

**At Knights Enham Junior School we provide...**

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

**'Together We Achieve'**

## Year 5 Spring Medium Term Planning Overview



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Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English &amp; Maths</b>	See Separate Subject Overview					
<b>Science</b>		<b>Materials</b> I can compare materials based on their properties. NC: objective 4	<b>Materials</b> I can investigate which material is the best insulator. Working scientifically: taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate NC: objective 4	<b>Materials</b> I can investigate the strength of different types of paper. NC: objective 7	<b>Materials</b> I can compare the properties of materials Working scientifically: reporting and presenting findings from enquiries, including conclusions. NC: objective 7	
<b>History</b>	<b>Ancient Greeks</b> I can discover more about the Ancient Greeks who lived over 2,500 years ago NC: objective 8	<b>Ancient Greeks</b> I can discover more about the Ancient Greeks who lived over 2,500 years ago NC: objective 8	<b>Ancient Greeks</b> I can investigate what can we work out about everyday life in Ancient Athens from the pottery evidence that remains NC: objective 8	<b>Ancient Greeks</b> I can determine why was Athens able to be so strong at this time NC: objective 8	<b>Ancient Greeks</b> I can tell more about the Ancient Greeks from their interest in the theatre and festivals like the Olympics NC: objective 8	<b>Ancient Greeks</b> I can interpret how the Ancient Greeks influenced our lives today NC: objective 8
<b>RE</b>	<b>Peace - Inquire</b> - I can explain the meaning of Peace <b>Assessment</b>	<b>Peace - Contextualise</b> - I can explain how Muslims find peace in Islam	<b>Peace - Evaluate</b> - I can explain the importance of Peace to Muslims	<b>Peace - Communicate</b> - I can explain what I think about Peace	<b>Peace - Apply</b> - I can explain how peace makes me and others feel	
<b>Computing</b>	<b>E-safety</b> An e-safety lesson appropriate for your class NC: objective 7	<b>Coding: Scratch - Space Junk Game</b> I can discuss how a game works <a href="#">LINK</a> NC: objective 1 NC: objective 2	<b>Coding: Scratch - Space Junk Game</b> I can control a sprite using input <a href="#">LINK</a> NC: objective 1 NC: objective 2	<b>Coding: Scratch - Space Junk Game</b> I can use collision detection <a href="#">LINK</a> NC: objective 1 NC: objective 2	<b>Coding: Scratch - Space Junk Game</b> I can add a timer to a game <a href="#">LINK</a> NC: objective 1 NC: objective 2	<b>Coding: Scratch - Space Junk Game</b> I can add 2 player functionality <a href="#">LINK</a> NC: objective 1 NC: objective 2
<b>Art/DT</b>	<b>Art - every picture tells a story</b> NC: objective 4 I can analyse the effects of pointillism	<b>Art - every picture tells a story</b> NC: objective 4, 1 I can analyse the effects of tessellation	<b>Art - every picture tells a story</b> NC: objective 4 I can analyse the effects of collage	<b>D &amp; T - baking</b> NC: objective 'Design' 1,2 'Cooking and nutrition' 12, 14 I can design a bread product with support and guidance.	<b>D &amp; T - baking</b> NC: objective 'Make' 3 I can make my bread product based on my design.	<b>D &amp; T - baking</b> NC: objective 'Evaluate' 7 I can evaluate my bread product. I can discuss improvements for my design.

