Year 5 Spring 2

Sparks might fly

Children will be learning about electricity, linking it to the local house of Cragside, a DT project in lighthouses, alongside a computing unit on webpages.

Grange View C.E Primary School

KUW— Knowledge based objectives
Scientist focus: Mildred S Dresselhaus
(Rechargeable batteries)
KUW— Knowledge based objectives
Science—
To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
To compare and give reasons for variations in how components functions, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
To use recognised symbols when representing a simple circuit in a diagram

History -
A local history study (on Cragside)
A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
RE - Unit U2.5 What do Christians believe Jesus did to 'save' people?
See separate planning

Communication Language and Literacy
Biography
Reading, studying and then writing own biography using research on their own chosen person.
Recount: diary
Reading, studying and then writing own diary text.
Speaking and listening: to learn, recite and perform lines for the Christmas play with confidence, clarity and expression.

ICT—Creating media—Web Page Creation (IT)
select, use and combine software to create a range of programs, systems and content to accomplish a given goal
evaluating and presenting data and information
Digital Literacy: Managing online information / Online reputation

Week 1 and 2
Literacy - Biography (3 weeks)
ICT— What makes a good website?
Science—What do you remember about electricity?
DT—What do you know about lighthouses?
Monday 10th March—STEM WEEK
Taking part in If you were an engineer, what would you do? Competition

Week 3 and 4
Literacy - Diary (2 weeks)
ICT— Becoming a web designer
DT — Can you design a circuit for inside a lighthouse?
Science—Can you draw the symbols of a circuit in a diagram?
History—What is Cragside? Why is it important?
ICT— Copyright or Copywrong?
DT—Can you design a lighthouse?
Science—How do more cells affect a circuit?
History- Who were the people that lived at Cragside?
Sunday 30th March—Mothers Day

Week 5 and 6
ICT— How does it look?
What are the inventions at Cragside?
Science—Will different wires affect a circuit?
Science— Making our lighthouses
ICT— Follow the breadcrumbs
Science—Can fruit power a circuit?
Easter service and preparations

Creative Development
Artist spine: Bridget Riley— 'Blaze' and 'Glory'

DT -
To design, make and evaluate a lighthouse

- use research and develop design criteria to inform the design of innovative, functional item that are fit for purpose
- generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams
- select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Mathematical Development
Decimals and percentages
Know decimals up to 3 places, recognise equivalent decimals and fractions, order and compare decimals, rounding to the whole number, understanding percentages, recognising them as decimals and fractions, equivalent decimals, percentages and fractions
Perimeter and area
Perimeter of rectangles, rectilinear shapes and polygons, area of rectangles and compound shapes, estimating area
Statistics
Drawing, reading and interpreting line graphs, reading and interpreting trables, two way tables and timetables
Fridays fluency: To develop times table fluency and recap skills

MFL—French—' The Date
Say months of the year
Say when their birthday is
Birthday survey

Arts specific learning (Y5):

DT: Technical knowledge— electricity systems
To design, make and evaluate a lighthouse

PSHE—Relationships

How can friends communicate safely?
- To understand what consent means
- To know how to seek, give and take back permission
- To recognise risk in friendships and how to stay safe
- How to respond to a friendship if it is making them worried, unsafe or uncomfortable

Physical Development

TUESDAY am
Newcastle Foundation:
Games: Ball and Nets games (Striking and fielding)

THURSDAY PM— Tradition dance

Key
Outside environment
Multiculturalism
Arts