



St Bede's Catholic Primary School and Nursery

Year 5 Medium Term Plan

Spring Term 2023~2024



RE		
Spring Mission	<p>Children will know:</p> <ul style="list-style-type: none">• how inspirational leaders affect their behaviour and that of others;• that mission and work today;• how dioceses and different Christian communities continue to carry out the work and mission of Jesus;	<p>Children will be able to:</p> <ul style="list-style-type: none">• compare their own and other people's ideas about questions about what inspires people in their mission and realise that some of these are difficult to answer• engage and respond to questions of how religious teaching affects life and work within a community and diocese;• give reasons why people carry out Jesus' mission in different ways through what they say and do;• make links between this and what they have read in scripture;• links between how Jesus undertook his mission to share the good news and how each diocese continues.
Spring Memorial Sacrifice	<p>Children will know:</p> <ul style="list-style-type: none">• religious vocabulary to give reasons for religious actions and symbols connected to the Passover and the celebration of the Eucharist;• scripture, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist;• how belief in the sacrifice of Jesus shapes the lives of Christians;•	<p>Children will be able to:</p> <ul style="list-style-type: none">• compare their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise these questions are difficult to answer;• give reasons for why believers follow the example of Jesus in his life of sacrifice;• engage with and respond to questions of life choices in the light of religious teaching about sacrifice;• make links between scripture, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist;
Spring Sacrifice	<p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs affect giving and refusing to give and appreciating the cost of giving;• scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent;• a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection;	<p>Children will be able to:</p> <ul style="list-style-type: none">• compare their own and other people's ideas about questions concerning giving and refusing to give and appreciating the cost of giving and realise that these questions are difficult to answer;• use a developing religious vocabulary to give reasons for religious actions and symbols used during Holy Week and the Easter Vigil and have an understanding of the liturgies;• engage with and respond to questions about sacrifice in the light of religious teaching;
STEM ~ Science		



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Spring 1 Studying Living Things	Children will know: <ul style="list-style-type: none">influential leaders in the study of living things and how they have helped us learn about the world around us;the differences in the life cycles of a variety of animals;the different types of reproduction in plants and animals.	Children will be able to: <ul style="list-style-type: none">plan a scientific enquiry to describe the life process of reproduction in some plants;report and present findings from enquiries in oral and written forms;write a scientific report to present findings about the reproduction process of plants and animals.
Spring 2 Animals including Humans – Human Life Cycle	Children will know: <ul style="list-style-type: none">some different life cycles of living things;changes that affect humans from birth to old age;what puberty is and how it causes physical changes in boys and girls.	Children will be able to: <ul style="list-style-type: none">report and present findings and explanations;record data and results using scientific diagrams and labels;use a timeline to indicate stages in growth development.
History		
Spring 1 The Vikings	Children will know: <ul style="list-style-type: none">about the events at Lindisfarne on 8th June 793 AD;the limitations of the evidence available regarding the raid on Lindisfarne;what the way of life was like for Vikings at home;the Vikings were traders as well as raiders;where the Vikings settled in Britain;what Viking settlements were like and that they were varied;the key events in King Alfred's life;the Vikings themselves left very little written evidence;the majority of the written evidence about the Vikings is biased;understand what a saga is and what it should include;	Children will be able to: <ul style="list-style-type: none">use sources to find out what happened at Lindisfarne;use evidence to identify valid reasons why the Vikings would want to leave their home;explain why the Vikings settled in Britain;reach a valid judgement on how successful King Alfred was against the Vikings;offer a valid opinion about whether Alfred should be called 'Great';write their own Viking saga using the information they have learned about the Vikings;note contrasts and connections over time;
Geography		
Spring 2 A Study of The Alpine Region	Children will know: <ul style="list-style-type: none">the seven continents of the world;the Alps were formed over a long period of time, millions of years ago;that fold mountains occur when two tectonic plates meet;houses are usually built to suit the local climate and availability of resources;the main industries in the Alps;advantages and disadvantages of tourism in the alps;	Children will be able to: <ul style="list-style-type: none">use photographs to identify features of a region;use physical and political maps to locate places and regions;demonstrate how fold mountains form;explain the climate pattern of the Alps;select appropriate geographical information for a specific purpose;share knowledge about a European region in a format that is useful to tourists;