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<b>French</b>	<b>Going Shopping Fruit</b> To express an opinion. To write sentence answers to a question using qualifiers. <b>NS Objective 3 &amp; 10</b>	<b>Going Shopping Vegetables</b> To change the French word for 'the' to the French word for 'some' <b>NS Objective 12</b>	<b>Going Shopping Clothes</b> To use adjectives to describe nouns. To answer questions in a complete sentence. <b>NS Objective 4 &amp; 12</b>	<b>Going Shopping Where Can I buy?</b> To answer questions in a complete sentence. <b>NS Objective 4</b>	<b>Going Shopping French Money</b> To ask and answer questions in French. <b>NS Objective 3</b>	<b>Going Shopping Let's Go Shopping!</b> To take part in role play, speaking French. <b>NS Objective 3</b>
<b>PSHE</b>	<b>Keeping safe: <u>Spot bullying</u></b> I can demonstrate strategies to deal with bullying <b>SCARF 6, SCARF 7</b>	<b>Keeping safe: <u>Play, Like, Share</u></b> I can understand how to stay safe online <b>SCARF 6, SCARF 7</b>	<b>Keeping safe: <u>Decision dilemmas</u></b> I can recognise and think about how to deal with risky situations <b>SCARF 6, SCARF 7</b>	<b>Keeping safe: <u>Ella's diary dilemma</u></b> I can suggest ways of standing up to someone who gives a dare. <b>SCARF 6, SCARF 7</b>	<b>Keeping safe: <u>Vaping: healthy or unhealthy?</u></b> I can talk about the risks around vaping <b>SCARF 6, SCARF 7</b>	<b>Keeping safe: <u>Would you risk it?</u></b> I can talk about some of the emotional risks around smoking and alcohol <b>SCARF 6, SCARF 7</b>
<b>PE</b>	<b>Outdoor – Hockey</b> I can correctly hold a hockey stick showing confidence with controlling the ball. <b>NS Objective 1,2</b> <b>Tri-Golf –</b> I can use a golf club. <b>NS Objective 2</b>	<b>Outdoor – Hockey</b> I can apply a push pass accurately in a game situation <b>NS Objective 1,2</b> <b>Tri-Golf –</b> I can understand where to stand safely when playing Tri-Golf games. <b>NS Objective 2</b>	<b>Outdoor – Hockey</b> I can confidently perform a jab tackle in hockey <b>NS Objective 1,2</b> <b>Tri-Golf –</b> I can control the length of the ball with a golf club. <b>NS Objective 2</b>	<b>Outdoor – Hockey</b> I can apply basic skills for defending and attacking <b>NS Objective 1,2</b> <b>Tri-Golf –</b> I can control the distance of the ball using both putter and chipper. <b>NS Objective 2</b>	<b>Outdoor – Hockey</b> I can apply skills in a competitive game situation <b>NS Objective 1,2</b> <b>Tri-Golf –</b> I can develop control of the chipper and putter. <b>NS Objective 2</b>	<b>Outdoor – Hockey</b> I can create my own games using knowledge and skills. <b>NS Objective 1,2</b> <b>Tri-Golf –</b> I can control the distance of the ball in the air using a chipper. <b>NS Objective 2</b>
<b>Music</b>	<b>Charanga Exploring Key &amp; Time signatures</b> How does Music improve our world? Step 1 – Freedom Is Coming (p1) <b>NC: Objective 1</b> <b>NC: Objective 2</b> <b>NC: Objective 5</b>	<b>Charanga Exploring Key &amp; Time signatures</b> How does Music improve our world? Step 2 – Freedom Is Coming (p2) <b>NC: Objective 1</b> <b>NC: Objective 2</b>	<b>Charanga Exploring Key &amp; Time signatures</b> How does Music improve our world? All over again (p1) <b>NC: Objective 1</b> <b>NC: Objective 2</b>	<b>Charanga Exploring Key &amp; Time signatures</b> How does Music improve our world? All over again (p2) <b>NC: Objective 1</b> <b>NC: Objective 2</b>	<b>Charanga Exploring Key &amp; Time signatures</b> How does Music improve our world? Do you ever wonder? <b>NC: Objective 1</b> <b>NC: Objective 2</b>	<b>Charanga Exploring Key &amp; Time signatures</b> How does Music improve our world? Assessment Checkpoint <b>NC: Objective 1</b> <b>NC: Objective 2</b>
<b>Collective Worship</b>	New Year New start	Spring	School Values	Collaboration	Respect	Mental Health Week Internet Safety Day

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Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English & Maths	See Separate Subject Overview					
Science		<b>Materials</b> I can investigate which materials are soluble. Working scientifically: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  NC: objective 5	<b>Materials</b> I can plan and investigate ways to separate materials.  NC: objective 6	<b>Materials</b> I can identify reversible and irreversible changes  NC: objective 8 NC: objective 9	Review Knowledge grids.	
RE	<b>Resurrection - Inquire</b> - I can explain the meaning of Resurrection	<b>Resurrection - Contextualise</b> - I can explain the story of the resurrection <b>Assessment</b>	<b>Continue last weeks</b>	<b>Resurrection - Evaluate</b> - I can explain the importance of the resurrection to Christians	<b>Resurrection - Communicate</b> - I can explain what I think about resurrection	<b>Resurrection - Apply</b> - I can explain how peoples responses to the resurrection affect the way they live
Computing	<b>Coding: Catch the Dots Game</b> I can create a sprite  <a href="#">LINK</a> NC: objective 1 NC: objective 2	<b>Coding: Catch the Dots Game</b> I can clone a sprite  <a href="#">LINK</a> NC: objective 1 NC: objective 2	<b>Coding: Catch the Dots Game</b> I can add difficulty to a game  <a href="#">LINK</a> NC: objective 1 NC: objective 2	<b>Coding: Catch the Dots Game</b> I can add a high score to a game  <a href="#">LINK</a> NC: objective 1 NC: objective 2	<b>Coding: Catch the Dots Game</b> I can make the game more enjoyable  <a href="#">LINK</a> NC: objective 2 NC: objective 3	<b>Coding: Catch the Dots Game</b> I can add an interface to a game  <a href="#">LINK</a> NC: objective 2 NC: objective 3
Art/DT	D&T I can design a product for purpose.  NC: objective 'Design' 1,2	D&T I can create a product based on my design. (multiple lessons)  NC: objective 'Make' 3,4	D&T I can create a product based on my design. (multiple lessons)  NC: objective 'Make' 3,4	D&T I can create a product based on my design. (multiple lessons)  NC: objective 'Make' 3,4	D&T I can create a product based on my design. (multiple lessons)  NC: objective 'Make' 3,4	D&T I can evaluate my design.  I can review my own and others designs.  NC: objective 'Evaluate' 6,7 'Technical knowledge' 9
French	<b>Where in the World The United Kingdom</b>	<b>Where in the World Where Do They Speak French?</b>	<b>Where in the World The Equator</b> I can use an English/French	<b>Where in the World Continents</b> I can understand that because a continent is	<b>Where in the World Animals</b> I can speak in a complete sentence. To	<b>Where in the World Which Continent are They From?</b>

