



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 5 Spring 2

#### Beast Creator

##### Art & Design: *Minibeasts and Pop Art*

- To use a range of mediums to sketch.
- To use my sketch book to record my observations compare and discuss ideas with others.
- To make thoughtful observations about starting points and select ideas to use in your own work.
- To create a 3D sculpture based on a sketch.

##### Music: *Beast Creator/ minibeast music*

Each unit in the Year 5 the music curriculum covers the following skills:

- To be able to recognise styles, find the pulse and recognise instruments with increasing confidence.
- To internalise, understand, feel and know how the dimensions of music work together.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- To create my own responses, melodies and rhythms.
- To play a classroom instrument in a group.
- To perform to each other.
- To discuss/respect and improve our work together.
- To improvise and compose my own music.

##### Computing: *We are architects*

- To use virtual tours to explore and understand the characteristics of how artwork is displayed in a gallery.
- To use SketchUp to create a simple geometric sculpture.
- To create the main room of our gallery focusing on the walls and the ceiling.
- To add furniture, fixtures and fittings into our gallery.
- To plan, import and pace work into the gallery.
- To create a virtual tour of our galleries.

##### PHSE and Relationships Education: *Good to be Me*

- To know a range of simple self-care techniques, impact of rest, benefit of hobbies etc.
- To understand the importance of self-respect and how this links to happiness.
- To be aware of similarities and differences between myself and others and show respect and understanding for other peoples points of views.

##### RE: *Christianity*

- To find out how a Christian belief affects the way they live, treat other people and the natural world.
- To investigate what motivates Christians to help others.
- To consider the influence of role models on people's choices and ambitions.
- To reflect on what motivates people to live the way they do.
- To understand how the Stations of the Cross are significant to Christians.



##### PE:

###### Indoors: *Gymnastics (flight – jumping)*

- To adapt and transfer skills of how to incorporate jumps using apparatus.
- To understand and demonstrate the five basic jumps showing different shapes and directions – in the air and feet to hands to feet.
- To understand how to take off and land safely.
- To compose a sequence combing two different jumps, landings and rolls thinking about extended arms, head high and pointing toes.
- To be able to use space and apparatus safely.
- To be able to work co-operatively as part of a small group.
- To evaluate my own and others' performance.
- To be able to transfer skills to apparatus.

###### Outdoors: *Tennis*

- To be able to use forehand, backhand and volley.
- To begin to learn the toss to serve overarm to begin play.
- To aim the serve into the opposite side of the court.
- To be able to keep a ball in play within the court lines to produce a rally.
- To be able to move around the court to maintain a rally.
- To be able to run in different directions and stop with control to maintain a rally.
- To begin to learn and use the scoring system in tennis.

##### History:

No focus this half term.

##### Geography:

No focus this half term.

##### MFL: *Sentences/Numbers*

- To speak in simple sentences about different things.
- To know the numbers to 49.
- To read a text independently.
- To write about familiar topics independently.

##### D&T:

No focus this half term.

##### Science: *Living Things and Their Habitats*

- To be able to explore explain the differences between the life cycles of mammals, amphibians, insects and birds.
- To use secondary sources to find out about the life cycle of mammals. To use secondary sources to find out about the life cycle of birds.
- To use secondary sources to find out about the life cycle of amphibians.
- To use secondary sources to find out about the life cycle of insects.
- To be able to describe the life process of reproduction in some animals.
- To be able to use scientific diagrams and labels.