Year 5 - Spring 2

He Is Risen!

Christian Value
Respect

Description:
This topic uses the Easter story as a means to explore the theme of resurrection. The children will have an opportunity to express their thoughts and ideas in many different creative ways, culminating in the leading of the school's Easter service.

Hook:
RE focused week to explore the Easter story and the concept of salvation, making links to 'The Lion, The Witch and The Wardrobe' through reading the book and watching the film.

SMSC: Leading an Easter Service to the Junior school reflecting on the Christian festival of Easter. Learning about the important of Easter in Christian communities and how it creates a sense of belonging and brings people together.

Oracy: Performing, entertain and inform the Junior School community during our Easter Service. Children will develop their skills to project their voice and stand infront of an audience.

Quality texts to inspire us:

- The Lion, The Witch and The Wardrobe - CS Lewis Easter
- The Service - Play script
- Song - Do you hear the people sing.

Emotional Wellbeing:

The Empowerment Approach

- The children will learning about the different chemicals in their brain and how they can get their 'daily dose' to feel good.

Trick Box

- • Floating Cloud
- • Big No
- • Break Through .

Outcome: The Easter Service for parents/carers and school to appreciate.

As readers, we will:

- Identify the themes and conventions of a classic adventure text using 'The Lion, The Witch and The Wardrobe'.
- Comparing the film and the text
- Write a range of formal and informal persuasive texts as a range of characters from the story. Children will think about persuasive language to persuade others to listen to their viewpoint.
- Discuss and evaluate how the author uses language to impact the reader
- Developing inference skills, thinking about the characterisation and the intended outcomes from different chracters actions.
- Discussing the impressions of different characters

As writers, we will:

- Draw upon our understanding of authors' use of language to persuade. For example, when writing as the White Witch.
- Use persuasive writing techniques including modal verbs to write a speech from the point of view of Mr Beaver
- Developing understanding of punctuation when writing complex sentences using parenthesis to punctuate relative clauses.
- continuing to develop an understanding of using hyphens for compound words, numbers and to clarify meaning e.g re-cover and recover.
- Further develop an understanding of clauses within a sentence

Continuing to embed the 8 word classes (noun, pronoun, adjective, verb, adverb, determiner, preposition, conjunction).

As mathematicians, we will:

- Working with decimals: read and write decimals, comparing them, understanding the link with fractions and calculating with them through addition and subtraction.
- Understanding percentages: Compare quantities and find percentage of a number.
- Converting fractions to hundredths, both by expanding fractions and by simplifying them.
- exploring angles: measuring angles, the investigation of angles on a line/point and drawing angles, before moving onto using angles as a descriptor for common shapes. The chapter ends with pupils solving problems involving angles and investigating angles inside regular polygons.

As designers, we will:

- Evaluate a range of toolbelts and use their findings to design and make their own utility belt.
- Research and share opinions about the uses and practicalities of different toolbelts and for different purposes.
- Design their toolbelt thinking about purpose
- Work with a range of fastenings, clasps and belts
- Practise sewing using running stitch and back stitch to help make the pockets.
- Evaluate their product and think about what they might change or amend.

As British and global citizens, we will:

- **Lead the Junior School Easter Service at Bramshott Church**

Computing:
This unit looks at how a flat-file database can be used to organise data in records.
Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

RE - Salvation.
The children will outline the timetable of the 'big story' of the Bible and explain how incarnation and salvation fit within it. They will explain what Christians mean when they say that Jesus' death was a sacrifice. The children will make connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.

PE/ Games
Children will learn skills within Danish Longball, throwing with accuracy and acting decisively under pressure.
They will also build on their hockey skills from Autumn 1 with further lessons taught by a coach from Haslemere Hockey Club.

French:
The children will apply their knowledge of clothing vocabulary to design outfits appropriate for each season.
They will develop their intercultural understanding by investigating common French Easter traditions and work collaboratively to design and make a French Easter card.

Music
The children will respond independently to pitch changes heard in short melodic phrases, indicating with actions. They will copy short stepwise melodic phrases with accuracy. Children will play from stave notation using a small range and known rhythm notation. They will also explore and respond to changes in dynamics using the terms forte and piano.

PSHE
'Rights and Responsibilities' - Children will give examples of their rights and responsibilities they will have as they grow older, at home and at school. They will explain some of the wider rights and responsibilities they have such as to the community or the environment. Children will give examples of the things they are responsible for in keeping themselves healthy and explain why some people find it difficult to stick to these, giving ideas to help overcome these blockers. They will learn about councils and the decisions they have to make about how money is spent on things we need in the community. Children will give examples of how this spending might be popular or unpopular with different people in the community.