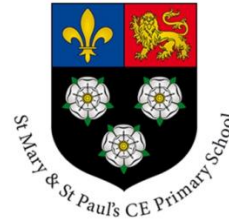


Life in all its fullness - through learning and love.



### Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>Art</b>  <b>Topic Focus – Henri Rousseau</b>	<b>NC Objective -</b> <b>To learn about great artists, architects and designers in history</b>	<b>NC Objective -</b> <b>To evaluate and analyse pieces of Henri Rousseau’s work</b>	<b>NC Objective -</b> <b>To use sketching to record their observations</b>	<b>NC Objective -</b> <b>To improve their mastery of art and design techniques by using painting to create a backdrop for their 3D paper and tissue paper for the frame</b>	<b>NC Objective -</b> <b>To improve their mastery of art and design techniques by using a range of materials to create their 3D picture based on Henri Rousseau’s ‘Surprise’</b>	<b>NC Objective -</b> <b>To improve their mastery of art and design techniques by using drawing to recreate the tiger</b>	<b>NC Objective -</b> <b>To evaluate and analyse their 3D picture</b>
	<b>Key Knowledge -</b> <b>To learn about the artist Henri Rousseau’s life</b>	<b>Key Knowledge -</b> <b>To discuss pieces of artwork by Henri Rousseau, stating what we like and dislike about his paintings</b>	<b>Key Knowledge -</b> <b>To look at the tiger in the piece, ‘Surprised’ and have a go at sketching it, using a range of techniques</b>	<b>Key Knowledge -</b> <b>Children to cut their cereal box in a frame and experiment with using a different coloured tissue paper to build up the 3D effect.</b>	<b>Key Knowledge -</b> <b>Children to use a range of materials, including tissue paper, craft paper, twigs etc to create their rainforest scene</b>	<b>Key Knowledge -</b> <b>Through observation, the children will recreate the tiger for their piece, reflecting and drawing upon previous lessons</b>	<b>Key Knowledge -</b> <b>To share their opinions of their work and others’ work, stating what they like about the pieces and what they would improve</b>

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				Children to use a green wash of water colours to create a background for their 3D frame			
<p>Revisited Vocabulary – Layering, design, sketch, mix, tone, stippling, cross-hatching, blending                  New Vocabulary - Variation, composition</p>							
<p>Computing                  Topic Focus - Cars</p>	<p>NC Objective - Understand how to create multiple sprites for their project and how to resize them.</p>	<p>NC Objective - Understand how to make sprites move and how to control them through keyboard input. Understand how sensors work to detect sprites position.</p>	<p>NC Objective - Understand variables and how to create multiple variables for sprites.</p>	<p>NC Objective - Use conditional statements to decide the winner of the game. Build player interaction into their game.</p>	<p>NC Objective - Understand and use variables and conditional statements to create a counting timer.</p>	<p>NC Objective - Understand how random numbers can be used to affect a sprites behaviour. Understand how sensors can change a sprites position.</p>	<p>NC Objective - Understand how random numbers can be used to affect a sprites behaviour. Understand how sensors can change a sprites position.</p>
	<p>Key Knowledge - Children are able to create a sprite.                   What is a sprite? How do we shrink our sprites if they are too big?</p>	<p>Key Knowledge - Children are able to explain how to change the background image. Children understand what the code block is. What is the stage? Why do we want to check if the car is touching the colour green?</p>	<p>Key Knowledge - Children are able to create variables. Why do we have a variable for the red car and a variable for the yellow car?</p>	<p>Key Knowledge - Children are able to use and explain what conditional statements are. Why are we asking if red = 3? Why are we checking if the car sprite has touched the colour yellow?</p>	<p>Key Knowledge - Children are able to create a timer for their game.                   Why do we check of red = 3 OR if yellow = 3?</p>	<p>Key Knowledge - Children are able to add additional features into their game. Why do we change the direction the sprite is pointing when it touches the speed up or slow down sprites?</p>	<p>Key Knowledge - Children are able to add additional features into their game. Why do we change the direction the sprite is pointing when it touches the speed up or slow down sprites?</p>

