**Key dates**

* Swimming every Wednesday
* 26th February- Parliament Education talk in class
* 5th March – World book Day
* 9th March – STEAM WEEK
* 31st March- Basketball training with Newcastle Eagles

Year 5

Spring Term 2

**Computing**

**Algorithms and Programs**

We are Game developers

-I can create an algorithm for a game

-I can create images and sounds for use in my game

-I can sequence instructions
-I can detect errors

**English**

**Core text:** You wouldn’t want to be a Mayan by Rupert Matthews,

**Related text:** The Great Kapok Tree

**Writing opportunities:**

Narrative
Newspaper report
Instructions

Poetry
Debate - persuasive

**Science**

**Forces**

* Explain that unsupported objects fall towards the earth because of the force of gravity acting between earth and the falling object.
* Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
* Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

**Humanities**

Mayans

A non-European society that provides contrast with

British History

-Understand the type of information available depends upon the time being studied

-Evaluation of the usefulness of sources

-Provide an account of a historical event

**PE**

Swimming

**Maths**

-Add and subtract fractions

-Multiply unit fractions by an integer

-Rounding decimals

-Order and compare decimals

-Understand percentages

-Percentages as fractions and decimals

**DT**

Design and Make a Mayan Temple

-Research and develop design

-Select a wide range of materials

-Use tools and materials precisely

-Evaluate work against outcomes

**Spiritual, Moral, Social and Cultural (RE and PSHE**)

**RE- Islam**

Explain why the five pillars of Islam support and challenge a Muslim to live as part of a bigger Islamic community, (the Umma) and contribute to the wider society.

Explain how a mosque shows that the idea of ‘one’ community is important to Muslims.

**PSHE-** Relationships

-To recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive and healthy relationships.

-To recognise in which a relationship can be unhealthy and who to talk to if they need support.