



Our Value—Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' Joshua 1:9

Science

Properties & Changes of Materials

Prior learning Identify and compare the variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Vocabulary for learning

Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material

Small step progression

What are the properties of solids, liquids and gases?
How can I describe the properties of materials?
Which materials make the best thermal insulators?
Which materials are magnetic?
Which materials are soluble and which are insoluble?

Outcome

Children will know that some materials dissolve in a liquid to make a solution. They will be able to explain the process of dissolving using scientific vocabulary

Geography/History

Why are Rainforests so important?

Prior learning

Last half term the children visited the Eden Project concentrating on the Rainforest biome. They learned about the different biomes of the world and about longitude and latitude.

Vocabulary for learning

Biodiversity, biome, canopy, climate, commercial farming, deforestation, drip tips, ecosystem, emergents, endangered, equatorial climate, evergreen, extinction, logging, monsoon, overgrazing, plantations, silt, soil erosion, subsistence farming, temperate rainforest, tropical rainforest, undergrowth, understory.

Small step progression

What are the main countries of South America?
What do I know about Brazil?
What are the similarities and differences between UK and Brazil?
What are the challenges of living in Brazil?
Why are rainforests so important to its Indigenous people? And to the world?

Outcome

Children will have experienced the feeling of being in a rainforest. They will be able to talk about what they have learnt about Brazil.

RE

What does it mean to be a Muslim in Britain today?

Prior learning

This is the third systematic unit of work focusing on Muslims. This unit builds on that learning in Unit 1.6 and L2.9.

Vocabulary for learning

Islam, Allah, Shahadah, mosque, Qu'ran, prophet, Salah, Sawm, Zakot, Hajj, Ramadan, Makkah, Eid ul-Adha

Small step progression

Who are Muslims in Cornwall?
What helps Muslims through the journey of life?
Why is Zakah important to Muslims?
Why do Muslims want to go on pilgrimage?
Where do Muslims get guidance for living?

Outcome

Children can make connections between Muslim beliefs studied and Muslim ways of living. They can make clear connections between Muslim beliefs and worship (e.g. hajj)

PSHE

Rights and Respect

Prior learning

Year 3/4 have previously explored the basics of earning and spending money. Discussed how volunteers help look after our environment.

Vocabulary for learning

Volunteer, wellbeing, helper, opinion, income, earning. New vocab: biased, unbiased, wages, salaries, fair trade, debit, credit, elections.

Small step progression

To learn some key facts and information about drugs and medicines.
To explore categorisation of drugs, the risks associated with medicines
To identify, write and discuss issues currently in the media concerning health and wellbeing
To understand the difference between fact and opinion.
To identify the responsibilities to my home, community and environment I might have in the future.

Outcome

Children will have finished the Keeping Safe unit and started the new Rights and Respect topic.

Computing

Data and Information- Flat file databases

Prior learning

This unit progresses learners' knowledge and understanding of why and how information might be stored in a database, and looks at how tools within a database can help us to answer questions about our data.

Vocabulary for learning

Information, data, collection, database, search, sort, filter, software, fields, records

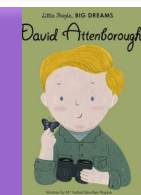
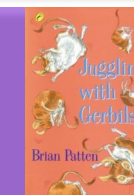
Small step progression

To use a form to record information
-To compare paper and computer-based databases
-To outline how you can answer questions by grouping and then sorting data
-To explain that tools can be used to select specific data
-To explain that computer programs can be used to compare data visually
-To use a real-world database to answer questions

Outcome

Children can create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

Books linked to our learning



Spring Term 2 Small Steps Sequence

Year Five

'Together we can make a difference'



St Marys CE Primary

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Art/DT

Food and Nutrition – Celebrating seasonality and culture – What could be healthier?

Prior learning

Rec- Soup using seasonal vegetables - pumpkin
Year 1-Vegatable smoothies Year 2- Healthy Wraps Year 3- Seasonally Eating – Tart
Year 4-Adapting a recipe—biscuit

Vocabulary for learning

Retrieval vocab: diet ingredients

New Vocab: beef reared processed ethical supermarket farm balanced

Small step progression

To understand where food comes from
To understand the term 'healthy'
To adapt a traditional recipe
To complete a food product

Outcome

Children will have designed, made and evaluated their food product.

Music

The Fresh Prince of Bel-Air

Prior learning

The children will understand and appreciate a variety of musical styles from different times and traditions. They will recognise the sound of musical instruments and basic features of key musical styles.

Vocabulary for learning

Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Small step progression

To identify the structure of The Fresh Prince of Bel-Air
To identify instruments and voices
To be able to find the pulse when listening
Learn to perform the song
Learn to improvise the song

Outcome

Children will perform the song using voices and instruments

French

La Famille

Prior learning

We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-70 plus how to say how old we are.

Vocabulary for learning

We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-70 plus how to say how old we are

Small step progression

Revise the vocabulary previously taught in the 'Presenting myself' unit and to learn how to say the various nouns for family members in French.
Consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive adjective 'my' in French with increasing accuracy and understanding.
Introduce the language required to ask and answer the target question: As-tu des frères et sœurs?
Consolidate the previously learnt language and to be able to introduce their family members by being able to say what their names are.

Outcome

The children will be able to demonstrate their new oracy skills in French, by having a conversation with a peer and recording it to share with the whole class.

PE

Invictus-Boccia

Prior learning

This unit is the first of two Inclusion units. It will build upon their skills of throwing and sending.

Vocabulary for learning

Throwing, rolling, accuracy, aiming, power, Jack, Ramp, End.

Small step progression

o explore how we send the ball towards a target.
to develop sending the ball and to begin to understand why it is so important that we are accurate.
Sending the ball: Developing our sending technique and understanding of accuracy
Sending the ball: Applying accuracy in teams
Introduce scoring in Boccia

Outcome

Level 1 competition

PE

Health related exercise

Prior learning

The children will know how we can use positive feelings to combat negative feelings. They will have applied mindfulness techniques and deep breathing to support emotions.

Vocabulary for learning

Cardiovascular system, strength, flexibility, fitness, circuits, fitness assessment

Small step progression

Initial Fitness Assessment
To understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.
To understand the meaning of flexibility and how flexibility affects our bodies.
To understand the meaning of strength and how strength affects our bodies.
To develop pupils' understanding of aerobic fitness and how exercise affects our bodies

Outcome

Children will complete an end of unit assessment and compare their results with those at the start

Books linked to our learning

In Guided reading, we will carry on reading Journey to the River Sea by Eva Ibbotson. The story is set in the Amazon Rainforest in a town called Manaus in Brazil. This links particularly well with our Geography unit.

We have Guided Reading at least three times a week and enjoy answering a range of VIPERS questions based on the text.