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		Why do we want to check if the car is touching the colour grey?					
<p><b>Revisited Vocabulary – Sprites, sensors, looping.</b>  <b>Topic Vocabulary – Variable, conditional statements.</b></p>							
<p><b>Design Technology</b></p> <p><b>Topic Focus –</b> Structures – bridges – builds on Year 1 windmills Year 2 _ baby bears chair</p>	<p><b>NC Objective -</b> To explore how to reinforce a beam (structure) to improve its strength</p>	<p><b>NC Objective –</b> To build a spaghetti truss bridge</p>	<p><b>NC Objective -</b> To build a wooden truss bridge</p>	<p><b>NC Objective -</b> To complete, reinforce and evaluate my wooden truss bridge</p>	<p><b>Unit outcomes</b></p> <p>Pupils who are <b>secure</b> will be able to:</p> <p>Identify stronger and weaker shapes. Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences. Use triangles to create simple truss bridges that support a load (weight). Cut beams to the correct size, using a cutting mat. Smooth down any rough cut edges with sandpaper. Follow each stage of the truss bridge creation as instructed by their teacher. Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. Identify some areas for improvement, reinforcing their bridges as necessary.</p>		
	<p><b>Key Knowledge –</b> I know some different ways to reinforce structures</p>	<p><b>Key Knowledge –</b> I know how triangles can be used to reinforce bridges</p>	<p><b>Key Knowledge –</b> I know that properties are words that describe the form and function of materials I know the material (functional and aesthetic) properties of wood</p>	<p><b>Key Knowledge –</b> I know why material selection is important based on their properties</p>			
<p><b>Revisited Vocabulary –</b> beam bridge, arch bridge, truss bridge, strength technique, material properties, reinforce, assemble, evaluate,  <b>New vocabulary -</b> corrugation, lamination, stiffness, structures, stability, mark out, softwood, hardwood, sandpaper/glass paper, wood file, rasp, bench hook, vice, Tenon saw, coping saw, , wood sourcing, quality of finish, visual appeal, accuracy</p>							
<b>Geography</b>	<b>NC Objective -</b>	<b>NC Objective –</b>	<b>NC Objective -</b>	<b>NC Objective -</b>	<b>NC Objective -</b>	<b>NC Objective -</b>	<b>NC Objective -</b>

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<p><b>Topic Focus - Rainforests</b></p>	<p>Identify and label the names of rainforests using globes and maps.</p>	<p>Identify and label the four main levels of the rainforest.</p>	<p>Identify different plants in the rainforest and discuss in which level/strata of the rainforest they are found.</p>	<p>Identify different animals in the rainforest and discuss in which level/strata they are found.</p>	<p>Think about ways in which the rainforest supports life.</p>	<p>Understand and explain what deforestation is.</p>	<p>KAHOOT assessment of learning, completing KWL charts</p>
	<p><b>Key Knowledge -</b>  Identify key topographical features and where they are found on a map.</p>	<p><b>Key Knowledge -</b>  Look at the aspects of physical geography that can be found within the rainforest.</p>	<p><b>Key Knowledge -</b>  Understand geographical similarities and differences through the study of human and physical geography of a particular source (rainforests).</p>	<p><b>Key Knowledge -</b>  Understand geographical similarities and differences through the study of human and physical geography of a particular source (rainforests).</p>	<p><b>Key Knowledge -</b>  Looking at types of settlements are used and what different aspects of the land are used for.</p>	<p><b>Key Knowledge -</b>  Study the effects of deforestation and how it is affecting our rainforests – this can be linked back to human geography.</p>	<p><b>Key Knowledge -</b></p>
<p><b>Revisited Vocabulary – Camouflage, canopy, carbon dioxide, climate, colony, extinct, habitat, hibernate, tropical, humid. New Vocabulary – Botanist, biodiversity, emergent layer, vegetation, understorey, crown, deforestation.</b></p>							
<p><b>History</b>  <b>Topic Focus – Crime and Punishment</b></p>	<p><b>NC Objective -</b> To explore the key vocabulary around crime and punishment  To know what the law is and understand different forms of crime and</p>	<p><b>NC Objective -</b> To know what the law is and understand different forms of crime and punishment (Anglo Saxon)</p>	<p><b>NC Objective -</b> To know what the law is and understand different forms of crime and punishment (Tudor)</p>	<p><b>NC Objective -</b> To make comparisons between our justice system and the system of previous generations. (Highway men)</p>	<p><b>NC Objective -</b> To make comparisons between our justice system and the system of previous generations. (Victorians)</p>	<p><b>NC Objective -</b> To develop a chronologically secured knowledge of history, establishing clear links across the periods they study.</p>	<p><b>NC Objective -</b> Completing KWL charts, KAHOOT quiz for assessment</p>

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	<p>punishment (Romans)</p>						
	<p><b>Key Knowledge -</b>  Develop the appropriate use of historical terms.  Improve technical vocabulary that directly links to our topic.  Develop an understanding of the Roman justice system.</p>	<p><b>Key Knowledge -</b>  Develop understanding of how crime and punishment has changed in Britain throughout history.  Understand how things have changed over time and make modern day comparisons.</p>	<p><b>Key Knowledge -</b>  Develop understanding of how crime and punishment has changed in Britain throughout history.  Understand how things have changed over time and make modern day comparisons.</p>	<p><b>Key Knowledge -</b>  Develop a chronologically secured knowledge of history, establishing clear links across the periods they study.  They can explore connections, contrasts and trends over time.  To look at what a highwayman was, were they a hero or a villain?</p>	<p><b>Key Knowledge -</b>  Develop understanding of how crime and punishment has changed in Britain throughout history.  Understand how things have changed over time and make modern day comparisons.</p>	<p><b>Key Knowledge -</b>  They should regularly construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Regularly address and devise historically valid questions about change, cause and similarity and difference and significance.</p>	<p><b>Key Knowledge -</b>  Look at a range of sources to make informed decisions.  Give own opinions on a range of events from the past and take part in appropriate and sensible discussion.</p>
<p><b>Core Vocab</b> Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, evaluate, research, theories.</p> <p><b>New Vocab</b> Sin, crime, criminal law, justice system, evidence, torture, punishment, judge, jury, court, forensics, policing, criminal, youth offender, serial offender, protection, civil law, Amnesty International, youth offender, serial offender, deterrent, protection, rehabilitation, reform.</p>							
<p>NC Objectives - Spring 1</p>				<p>NC Objectives - Spring 2</p>			<p>NC Objective -</p>

