

Year: 5

Term: SPRING 2

Learning
Challenge
question

Will we ever send another human to the
moon?

MTP

	Maths	English			Science - Earth and Space			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	Year 5 - spring 1: - Equivalent fractions - Sequencing and comparing fractions - Mixed numbers and improper fractions	VIPERS AUT NFER Assessments Specific strategies such	Year 4 Wishing story Michael Rosen's Chocolate Cake	Hot seating in previous units (e.g. newspaper writing)	Spring 1: Forces(gravity)			

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	<ul style="list-style-type: none">- Adding and subtracting fractions- Common denominator- Simplify fractions	as skimming and scanning Year 5: Front cover reveals; using their inference and prediction skills	Setting descriptions <u>Year 5</u> Personification and similes Powerful adjectives and verbs					
Pre & post assessments	White Rose Maths assessments for pre and post learning.	Weekly independent comprehensions	Cold Write 12 alien planets- design your own planet with aliens Hot Write One evening, you spot a UFO... fantasy story		Children label a blank diagram of the Solar System with as much information as they know. Vocabulary added to window(phase/orbit/spherical)			

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Unit assessment	White Rose Maths Assessments Independent learning slides in lesson Independent work in books NFER Spring assessments	NFER Spring assessments (last week) Weekly independent comprehensions	Short burst writing using GAP skills Space Poems NFER Spring assessments (last week)	Hot seating images from a fantasy				
1	LQ: How do I add fractions with different denominators?	Banksy 'A Work of Art' (Fiction) LQ: How do I explore and	Hook- Explore and design the alien planets		Lesson 1:Hook: how big is the Solar System? Pre unit task: What do I already know			

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	<p>LQ: How Do I add fractions to create mixed numbers?</p> <p>Post Unit Assessment: Fractions.</p> <p>Pre-unit assessment: Multiplying fractions, finding fractions of an amount</p>	<p>understand new vocabulary?</p> <p>LQ: How do I verbally answer vocabulary, retrieval and inference questions?</p> <p>LQ: How do I answer vocabulary, retrieval and inference questions?</p> <p>Unseen comprehension</p> <p>Book Talk</p>	<p>Cold write- sci-fi fantasy story</p> <p>What actions can we create for 'Alien'?</p> <p>What emotions do the main characters feel throughout the story?</p>		<p>about our solar system?</p> <p>Can I explain the movement of the Earth and other planets relative to the Sun?</p>			
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2	<p>How do I multiply unit-fractions by an integer?How do I multiply non-unit fractions by an integer?</p> <p>How do I multiply mixed numbers by an integer?</p>	<p>The Solar System (Non-fiction)</p> <p>LQ: How do I explore and understand new vocabulary?</p> <p>LQ: How do I verbally answer retrieval, explanation and prediction questions?</p>	<p>How can drama help me understand the story of 'Alien' further?</p> <p>What features are in a good sci-fi fantasy story? Make a toolkit</p> <p>What is a relative clause?</p> <p>What are prepositions and</p>		<p>How would I describe the Sun, Earth and Moon?(using the term spherical)</p> <p>What are the phases of the moon?</p> <p>Can I explain the movement of the</p>			

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	Fluency lesson (multiplying fractions) How do I calculate fractions of an amount?	LQ: How do I answer retrieval, explanation and prediction questions? Unseen comprehension Book Talk	how can they be used? (Short burst writing)		Moon relative to the Earth?			
3	How can fractions be used as operators? Post - unit assessment Decimals and percentages - pre-unit assessment	The Moon (Poetry) LQ: How do I perform a poem confidently? LQ: How do I verbally answer vocabulary, inference and	How can we box up a sci-fi fantasy story? What does a good sci-fi fantasy story need to include? (idea generating lesson)		Why do we have day and night? Why do we have seasons?			

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	What are numbers to 2 decimal places?	explanation questions? LQ: How do I answer vocabulary, inference and explanation questions? Unseen comprehension Book Talk	What will my sci-fi fantasy story look like? Hot write- How do I write my own sci-fi fantasy story?					
4	NFER - Assessments Arithmetic Test 1	NFER Assessment	Hot write- How do I write my own sci-fi fantasy story? Hot write- How do I write my		What were the Moon Landings? Can I create a model solar system?			

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	Test 2		own fantasy story?					
5	What are decimals as fractions? (lesson 1)	The Hobbit (Fiction) LQ: How can I predict the	How do I edit and improve my writing? Publishing		Can I research the planets in our solar system? Including length of orbit.(Research			

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	<p>What are decimals as fractions? (lesson 2)</p> <p>What are thousandths?</p> <p>What are thousandths as decimals?</p>	<p>meaning of books by inferring from front covers?</p> <p>LQ: How do I explore and understand new vocabulary?</p> <p>LQ: How do I verbally answer inference, prediction and summarising questions?</p> <p>LQ: How do I answer inference, prediction and summarising questions?</p>	<p>How do I plan my own space poem?</p> <p>Writing Space Poems</p>		<p>Using secondary sources)</p> <p>Will we ever send another person to the moon?</p>			
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		Book Talk						
End of unit assessment	White Rose Assessments NFER - Spring assessments	NFER - Spring assessments	Hot Write- sci-fi story Space Poems written		Post Unit: Can children correctly use terms: orbit, rotate, spherical to describe the motion of Earth, Moon and planets? Can they describe the phases of the moon and the reason for night and day?			

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	Geography	History	DT	Art	Computing We Are Game Developers.	PSHE Healthy Lifestyles
Prior Learning	KS1: Moon landing, seasons	KS1: Moon landing		Year 4: Still life Using different materials Texture Pattern Drawing Painting	Year 4: We Are Software Developers.	Thinking back to the height of COVID-19 and how we stayed safe and healthy. How did we minimise the spread of infection? Why were vaccines introduced?

