**Spring 1 2019** **Year 5** **Topic: Lights Camera Action-Cogheart-Shakespeare and Macbeth**

| | WEEK 1<br>7.1.19 | WEEK 2<br>14.1.19 | WEEK 3<br>21.1.19 | WEEK 4<br>28.1.19 | WEEK 5<br>4.2.19 | WEEK 6<br>11.2.19 |
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| **Literacy Year 5 Cogheart Shakespeare and Macbeth** | **LO: Infer meaning drawing upon evidence from across the text**<br>. Create **Inference Sums** from the information given about the characters: Lily, Madame Verdigris, Professor Silverfish | **LO: To be able to consider the different viewpoints of authors and of fictional characters**<br>Read chapters 1-12 discuss first impressions of the book, people, places and events. What are your impressions of the main characters: Lilly, Robert , Mrs Rust, Professor Silverfish, Madame Verdigris, Mr Hartman | **LO: Make simple links between audience, time, people and cultures**<br>The story is in a time when social class and issues of etiquette were more important than they are now. Record and discuss comments or thoughts which indicate how these impact on the story. | **LO: Writer's choice of audience and purpose**<br>Write as a Victorian newspaper reporter reporting on the events of Cogheart. Using: HEADLINE: do you have an eye-catching headline that sums up the story? BYLINE: The writer's name and their speciality, e.g. Anna Quinn, crime reporter. PLACELINE: Where the story begins. LEAD: the opening section, that gives the MOST important information of the story. BODY: the rest of the story, told succinctly, with the most important details coming first. Told using simple true statements. QUOTATIONS: an eye witness can add an authentic 'at the scene ' feel to your information. | **LO: plan and organise ideas.** In Cogheart and Moonlocket there are mechanical robot characters who are servants to the humans. Those mechanicals are treated like second class citizens by various characters in the book, despite the fact that they may have thoughts and feelings of their own. Lily and Robert treat the mechanicals in the story as friends, and believe that all mechanicals should be treated as equals to human beings. Do you think this should be the case? Imagine you're living in Robert and Lily's world in 1896 where these robots exist. Write a letter to the prime minister to ask that robots be given rights. Include key points from the story: **SOA** | **LO To be able to infer meaning using evidence from the text and a wider meaning.**<br>Design your own clockwork mechanical robot, or mechanimal. Write a short description of your robot to explain its purpose, functions, and special features. **SOA** |
| **Drama** | Use range of oral techniques to present engaging performances. | Recognise impact of theatrical effects. | To gain and maintain the interest and response of different audiences. | To use dramatic techniques to explore characters and their issues. Use role play to help write a simple comic strip conversation of Macbeth and Lady Macbeth. | Work collaboratively and supportively with others to produce an improvised scene to help me understand a simplified story of Macbeth. | Evaluate and suggest ways in which their performance could be performed. |
| **Maths Year 5** | Addition and Subtraction. Use increasingly large numbers. Showing methods using a range of jottings, models and methods. | Problem Solving. To develop the use of heuristics: focus on being systematic and making a list to find all possibilities. | Place Value. Interpret negative numbers in context. Count forward and backwards with positive and negative whole numbers through zero. | Geometry. Know that angles at a point on a straight line are equal to 180°, right angles are equal to 90°. Explore multiples of 90° in other 2D shapes. | Fractions: Read and write decimal numbers as fractions up to thousandths. Round decimals with two dps to 1 dp and the nearest whole number. Write percentages as a fraction. | Multiplication and Division: Multiply numbers up to 4 digits by a one or two digit number using a range of methods, including more formal methods. |

