

Year 5 Spring Term

All subjects are directly linked to the National Curriculum's programmes of study.

Gifted Greeks

MFL	PSHRE	PE	Music	Computing
<p>Subject Endpoints</p> <p>Skills Participate in a short conversation. Understand and express simple opinions. Pick out some detail from short spoken passages. Use a model to make a short presentation. Read and understand some of the main points of a text. Understand how a simple sentence is written. Write words, phrases and a few sentences using a model.</p> <p>Knowledge List some similarities and differences between contrasting localities. Understand how symbols/products/objects can represent the culture(s) of a country. Recognise how aspects of the culture become incorporated into the lives of others.</p>	<p>Relationships - Be Yourself</p> <p>Subject Endpoints</p> <p>Skills Children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. To recognise situations where they need to make positive choices in order to do the right thing. Explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure.</p> <p>Knowledge How to be confident and how to manage uncomfortable feelings. Investigate how to make things right when they make a mistake.</p>	<p>Indoor Athletics (Sportshall Athletics)</p> <p>Subject Endpoints:</p> <p>Skills To develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Knowledge Compete with other children working at a similar level. Develop an understanding of how to improve in different physical activities.</p> <p>Dance</p> <p>Subject Endpoints:</p> <p>Skills Explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style. Respond physically to a range of stimuli, particularly musical accompaniment. To copy and adapt different step patterns and gestures on own, with a partner and in a group.</p> <p>Knowledge To confidently perform dances with a range of movement patterns. To communicate with other children in order to create and refine performances.</p>	<p>Make You Feel My Love Make You Feel My Love by Bob Dylan – Adele version</p> <p>Subject Endpoints</p> <p>Skills Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</p> <p>Knowledge Continue to identify musical styles through learning about their style indicators and the instruments played. Find the pulse confidently and innately, of the music listened to and understand what that means. Use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Include tempo, dynamics, timbre, texture and structure if possible.</p>	<p>Programming</p> <p>Subject Endpoints</p> <p>Skills Break down a problem into its smaller steps. Plan what needs to be written for each stage. Write a computer program with several steps in order to achieve a goal. Debug a program after testing it. Use a variable and relational operators within a loop. Plan what needs to be written for each stage. Design solutions by decomposing a problem and creating a sub-solution for each of the parts. Know that different solutions exist for the same problem. Know the difference between, and appropriately use, 'if' and 'if, then and else' statements.</p> <p>Knowledge Design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs. Work with variables and various forms of input and output.</p> <p>Finding Out</p> <p>Subject Endpoints</p> <p>Skills Use the 'how many' tool. Create simple formulae that use different variables. Create charts using appropriate data to interpret and answer a specific question. Create a spreadsheet to answer a mathematical question and solve real-life problems.</p> <p>Knowledge Collect, analyse, evaluate and present data and information. Identify and collect appropriate data to answer my questions. Interrogate a database using sensible questions.</p> <p>Online Safety We follow 'Education for a Connected World'.</p> <p>Copyright and Ownership</p> <p>Subject Endpoints</p> <p>Skills To have strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p> <p>Knowledge Know how personal online information can be used, stored, processed and shared. Develop both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>