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Pre & post assessments					What computer games do you know? How are they created?	
					What key points do game developers have to consider?	
Unit assessment				Week 4 & 5: expressive still life artwork		
1				What might an expressive painting look like?	Can I plan a computer game algorithm?	How can we stop the spread of infection? What is a vaccine? How do vaccines work?

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2				How can I mix colours to make an expressive painting?	Can I use Scratch to create a background, costumes and sounds for my game design?	Why are vaccines important?
3	Seasons work - link to KS1, revisit			How do old masters use brushwork in expressive paintings?	How can I create movement for my sprite?	-
4	How did the geography of Russia and The USA influence the Space Race?	When were the moon landings?		Trip - Art work for still life	Can I debug my game?	-

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5				How can I use expressive painting to make my own Space painting?	How could I improve my game design?	-
End of Unit assessment				Children will have taken inspiration from different expressive artists to create their own Space-inspired painting. Children will experiment with colour mixing and different brush strokes to create their artwork.	Children will be able to: · Create images and sounds for use in their game Use sequences of instructions Detect errors in their game Create an algorithm for a game.	

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	Music Looping and Remixing	RE If God is everywhere, why go to a place of worship?	PE		Languages
			Games	Dance / Gymnastics	
Prior Learning	Year 5 - Learnt to play chords on the keyboards and put together a sequence, sequence was looped	Year 4: Religious Festivals, Life milestones: Baptism, bar Mitzvah, Samskaras, marriage	Children will have a good understanding of the game of Basketball from previous years. They will know basic rules and have the ability to pass, shoot and dribble.	Year 5 - AUT2 - Dance unit - Space dance - canon - timing - pace - motif - beat of 8	Year 5, Spring 1: Colours and adjectives

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Pre & post assessments	What do we already know? Introduce key vocabulary for the unit.	What are the names of the places of worship of Christians/Jews/Muslims/Hindus/Sikhs?	Week 1: Set the children up into a small sided game and see what prior learning has been shown	Week 1 - bring in some key V.I.V from previous learning - e.g. motif/canon Can the children verbally explain these terms? Can they show them?	What vocabulary do I already know linked to the planets? E.g. colours and adjectives
	Quiz on looping and remixing Children's own performances	What new knowledge can children now add to pre-unit task(purple pen)?	Week 5: Set the children back into small-sided games and then see the difference between week 1 and 5. Have the children gained a further understanding and be able to showcase some new skills in their games.	Week 5 - end of unit dance performance	Planet creation
Unit assessment	Quiz on looping and remixing Children's own performances	Kagan activities Independent work End of unit-assessment	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis. Apply basic principles suitable for attacking and defending	Partner work Group work Verbally speaking about performances - What worked well?/What could be better?	Planet creation Speaking and listening activities planned throughout every lesson

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			Develop flexibility, strength, technique, control and balance		
1	International languages week	What is a place of worship?	The children are to familiarise themselves with the Basketball dribbling at speeds and keeping the ball under control. LQ: How do you dribble a Basketball and keep it under control?	LQ: How can I create a motif based around a theme? Children are going to explore different ways to move by incorporating space. They will explore this individually and work in small groups. Then, the whole class will create a motif to represent space	International languages week - Poland
2	What are body percussions loops?	What is a Muslim place of worship?	Children are going to further explore the triple threat position. Performing this skill every time they receive the ball and making the right decision (pass, dribble or shoot). LQ: When you receive the ball what are the three things you can do?	LQ: How can I show different levels, pathways and direction when I travel? In small groups children will come up with a travelling sequence	How can I ask and answer questions about someone's identity?

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3	How can we mix loops?	What is a Hindu place of worship?	The children are to develop a further understanding on how to send and receive a ball, whilst moving towards a Basket. Progression, introduce defenders for the group to get past (3v1). LQ: What should the ball carrier have at all times during a game?	LQ:How can I translate images into actions to communicate meaning? Children will develop their dance sequence further	What are the names of planets in Spanish? What adjectives can I use to describe them?
4	How can I play a melody line accurately and fluently?	What is a Christian place of worship?	Children are to further explore keeping possession of the Basketball playing games of 3v1 and 2v1. Children are to create spaces in order to receive passes. LQ: What shapes do we make when keeping possession of the ball?	LQ: How can I use canon and , formation changes to improve our ideas? Children will develop their dance sequence further	What information can I read and understand about planets?
5	What is meant by remix?	What is a Jewish place of worship?	Children are going to develop their shooting skills increasing intensity of opponent pressure throughout. Also, the children will change the angle of their shot to make it more	Showcase... Children will perform their dance routines to each other and share their success on seesaw. Once they have finished their dance routines they will	What imaginary planet can I create? How will I describe it?

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			<p>realistic. LQ: When shooting from an angle what can you aim for?</p> <p>The children will move into 7v7 games and further develop rules from an attacking/ defensive perspective. LQ: Name 3 rules whilst attacking and defending</p>	<p>evaluate each other's routines and vocalise their thoughts on the topic.</p>	
End of Unit Assessment	<p>Quiz on looping and remixing</p> <p>Children's own performances</p>	<p>Know that the places of worship for Christians, Jews,Hindus and Muslims are: church, synagogue,mandir and mosque.</p> <p>Identify similarities and differences between them.</p>	<p>All children should have a good understanding of how to play the game and be able to demonstrate. In addition, they should be able to list enhanced rules when attacking and defending.</p>	<p>All children will take part in an end of unit performance. Their performance will showcase the skills learnt. They will evaluate their performance.</p>	<p>Creation of own planet - labelled in Spanish</p>