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	I can speak in a sentence to answer a question. <b>NS Objective 4 &amp; 10</b>	I can distinguish masculine and feminine nouns. To use the correct m/f preposition <b>NS Objective 12</b>	dictionary to translate from English to French. <b>NS Objective 9</b>	always feminine the preposition 'en' is always used for 'in'. <b>NS Objective 12</b>	use the past tense in a sentence. <b>NS Objective 4 &amp; 12</b>	I can write a sentence and adapt it to create a new sentence. To use pronouns. <b>NS Objective 10</b>
<b>PSHE</b>	<b>Rights and respect: <u>What's the story?</u></b> I can discuss issues currently in the media concerning health and wellbeing <b>SCARF 8, SCARF 9, SCARF 10</b>	<b>Rights and respect: <u>Fact or opinion?</u></b> I can understand what bias is and how it can change facts <b>SCARF 8, SCARF 9, SCARF 10</b>	<b>Rights and respect: <u>Mo makes a difference</u></b> I can think about the value of the work voluntary groups do <b>SCARF 8, SCARF 9, SCARF 10</b>	<b>Rights and respect: <u>Rights, respect and duties</u></b> I can talk about the differences between respect, rights and duties <b>SCARF 8, SCARF 9, SCARF 10</b>	<b>Rights and respect: <u>Spending wisely</u></b> I can understand what to consider before spending money <b>SCARF 8, SCARF 9, SCARF 10</b>	<b>Rights and respect: <u>Lend us a fiver!</u></b> I can understand some of the things involved with borrowing money. <b>SCARF 8, SCARF 9, SCARF 10</b>
<b>PE</b>	<b>Outdoor – Football</b> I can keep control, catch and pass the ball when running. <b>NS Objective 1,2</b> <b>NAK</b> I can push the stone through the gate <b>NS Objective 2,6</b>	<b>Outdoor – Football</b> I can pass accurately whilst on the move. <b>NS Objective 1,2</b> <b>NAK</b> I can accurately push the stone to knock down pins <b>NS Objective 2,6</b>	<b>Outdoor – Football</b> I can pass backwards and start to incorporate the rules of the game. <b>NS Objective 1,2</b> <b>NAK</b> I can accurately push the stone to get a high score <b>NS Objective 2,6</b>	<b>Outdoor – Football</b> I can move forward and defend as a team. <b>NS Objective 1,2</b> <b>NAK</b> I can push my stone to move another teams <b>NS Objective 2,6</b>	<b>Outdoor – Football</b> I can recap skill and tactics. <b>NS Objective 1,2</b> <b>NAK</b> I can play a tournament and keep score <b>NS Objective 2,6</b>	<b>Outdoor – Football</b> I can play a full game of football. <b>NS Objective 1,2</b> <b>NAK</b> I can use my experience of NAK to play a variety of ways <b>NS Objective 2,6</b>
<b>Music</b>	<b>Charanga Introducing Chords</b> How does Music teach us about our community? Step 1 – Erie Canal (p1)	<b>Charanga Introducing Chords</b> How does Music teach us about our community? Step 2 – Erie Canal (p2)	<b>Charanga Introducing Chords</b> How does Music teach us about our community? Step 3 – Heroes (p1)	<b>Charanga Introducing Chords</b> How does Music teach us about our community? Step 4 – Heroes (p2)	<b>Charanga Introducing Chords</b> How does Music teach us about our community? Step 5 – Happy to be me	<b>Charanga Introducing Chords</b> How does Music teach us about our community? Step 6 – assessment checkpoint
<b>Collective Worship</b>	Nurture	World Book Day Celebrating Reading	Resilience	Red Nose Day	Independent	Pupil Voice