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	<ul style="list-style-type: none">the importance of sustainable development in the Alps;what an avalanche is, and how they are caused;how avalanches effect the landscape;some steps humans take to protect themselves from the dangers of avalanches;	
Art and Design		
Spring 1 Design for Purpose	<p>Children will know:</p> <ul style="list-style-type: none">armour and chainmail were protective metal uniforms worn by knights;a coat of arms was a symbol that was worn over a knight's armour so that they could be identified from one another;adverts try to persuade people to buy their products or services by showing the good things about them;the context of design throughout human history;design requires both planning purpose;designers start with ideas and rough drawings before finalising their designs;products have USP (unique selling points);	<p>Children will be able to:</p> <ul style="list-style-type: none">design a coat of arms by selecting and place imagery appropriately within a shape;work collaboratively to a design brief;investigate and understand the use of language when naming a design product;design a product based on a word;work in a team to create and then 'sell' a product idea to a client;communicate through spoken and visual language to 'sell' a product;
Spring 2 Sculpture and 3D: Interactive Installations	<p>Children will know:</p> <ul style="list-style-type: none">an art installation is often a room or environment in which the viewer 'experiences' the art all around them;the size and scale of three-dimensional artwork change the effect of the piece;the style of Cai Guo-Qiang;ways installations can be interactive;	<p>Children will be able to:</p> <ul style="list-style-type: none">identify similarities and differences between art installations;analyse artworks and justify their ideas;work safely;create the effect of a large-scale space when photographing a box;adapt everyday objects and make them interesting for the viewer;find the best way to display an object;consider an audience's feelings when designing an installation space;
PE		
Spring 1 Games: Netball	<p>Children will know:</p> <ul style="list-style-type: none">a wider range of netball specific skills;in games you need to apply attacking and defending tactics.	<p>Children will be able to:</p> <ul style="list-style-type: none">improve skills of moving with the ball;passing and shooting with accuracy and control;introduce and develop attacking and defending;



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		<ul style="list-style-type: none">• use tactics for moving in and out of space.
Spring 2 Athletics: Heptathlon	Children will know: <ul style="list-style-type: none">• techniques to improve basic skills;• the need to apply rules and conventions of athletic events;• strategic thinking to improve performance as well as evaluate own and others' performance.	Children will be able to: <ul style="list-style-type: none">• copy, repeat and evaluate simple athletic skills and actions;• show control and co-ordination;• improve and evaluate skills of running, jumping and throwing;• select and carry out appropriate warming up and cooling down activities;• recognise how personal health and wellbeing is promoted through participation in athletic activities;• observe and evaluate a partner's running, throwing and jumping action
French		
Spring 1 What is the weather?	Children know: <ul style="list-style-type: none">• the phonic sounds - É È E, EUX and EAU;• the vocabulary for weather;• correct use of the verb 'to wear' orally and in written form.	Children will be able to: <ul style="list-style-type: none">• speaking: ask and answer what the weather is like;• listening: listen for vocabulary to describe the weather and take part in a challenging weather listening activity;• reading: read and understand sentences about the weather;• writing: create a weather map and a written weather report;• grammar: use indefinite and partitive articles as well as the verb 'to wear'.
Spring 2 Romans	Children know: <ul style="list-style-type: none">• the phonic sounds - É È E, EUX and EAU;• key facts and key people involved in the history of the Roman Empire;• days of the week in French;• days of the week are related to the Roman gods and goddesses;• the most famous Roman inventions were, in French;• the concept of the negative form in French.	Children will be able to: <ul style="list-style-type: none">• speaking: orally presentation of life as a Roman child;• listening: complete listening tasks related to key vocabulary and descriptions of life in the Roman time;• reading: reorder a story;• writing: write a short diary as a Roman child;• grammar: use "I am" and "I am not".
PSHE		
Spring 1 Celebrating Differences	Children will know: <ul style="list-style-type: none">• what racism is;• different cultures that are represented at St Bede's.	Children will be able to: <ul style="list-style-type: none">• consider how rumour-spreading and name-calling can be bullying behaviours;• develop an awareness of some of the attitudes toward different races;



