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| <p style="text-align: center;"><u>PE</u><br/><u>PE Days: Tuesday and Friday</u></p> <p><u>Dance</u> - Children will learn dances linked to the circus as well as creating their own routines to music linked with a circus.</p> <p><u>Basketball</u>: Passing, dribbling and tactics.</p> | <p style="text-align: center;"><u>Stunning start</u></p> <p>Investigate and create showground art.<br/>Creating their own fairground - based on income and expenditure.</p>   | <p style="text-align: center;"><u>Maths</u></p> <p><u>Multiplication and division</u><br/>Multiply a 4-digit number by 1-digit<br/>Multiply a 2, 3 and 4 digit numbers by 2-digit number<br/>Multiplication problems<br/>Short division<br/>Divide a 4-digit number by 1 digit<br/>Divide with remainder<br/><u>Fractions</u><br/>Multiplying fractions<br/>Fractions of amounts</p>               |   |
| <p style="text-align: center;"><u>DT</u></p> <p>Pulleys + Electrical Systems - Fairground rides e.g Ferris wheel/carousel</p> <p>Design and make a fairground ride which shows an understanding of our science (electricity, forces and light).</p>                                       | <p style="text-align: center;"><u>Fabulous finish</u></p> <p>Exhibition of fairground rides to share all the fun of the fair with parents - arrangements to be confirmed.</p>   | <p style="text-align: center;"><u>Personal, Social, Health and Economic (PSHE)</u></p> <p>Looking after our teeth, Relaxation: Visualisation. Celebrating mistakes. Meaning and purposes. Emotions and Mental health</p> <p style="text-align: center;"><u>Learning and Life Skills</u></p> <p>‘Being a better learner’<br/>Identifying how I learn and develop best.</p>                          |   |
| <p style="text-align: center;"><u>Geography</u></p> <p>To use maps and atlases to locate specific places. Map the journey which would have been visited by Roma people.</p>   | <p style="text-align: center;"><u>Year 5</u><br/><b>What lies behind<br/>‘all the fun of the fair’?</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;"><b>Spring Term 1</b></p> | <p style="text-align: center;"><u>English</u></p> <p>Reading: VIPERS activities based around the key texts - ‘Leon and the place between’ and ‘The London Eye Mystery’.</p> <p>Writing: Narrative developing action and dialogue between characters and writing a balanced argument.</p> <p>Grammar: Formal and informal language; using brackets, dashes and commas to add extra information.</p> |   |
| <p style="text-align: center;"><u>Science</u></p> <p>Understand how to construct different electrical circuits<br/>Understand conductor and insulators<br/>Recognise some mechanisms including levers, pulleys and gears.</p>   |   |  | <p style="text-align: center;"><u>Outdoor learning</u></p> <p>We will be taking our learning outdoors for different subjects when the opportunity arises.</p> |
| <p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">Unit 5.5: Game Creator</p>   |   | <p style="text-align: center;"><u>Music</u></p> <p>Children will be learning how to read and play correct notes on instruments</p>   | <p style="text-align: center;"><u>French</u></p> <p style="text-align: center;">Quel temps fait-il? (Weather)</p>   |
| <p style="text-align: center;"><u>RE</u></p> <p><u>Concept:</u><br/>Creation Stories<br/><u>Key Questions:</u><br/>How does the creation story vary between different religions?</p>  |   |  |   |

Year 5 Spring Term 1  
What lies behind “all the fun of the fair?”  
Glossary of Key vocabulary

As part of our learning experience this half term, we will be focussing on learning, understanding and using key vocabulary. Here are some of the words your children will be using. Some of these words we may have come across before, so this is an opportunity for us to revisit and consolidate our prior learning and some will be new, to further develop our subject specific vocabulary. This glossary will help you to support the children at home when they are talking about their learning.

**Science**

**Gravity**- the force that pulls objects towards the centre of the earth

**Friction** - action of one surface or object rubbing against another.

**Mechanism** - a system of parts working together in a machine

**Lever** - a rigid bar resting on a moveable point, used to move a heavy or firmly fixed load with one end when pressure is applied to the other

**Pulley** - a wheel with a [grooved](#) rim around which a cord passes, which is used to raise heavy weights

**Design & Technology**

**Purpose** - the reason for which something is done or is created

**Function** – to work or operate in a proper or particular way

**Appeal** - be attractive or interesting

Design criteria - the explicit goals that a project must achieve in order to be successful.

**Product** - result of an action or process

**Music**

**Chord** - a group of (typically three or more) notes sounded together

**Composer** - a person who writes music

**Notation** - written symbols used to represent notes in music

**Notes** - a single tone of pitch made by a musical instrument or the human voice

**Percussion** - musical instruments played by striking with the hand or with a stick or [beater](#), or by shaking, including drums, cymbals, [xylophones](#), [gongs](#), bells, and rattles.

**French**

| French              | English                 |
|---------------------|-------------------------|
| Quel temps fait-il? | What weather is it?     |
| Il pleut            | It is raining           |
| Il neige            | It is snowing           |
| Il y a un orage     | There is a storm        |
| Il y a du soleil    | It is sunny             |
| Il y a du vent      | It is windy             |
| Il fait beau        | The weather is fine     |
| Il fait mauvais     | The weather is not good |

**PE: Dance:**

**Canon** – to perform moves one after the other

**Choreography** –the creation of a dance routine

**routine** – a series of dance moves put together to match the music

**PE: Basketball:**

**accuracy** - the quality of being correct or precise

**aim** - direct at a target.

**Control** – to direct activity

**Computing**

**Evaluation** - the process of ensuring a solution is a good one: that it is fit for purpose

**Feedback** - an event that occurs when the output of a system is used as input back into the system as part of a chain of cause and effect.

**Image** – picture used in a computer program

Instruction - an order that is given to a computer processor by a computer program

**RE**

**Creation** – how something is formed

**Religion** - the belief in and worship of a superhuman power or powers, especially a God or gods.

**Belief** - an acceptance that something exists or is true