

Engage:

Express:

Literacy

Spoken Language:

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Participate in discussions, presentations, performances, role play, improvisations and debates

Reading:

Retrieve and record information from non-fiction
Identify how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Writing:

Note and develop initial ideas, drawing on reading and research where necessary

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action

Using the perfect form of verbs to mark relationships of time and cause

Using expanded noun phrases to convey complicated information concisely

Physical Development

Dodgeball:

Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

Learn how catch a ball in different situations such as standing still and whilst on the move.

Learn how to effectively find and create space for yourself and others

Learn how to move their feet quickly and effectively to dodge any dodgeballs and learn accuracy of shots.

Understand the basic rules of Dodgeball

Personal, Social and Emotional Development

PSCHE: *What decisions can people make with money?*

Learn how people make decisions about spending and saving money and what influences them

Know how to keep track of money so people know how much they have to spend or save

Understand how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans)

Learn how to recognise what makes something 'value for money' and what this means to them

Know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

R.E.: *Christianity - How significant is it for Christians to believe God intended Jesus to die?*

Question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

Give examples of someone with a strong sense of purpose for their life and give our opinions on this.

Begin to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

Express opinions about Jesus' crucifixion being his destiny/purpose.

SPRING TERM 2 Objectives Stargazers Year 5

Mathematics

Please see the termly Success and Challenge cards.

Languages

Clothes

Learn nouns for items of clothing.

Describe clothing using colours and see how the spelling of colours can change.

Write a description of an outfit of their choosing.

Explore the verb 'to wear'

Understanding of the World

Geography: Skills and Fieldwork

Use maps, atlases, globes and digital mapping to locate countries and describe features studied

History:

Study an aspect or theme in British history that extends pupils' chronological knowledge – space travel.

Science: Earth and Space

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Computing: Digital literacy - iWeb

Use advance search functions in Google (quotations).

Understand websites such as Wikipedia are made by users

Use strategies to check the reliability of information (cross check with another source such as books).

Use their knowledge of domain names to aid their judgment of the validity of websites.

Expressive Art and Design

Design and Technology:

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Music:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music.