

## RSHE — Relationships/Pol-Ed—Wellbeing

I can identify the relationships that I am in.  
I can recognise healthy and unhealthy relationships, and how these can make me feel.  
I recognise the skills to respond to an unhealthy relationship.

I can recognise how being online, my activity levels, and school may affect the way I feel.  
I can reflect on strategies to look after my emotions.  
I can develop resilience skills and my self-worth

## Geography — Settlements

I know why people settle where they do and know the 4 different types of settlement.  
I can use 6 figure grid references to locate settlements.  
I understand the features of a city.  
I understand physical and human geographical features.  
I can design a city and explain my choices.

## Art

I understand what geometric patterns are.  
I understand starting points in a design process.  
I know how to create repeating patterns.  
I can make a collagraph plate.  
I can create a wallpaper or fabric design using a collagraph plate.

## Computing — Creating Media

I recognise video as moving pictures that can include audio.  
I can identify digital devices that can record video.  
I can capture video using a digital device.  
I recognise the features of an effective video.  
I can identify that video can be improved through reshooting and editing.  
I can consider the impact of the choices made when making and sharing a video.

## English

### TEXT TYPE: ACTION

BASE TEXT: Beowulf by Michael Morpurgo  
MODEL TEXT: 1: Beowulf Fights the Monster

### Outcome 1

To write an action scene from a myth.

### **Innovation:**

Children will write an action 'combat' scene between a hero and a mythical creature.

### **Independent Application:**

Children will write the action scene between the Beast and Gaston using the film *Beauty and the Beast* as a stimulus.

## Year 5 – Spring Term 1

2025

## Subjects and skills

## Maths

We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include: problem solving, measure—perimeter and area, volume—conversion, fractions— decimals and add/ subtract.

## PE/Games

The PE and Games curriculum objectives will be met through a range of physical activities which focus on 'Hands, Heart and Head' which will support children in making progress with physical, social, emotional and decision-making skills.

Focus for this half term:

Gymnastics

Invasion Games

## Science—Working Scientifically

I can plan different types of scientific enquiry.  
I can control variables in an enquiry.  
I can measure accurately and precisely using a range of equipment.  
I can record data and results using tables.  
I can use the outcome of test results to make predictions and set up a further comparative test.  
I can explain a conclusion from an enquiry.  
I can relate the outcome of an enquiry to scientific knowledge in order to state if evidence supports or refutes a theory.

## Science — Earth and Space

I can research and identify which planets are in our solar system and present my findings.  
I can use scientific language to explain how planets move in our solar system relative to the sun and know about the evidence used to support this.  
I can use a scientific diagram and scientific language to explain why we experience day and night and the apparent movement of the Sun across the sky.  
I can conduct a fair test and make accurate measurements.  
I know the sun is a star and can name some major constellations.

## French — Ma Famille

I can say: Mum, Dad, Brother, Sister, Nanny, Grandad in French.  
I can say how many brothers/ sisters I have and how many people are in my family.  
I can verbally describe my family members' appearance/ say their age i.e. My mum has blue eyes. My brother has short, brown hair (build on Y4 summer learning). I know how to say 'My' (ma/mon –feminine/ masculine) and he/she (il/ elle).  
I can write grammatically correct sentences, using he/she/my which describe the appearance of my family members.