



# Merton Bank Spring 2 plan - Year 5



<u>Subject</u>	Anglo Saxons and Vikings	
	National Curriculum	Activities
History	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied.</li> <li>• Use relevant terms and period labels.</li> <li>• Make comparisons between different times in the past.</li> <li>• Study different aspects of different people - differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of life with the same aspect in another period.</li> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Offer some reasons for different versions of events</li> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding.</li> </ul>	
Art	<ul style="list-style-type: none"> <li>• Explain choices of tools / materials using annotation reflecting on prior knowledge / experimentation</li> <li>• Annotation preference notes give reasons and show progression as a result of self and peer evaluation.</li> </ul> <p><b>Artists - Marriane Crossle</b></p> <ul style="list-style-type: none"> <li>• Experimenting with joining fabrics and adding embellishments both with fabric glue and stitched embellishments.</li> <li>• To begin developing cross stitch to create patterns.</li> </ul>	
Geography	<ul style="list-style-type: none"> <li>• Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Locate the world's countries, using maps to focus on the Historical region chosen, concentrating on environmental regions, key physical &amp; human characteristics, countries, and major cities</p>	

Computing	<p><b>TECHNOLOGY IN THE WIDER WORLD - COMPUTER NETWORKS</b></p> <ol style="list-style-type: none"> <li>1. To describe different parts of the internet and web pages and how they may be interlinked</li> <li>2. To describe the ways in which websites advertise their products to me</li> <li>3. To find out who the information on a webpage belongs to</li> <li>4. Understand the origin and purpose of some sites e.g. political/ religious/ sales motivation</li> <li>5. To recognise and evaluate different types of information I find on the World Wide Web</li> <li>6. To use a search engine to find appropriate information and check its reliability</li> <li>7. Use Google Earth and Maps to find specific locations</li> <li>8. To understand what a computer network is and what it might be used for To understand what cloud-based storage is</li> </ol> <p><b>ONLINE SAFETY - ONLINE BULLYING</b></p> <ul style="list-style-type: none"> <li>• I can recognise when someone is upset, hurt or angry online</li> <li>• I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone</li> <li>• I can explain how to block abusive users</li> <li>• I can explain how I would report online bullying on the apps and platforms that I use</li> <li>• I can describe the helpline services who can support me and what I would say and do if I needed their help</li> </ul> <p><b>ONLINE SAFETY - PRIVACY AND SECURITY</b></p> <ul style="list-style-type: none"> <li>• I can create and use strong and secure passwords</li> <li>• I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</li> <li>• I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</li> </ul>	
DT	Create a Viking Longboat	
Science	<p><b>FORCES</b></p> <ul style="list-style-type: none"> <li>• Can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Can identify the effects of air resistance, water resistance and friction that act between moving surfaces</li> <li>• Recognises that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
Music	<ul style="list-style-type: none"> <li>• Classroom Jazz</li> <li>• Singing</li> <li>• Appraising</li> <li>• Improvising</li> </ul>	
PSHE	<p><b><u>Drugs and Alcohol</u></b></p> <p><b><u>Developing a healthy, safer lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Know that drugs can be legal/ illegal and that they have effects and risks</li> <li>• Begin to make choices and decisions about issues affecting their health and well being</li> </ul> <p><b><u>Preparing to play an active role as citizens</u></b></p> <ul style="list-style-type: none"> <li>• Identify the bias in media reporting</li> </ul>	

PE	<p><b><u>Invasion Games</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of handling skills and techniques for passing, controlling, dribbling and scoring, as well as being able to evaluate some techniques.</li> <li>• Use marking, tackling and interception to improve the overall defence of the game</li> <li>• Use attacking skills when necessary but begin to show signs of understanding team play and when to keep possession.</li> <li>• Begin to understand their position within the game and how this contributes to defending and attacking.</li> <li>• Begin to use and interpret the rules to their advantage.</li> </ul> <p><b><u>Football</u></b></p> <ul style="list-style-type: none"> <li>• I can communicate with my team and move into space to keep possession and score.</li> <li>• I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can often make the correct decision of who to pass to and when.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I can use tracking and intercepting when playing in defence.</li> <li>• I know what position I am playing in and how to contribute when attacking and defending.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> <li>• I understand the rules of the game and I can use them most of the time to play honestly and fairly.</li> <li>• I understand there are different skills for different situations and I am beginning to apply this.</li> </ul>	
RE	<p><b><u>Focus Question: Christianity - What do we mean by a miracle?</u></b></p> <ul style="list-style-type: none"> <li>• This unit enables pupils to explore what the Christian belief in Jesus as ‘fully human and fully divine’ means.</li> <li>• They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature.</li> <li>• They might also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus.</li> <li>• Pupils should have opportunities to discuss why some people believe in miracles and why others do not.</li> <li>• In the context of Christianity, they should understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus.</li> <li>• Pupils will investigate why some Christians might want to travel to a place associated with a miracle.</li> <li>• They should reflect on the impact of bringing beliefs to life by standing in the place where an important event is believed to have happened.</li> <li>• They should consider the meaning of the word faith and the experiences that might strengthen the faith of a believer.</li> </ul>	