and skill
* Developing pencil technique

**Science Animals including humans**

* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
* Stages of growth and development in humans.
* Stages in the gestation period of humans and how they differ to animals.
* Life cycles of different mammals.

**Design Technology Resistant Materials Wooden Phone Holder**

* Health and safety in the workshop.
* Manufactured boards and natural timbers.
* Product analysis.
* Design briefs.
* Woodworking techniques,

**PE** **PE Hi Five Netball and Dance Cartoon Capers**

**Hi Five Netball:**

* Footwork what is the footwork rule
* Positions
* Different types of passes
* Shooting and stable

**Dance: Cartoon Capers:**

* Gesture
* Use of Space
* Atmosphere
* Mood
* Music and body movements

**RE** **Easter**

* What happened in Holy Week?
* What is Maundy Thursday?
* What happened on Good Friday and Easter Sunday?

**PSHE Changing Me**

* Bodily changes when becoming a teen
* Self-image
* Growing responsibility
* Ways on conception

**Year 5 Spring 2**

**Geography** **Settlements**

Describe and understand key aspects of human geography:

* Types of settlement and land use, economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water
* Use grid references to determine the best location to settle and create own map of a settlement

**Computing Video production**

* Identify and find features on a digital video recording device.
* Experiment with different camera angles.
* Be able to suggest filming techniques for a given purpose.
* Be able to decide which filming techniques I will use.
* Be able to select the correct tools to make edits on a video.