**Critical Pathway: Shakespeare and the Tudors**  **YEAR 5** **Term: Spring 2 2024**

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|  | **1****19/2/24** | **2****26/2/24** | **3****4/3/24** | **4****11/3/24**STEM careers weekSwimming startsParental Consultations | **5****18/3/24** |
| **English Writing** | **Macbeth** **William Shakespeare** |
| **Written Outcomes** | Non Chronological ReportWilliam Shakespeare and the Tudor periodGrammar (technical Vocabulary and organisational features) | Poetry Free Verse poetry Technical - Creating atmosphere and using power of three | Newspaper articleGrammar – embedded clauses, commas for parenthesisTense selection | Narrative Writing a story opening Technical – foreshadowing and developing settings | Narrative Closing a story Technical – developing character and balancing action |
| **Guided Reading****Journey to the River Sea** | We are working on:**V**ocabulary Have you noticed anything special about the way language is used in this book? **I**nference Why did this character react in this way?**P**rediction How do you think the story will end?**E**xplaining Why did this happen?**R**etrieval What was the name of the town in which she lived?**S**ummarising What is the main theme of this paragraph? |
| **History**  | **The Shang Dynasty – How different was the Shang society to other civilisations at the time?** |
| Why do YOU think the Shang dynasty MIGHT be important?WALT - to elicit information from a range of sources | How different was the Shang society to other civilizations at the time?WALT – compare and contrast civilisations | What can we tell about the Shang dynasty from the objects that have survived?WALT – give a range of possible explanations | What was distinctive about the Shang people’s beliefs?WALT – evaluate a range of sources | If the Shang dynasty was so well organised why did come to an end after just 600 years?WALT – list and rank explanations for the end of a civilisation |
| **Computing** | **Could I win a Battle of the Bands?**   |
| What is a Scratch rap?WALT – tinker with scratch music elements  | What is the theme?WALT – create a program that plays themed music  | How can I become a music producer?WALT – plan and create a soundtrack program | What is my Bands musical genre?WALT – program music for a purpose |
| **Design Technology** | **Art** **What is architecture?**  |
| What does my front door look like?WALT – apply observational drawing skills to interpret forms accurately | How can I develop my artwork?WALT -  apply composition skills to develop a drawing into print | What is the role of an architect?WALT – apply an understanding of architecture to design a building | Who is Friedensreich Hundertwasser? WALT - extend design ideas through research and sketchbook use | What is my design intention? WALT - explore and evaluate the intention of a design |
| **RE** | **RE** **How is God Holy and Loving?**  |
| What are the key qualities Christians see in God?  **WALT:** identify the qualities Christians see in God  | What is the difference between Holy and Loving?  **WALT**: explain the difference in Holy and Loving  | How do Christians Share beliefs through Music?  **WALT**: describe how Christians share their beliefs through music  | How do Cathedrals play an integral part in Christianity?  **WALT**: explain how cathedrals are an integral part to Christianity  |

**Critical Pathway: Off with Her Head** **YEAR 5** **Term: Spring 2 2024**

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|  | **1****19/2/24** | **2****26/2/24** | **3****4/3/24** | **4****11/3/24** | **5****18/3/24** |
| **Maths** | **Multiplication and Division** | **Fractions** | **Decimals and Percentages** |
| **Science** | **Science****Animals including humans – What is a life cycle?** |
| What is the human life cycle?WALT – explore the six main stages of the human life cycle | How do babies change in their first year of life?WALT – describe key milestones in a baby’s life | How do adults change in later life?WALT – compare the development of adults and the elderly | Are there patterns linking gestation periods and lifespans?WALT – research the gestation periods of animals | Are there patterns linking gestation periods and lifespans?WALT – present data to find patterns |
| **PSHE** | **PSHE****Valuing difference: How are we so different?** |
| How do we maintain a healthy friendship?WALT – describe what a healthy friendship would look like | What is active listening?WALT – explore ways we can actively listen to our friends and others | How can I challenge injustice and discrimination? WALT – understand challenges people are and have faced during times of discrimination | How diverse is our community?WAL T- show respect and tolerance for the diverse natural of our community and the wider world | Is it true?WALT - Understand and explain the difference between sex, gender identity, gender expression and sexual orientation |

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|  | **1** | **2** | **3** | **4** | **5** |
|  | **Les Vêtements (Clothes) – Language Angels PART ONE*****How can I describe which clothes are worn (with colour) in French?*** |
| French | How can I name a range of clothes in French?WALT: recognise, say, read and write clothes vocabulary. WALT: sort and organise words according to their article, showing an understanding of gender. (Lesson 1) | How can I name a range of clothes in French?WALT: recognise, say, read and write clothes vocabulary. WALT: sort and organise words according to their article, showing an understanding of gender. (Lesson 2) | How can I name a range of clothes in French?WALT: recognise, say, read and write clothes vocabulary. WALT: sort and organise words according to their article, showing an understanding of gender. (Lesson 1&2 consolidate) | How can I use ‘Je porte’ (I wear) to describe which clothes I wear?WALT: use ‘Je porte’ (from regular verb ‘porter’) to say and write full sentences. (Lesson 3, part 1) | How can I conjugate a verb to describe which clothes others wear?WALT: understand the concept of verb conjugation using a regular verb. (Lesson 3, part 2) |