



# Banks Lane Junior School



Communication, Collaboration, Curiosity, Resilience, Reflection

Year 5

## Spring Term Curriculum

Our ambitious, tailored curriculum extends beyond the requirements of the National Curriculum, enabling our learners to develop skills and character that will help them succeed in life. Communication, collaboration, curiosity, resilience and reflection form the bedrock of this curriculum, equipping future citizens to contribute positively to society.

More detail about National Curriculum objectives and progression can be seen in medium term plans.

### Communication

Question stems  
Circle times  
Viking Day  
Computing Days  
DT Day

### Collaboration

Peer assessment  
DT day group work and problem solving  
Group drama linked to History and English  
Partner and group work in class

### Curiosity

Viking Day  
Home learning tasks  
World Book Day  
History topics  
Science topics

### Resilience

Free choice writing  
Mastery and problem solving in Maths  
DT day—finding design solutions to a problem

### Reflection

Self- and peer assessment  
Humanities and Science end of topic reflections  
Circle times and PSHE lessons

### English: Writing and Reading

Short narratives based on the Saga of Biorn  
Viking diaries based on the Lindisfarne raids  
Character description of Viking gods  
Newspaper report on the Battle of Hastings  
Short writing opportunities  
**Whole class reading:** Viking Boy and Stockport Book Award selection

### Maths

Written methods for multiplication and division  
Fractions—adding, subtracting and multiplying fractions  
Fractions, decimals and percentages  
Rounding to the nearest whole number and to one decimal place  
Area and perimeter  
Line graphs and tables

### Science

**Properties and changes of materials**  
Properties of materials  
Dissolving and solutions  
Filtering, sieving and evaporating  
Reversible changes  
Irreversible changes associated with burning and the action of acid on bicarbonate of soda  
**Levers, gears and pulleys** (DT day)

### Computing

**We are architects**  
Researching art gallery architecture  
Using SketchUp to build a virtual gallery  
Creating 3D sculptures, artwork and tours  
**We are web developers**  
Learning how networks and how messages are passed on the Internet  
Explore HTML used to create websites  
Online safety and use of Google Sites

### History

**The Viking and Anglo-Saxon struggle for England**  
Chronology work—who were the Vikings?  
Comparing two Anglo-Saxon kings: King Alfred and King Athelstan  
King Ethelred and Danegeld  
Comparing Anglo-Saxon and modern legal systems and punishments

### Geography

Geography linked to Anglo-Saxon and Viking History  
**Marvellous Maps topic**  
Using atlases (indexes, grid references)  
Ordnance Survey maps (symbols and key)  
Compass points and 6-figure grid reference

### RE and PSHE

**RE: If God is everywhere, why go to a place of worship?**  
Describing different places of worships (church, mosque, temple, synagogue) and understanding importance to communities  
**PSHE:** Safety and the changing body through puberty; online safety; citizenship

### Art and Design

**Viking and Anglo-Saxon Art:** sketching runes, watercolour illuminated letters, sketching longships, collage longships  
**Design and Technology Day**  
Using levers, gears and pulleys to transport tomatoes across a ravine

### Spanish

**iQue aproveche!**  
Food and drink vocab  
Singular and plural nouns  
Using a bilingual dictionary  
Opinions - the verb 'to like'  
Healthy and unhealthy food

### PE

**Basketball:** dribbling, teamwork skills, passing, defensive technique, accuracy when scoring and applying rules and tactics to a game  
**Dance:** performance skills showing quality and control, creating choreography based on Ancient Maya

### Music and Singing

**Instrument:** learning to play keyboard  
**Singing:** Songs of Light and our local area  
**Listening and appraising:** world music and pop music

### Enrichment

Viking Day  
Swimming lessons  
World Book Day  
Maths Mornings