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		<ul style="list-style-type: none">• have a range of strategies for managing feelings in bullying situations;• show respect for their own and other people's cultures.
Spring 2 Dreams and Goals	Children will know: <ul style="list-style-type: none">• children in different cultures and countries have different opportunities;	Children will be able to: <ul style="list-style-type: none">• identify jobs they would like to do when they grow up;• understand what motivates them;• encourage peers to support young people here and abroad to meet their aspirations;• use their education and learning to understand how it impacts their future;• describe their dreams and goals and compare these to children in other cultures;• motivate people to make positive contributions to support others.
STEM ~ Computing		
Spring 1 iDraw	Children will know: <ul style="list-style-type: none">• digital tools can be used to create images;• that vector images are made up of shapes and lines;• which tools help create specific effects;• vector images are constructed of layers.	Children will be able to: <ul style="list-style-type: none">• use software to create an image;• create vector images using digital tools;• make changes to images to create effects;• use layers to create a vector image;• design a vector drawing;• use digital tools to create a vector drawing according to a design;• evaluate and improve their work.
Spring 2 iCrypto	Children will know: <ul style="list-style-type: none">• messages can be sent and received secretly;• signalling is a form of communication;• messages can be sent electronically over distances;• data can be transmitted as binary;• messages have been encrypted/decrypted throughout time;• the importance of cryptography historically and today.	Children will be able to: <ul style="list-style-type: none">• create a coded message;• decode semaphore messages;• encode and decode messages using Morse Code;• encode/decode messages using a simple shift cipher;• use frequency analysis to decipher encrypted text;• use an Enigma Simulator to crack code.
STEM – Design and Technology		
Spring Pop-up book (Mechanical systems)	Children will know: <ul style="list-style-type: none">• mechanisms control movement;• mechanisms can be used to change one kind of motion into another;• how to use sliders, pivots and folds;• the name for each mechanism,	Children will be able to: <ul style="list-style-type: none">• design a pop-up book which uses a mixture of structures and mechanisms;• create a storyboard of ideas for a book;



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	<p>input and output;</p> <ul style="list-style-type: none">• a design brief is a description of what I am going to design and make;• designers often want to hide mechanisms to make a product more aesthetically pleasing.	<ul style="list-style-type: none">• following a design brief to make a pop-up book, neatly and with focus on accuracy;• make mechanisms using sliders, pivots and folds to produce movement.• use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result;• evaluate the work of others and suggest points for improvement.
Music		
Spring 1 Performance Poetry/Song Writing: Lyrics and Accompaniments	<p>Children will know:</p> <ul style="list-style-type: none">• different types of vocal music including rap, beat boxing, rhyming couplets, performance poetry, songs and rounds;	<p>Children will be able to:</p> <ul style="list-style-type: none">• compose lyrics for a range of song styles;• compose and perform vocal and rhythmic accompaniments;
Spring 2 Sounds Sources and Soundscapes	<p>Children will know:</p> <ul style="list-style-type: none">• instruments and their sounds;• different musical dimensions create different effects;	<p>Children will be able to:</p> <ul style="list-style-type: none">• explore, describe and choose sounds;• combine sounds in a range of different ways to achieve different effects;• compose descriptive sounds and music along and as part of a group;• identify and classify instruments and their sounds;