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| **SPAG** | Indefinite pronou *somebody, someth someone, nobody, one, everything, an* | **LO: Direct and reported speech and reinforcement of relative clause use** with a quote from one of the characters about their views of their experiences. Model taking the quote and turning it into reported speech. Discuss how we could use a relative clause to add detail to the subject of the quote. Use quotes from characters (refer to session 2) to turn into reported speech, including relative clauses. | **LO: To develop figurative language use**: similes, metaphors, alliteration, onomatopoeia for effect on the reader (descriptions of the airship, mechanical robot or mechanimal and newspaper report. | **LO: To be able to recognising vocabulary and structures that are appropriate for formal speech and writing**. Including: subjunctive forms, using passive verbs to affect the presentation of information (newspaper report) in a sentence | **LO: To create cohesion between paragraphs,** e.g. inclusion of different people's reactions and some comments from the reporter on the preparations for war repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next. | Editing sentences by either expanding or reducing for meaning and effect |
| **Science-** | • Light – recognise that light travels in straight lines<br>• Use the fact that light travels in straight links to explain how we see objects | • Use the fact to describe why shadows have the same shape as the objects that cast them.<br>• Associate the brightness of a lamp or the sound of a buzzer to describe the amount of voltage in a circuit | • Draw a simple circuit diagram to show the locations<br>• Sound – recognise that sound travels in a medium | • Materials – properties and changes of materials<br>• Compare everyday materials. Suitability of materials for their purpose – Plastics and the environmental impacts of their usage. | •Give reasons, based on evidence, for particular uses of everyday materials including metals and plastics (natural and man-made) | **Make a stage, sound stage for a presentation of music or stage production. Stage in a box.** |
| **Computing** | Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, valuating and presenting data and information. | | | | | |
| **RE Year 5 Gospel** | Give pupils some scenarios where a choice must be made: truth or lies, kindness or mocking, generosity or greed. Ask: What would Bart Simpson do in each case? Taylor Swift? Show the class some artefacts from the | Remind pupils that Jesus said the two greatest Commandments are to love God and to love your ne Foundations for Living: The Wise and Foolish Builders, Matthew 7:24–27. • Start with a fun design challenge: can the pupils in groups of three use 12 kebab sticks and some masking tape to create the tallest possible Bible stand? Give half the class sand trays from Reception, the other half | The Sermon on the Mount, Matthew 5–7. • Resource Sheet 1 gives 15 quotations from Jesus' teaching, to be referred to every time pupils consider 'What would Jesus do?' Get the class used to thinking about how to apply these quotes. • | 15 sentences that changed the world: point out that Christians and some non-Christians try to live by Jesus' teachings: over 2 billion global Christians include 59% of the UK's population too. For each of the 15 sayings from the Sermon on the Mount, ask pairs of pupils to suggest what they think it | A healing miracle: The Centurion's Servant, Luke 7:1–10. • Ask groups of pupils to dramatise this story. Note that Jesus brings 'good news' — for whom, in this story? (Recall the 'big story' of the Bible — this account illustrates how the good news extends beyond the 'People of God' even to the | Talk about how Christians respond to the stories of Jesus' healing miracles (see Resource Sheet 2, for example), by imagining a conversation between two Christians about how to interpret and apply what they learn from the story. Sensitivity and care are needed, of course |

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| | 'What would Jesus do?' | modelling clay for the base. Which is easier? Read the parable: imagine the scene from inside the story. Ask pupils what they think the story is about and why. What did the wise and foolish builders learn? lighbour (Matthew 22:36–40), | | means, then summarise each saying with one topic word and a phrase of seven words or fewer. See if they can match another pair's summaries with the texts. What does Jesus think people are like if he needs to give this sermon? Is he right?! | Roman occupiers. | |

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| **PSHE for Year 5 -** | | | | | | |
| **History** | • Use sources of evidence to deduce information about the past.<br>• Changes within living memory – Theatres and technological advancements in stage design, sound and lighting. Link to the science topics to focus on stage set up and the history of performances.<br>• A study of a theme - Elizabethan era – development and modernisation of a city (or variety of theatres throughout he ages) | | | | | |
| **Geography** | • Looking at and comparing a variety of theatres from around the word and their locations reflecting in their design. Using maps and atlases to locate and describe cities and locations around the world. | | | | | |
| **Art and Design** | **1. Automatons and technical working mechanisms**<br><br>Design, plan and construct a working model or puppet. single aspect of design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. | | | **2. Automatons and technical working mechanisms –**<br><br>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. •<br>Research to develop a design criteria to inform a design of innovative, functional products that are fit for purpose.<br>Combine colours, tones and tints to enhance the mood of a piece of work. | | |
| **Music** | Music is taught by Miss Brown for 1 hour on a Friday-SEE Music Plan | | | | | |
| **Spanish** | Spanish is taught be Senorita Wright for 1 hour on a Friday- SEE Spanish Plan | | | | | |
| **PE-** | Invasion games<br>Basket ball –<br>Handling skills, passing and dribbling | Invasion games<br>Basket ball –<br>tackling skills, passing and dribbling | Invasion games<br>Basket ball –<br>tackling skills, passing and dribbling | Invasion games<br>Hockey –<br>tackling skills, passing and dribbling | Invasion games<br>Hockey –<br>tackling skills, passing and dribbling | Invasion games<br>Hockey –<br>tackling skills, passing and dribbling |