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<p>Modern Foreign Language - Spanish</p> <p>Topic Focus - Weather</p> <p>Topic Focus - I like / don't like</p>	<p>I can say different types of weather in Spanish using correct pronunciation.</p> <p>I can name the seasons in Spanish</p> <p>I can read weather and seasons in Spanish</p> <p>I can ask and answer what the weather is like</p> <p>I can write about the weather and seasons in Spanish</p>	<p>I can say 'I like' and 'I don't like' in Spanish</p> <p>I can ask someone about their likes and dislikes.</p> <p>I can read and write sentences about likes and dislikes. (link back to the subjects they have learnt about, likes and dislikes about school subjects, weather, animals and include new vocab relating to sport)</p>	<p>Assessment</p>
	<p>Key Knowledge</p> <p>Weather: el tiempo or el clima</p> <p>Sun: el sol</p> <p>Clouds: las nubes</p> <p>Rain: la lluvia</p> <p>Thunder: el trueno</p> <p>Lightning: el relámpago</p> <p>Fog: la niebla</p> <p>Snow: la nieve</p> <p>Wind: el viento</p> <p>Storm: la tormenta</p> <p>Rainbow: los arco iris</p> <p>Breeze: la brisa</p> <p>el invierno — winter</p> <p>la primavera — spring</p> <p>el verano — summer (Another word for summer, el estío, has mostly literary use.)</p> <p>el otoño — autumn</p> <p>What's the weather like today?: ¿Qué tiempo hace hoy?</p> <p>How is the weather today?: ¿Cómo está el clima hoy? or ¿Cómo está el tiempo hoy?</p> <p>Hace calor. = It is hot.</p> <p>Hace frío. = It is cold.</p> <p>Hace fresco. = It is cool.</p> <p>Hace buen tiempo. = The weather is nice.</p> <p>Hace mal tiempo. = The weather is bad.</p> <p>Está nublado. = It is cloudy.</p> <p>Está soleado. = It is sunny.</p>	<p>Key Knowledge</p> <p>¿Te gusta...? (Do you like?)</p> <p>likes / dislikes = me gusta / no me gusta</p> <p>me gusta / no me gusta jugar = I like / don't like playing</p> <p>Me gusta / no me gusta observar = I like / don't like watching</p> <p>Sports (and sportswear) - Deportes</p> <p>Soccer/Football - El fútbol</p> <p>Basketball - Baloncesto</p> <p>Cycling - Ciclismo</p> <p>Camping - Campamento</p> <p>Fishing - Pesca</p> <p>Running - Correr</p> <p>Karate - Kárate</p> <p>Cricket - El críquet</p> <p>Racing - Carreras</p> <p>Gymnastics - La gimnasia</p> <p>Golf - El golf</p> <p>Badminton - El bádminton</p> <p>Wrestling - La lucha grecorromana</p> <p>Skateboarding - El skateboarding</p>	<p>Key Knowledge -</p>

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	Está despejado. = It is clear.						
	New Vocabulary - See Key Knowledge						
<p>Music</p> <p>Topic Focus – Pop ballads and Hip Hop</p>	<p>NC Objective - Appreciate and understand a wide range of music drawn from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory.</p> <p>Improvise and compose music.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory.</p> <p>Improvise and compose music.</p>	<p>NC Objective - Improvise and compose music.</p>	<p>NC Objective - Improvise and compose music.</p>	<p>NC Objective - Play and perform in solo and ensemble contexts, using their voices and instruments with increasing accuracy, fluency, control and expression.</p>
	<p>Key Knowledge - Pupils to analyse a piece of music from a certain genre to help build their musical vocabulary and evaluating skills.</p>	<p>Key Knowledge - Children to find the pulse, rhythm of the tune, answer questions about the piece and be confident in humming the tune before attempting to play a section.</p>	<p>Key Knowledge - Children to find the pulse, rhythm of the tune, answer questions about the piece and be confident in humming the tune before attempting to play a section.</p>	<p>Key Knowledge - Children to be confident in playing a section before having a go at playing the whole tune, they could add in their own bits too – following the correct structure.</p>	<p>Key Knowledge Knowledge of the structure of the pop ballad tunes in order to compose their own.</p>	<p>Key Knowledge Knowledge of the structure of the pop ballad tunes in order to compose their own.</p>	<p>Key Knowledge Being able to perform and share their piece and reflect upon their performance.</p>
	<p>Revisited Vocabulary – Pop ballad, hip-hop, pulse, temp, pitch, beat, rhythm, notes, tune, chorus, solo.</p> <p>New Vocabulary – Improvisation, compose, reflection.</p>						