**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 week  Swimming starts  Parental Consultations | | **5**  **18/3/24** |
| **English Writing** | **Macbeth**  **William Shakespeare** | | | | | | | | | |
| **Written Outcomes** | Non Chronological Report  William Shakespeare and the Tudor period  Grammar (technical Vocabulary and organisational features) | | Poetry  Free Verse poetry  Technical - Creating atmosphere and using power of three | | Newspaper article  Grammar – embedded clauses, commas for parenthesis  Tense 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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| **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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|  | **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) |