






Year group: 5	Term: Spring 1	Topic: Scream Machines – Which force is with you?	<div> <div>   </div> <div> Kernow Cluster Topic Overview Sheet Objectives </div> </div>	
Opportunities for outdoor learning: <ul style="list-style-type: none"> Science 	Key vocabulary: <p>Gravity, air resistance, friction, surface, effect, move, force, accelerate, decelerate, stop, change direction, brake, mechanism, pulley, gear, spring, pendulums.</p>			Opportunities for trips / visitors: <ul style="list-style-type: none"> Virtual Theme Park (due to COVID-19 restrictions).
PSHE/British values objectives: PSHE <ul style="list-style-type: none"> Meditation through Class Worship. Expression through dance/music/art. 	Digital literacy: <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals. 			Whole class texts: <ul style="list-style-type: none"> Goosebumps – A Shocker on Shock Street by R.L. Stine. Icky Doo Dah – The Fairground Fiasco by Simon Murray. The Fantastic Flying Books of Mr Morris Lessmore.
History objectives: N/A this half-term <p>Learning about...</p>	PE objectives: Dance <ul style="list-style-type: none"> To learn a sequence of choreographed movements to perform individually and within a group. 	Maths objectives: Multiplication & Division/Perimeter & Area <p>Divide by 10, 100 and 1,000, multiples of 1,000, multiply 2, 3 & 4-digits by 1 & 2- digits, divide 2-digits by 2 digits. Measure perimeter of a grid, rectangles, rectilinear shapes, calculate perimeter, perimeter of a grid and squares.</p>	English objectives: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	
Geography objectives: <ul style="list-style-type: none"> Children to locate a theme park in the UK and plan a trip from home with transport links using timetables to calculate how long the journey will take. 	Music objectives: <ul style="list-style-type: none"> Learn and rehearse the songs for Songfest 2021. 	Science objectives: <ul style="list-style-type: none"> Investigate spinning, turning, pulleys, resistance and pendulums. 	Languages objectives: N/A this half-term.	
Art objectives: <ul style="list-style-type: none"> Explore and create expression in portraiture using photography and editing software. 	Computing objectives: <ul style="list-style-type: none"> Create expressive portraiture using editing software. Create theme park maps using a variety of software and the internet. Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Use publishing software to create an advertising poster. Create/programme simple algorithms. 	RE objectives: The Local Church- Community. <p>Know and Understand:</p> <ul style="list-style-type: none"> The mission of inspirational leaders Dioceses continue the work and mission of Jesus including ecumenism Acquire the skills of assimilation, celebration and application of the above. 		DT objectives: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <ul style="list-style-type: none"> Design and create a 3D carriage Create a simple ride that has a spinning mechanism Explore how cams and gears are used

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Links to previous topics:		Links to future topics:		Maths skills:		PE skills: Dance		Music skills:	
<ul style="list-style-type: none">Compare how things move on different surfaces. (Y3 - Forces and magnets)Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3 - Forces and magnets)Observe how magnets attract or repel each other and attract some materials and not others. (Y3 - Forces and magnets)Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. (Y3 - Forces and magnets)Describe magnets as having two poles. (Y3 - Forces and magnets)Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3 - Forces and magnets)		<ul style="list-style-type: none">Forces as pushes or pulls, arising from the interaction between two objects. (KS3)Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces. (KS3)Moment as the turning effect of a force. (KS3)Forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. (KS3)		<ul style="list-style-type: none">Complete, read and interpret information in tables including timetables.Solve comparison, sum and difference problems using information presented in a line graph.Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.Find the area of various sized squares and rectangles by counting/multiplying squares and using the formula L x B.		<ul style="list-style-type: none">Rehearse, refine and repeat short dance sequences with style and artistic intention.Perform to an accompaniment expressively and sensitively.Use an increasing range of complex composition principles to create dances.Create and structure motifs, phrases, sections and whole dances.		<ul style="list-style-type: none">Sing with awareness of dynamics, phrasing and pitch control.Compare, contrast and combine a range of musical genre.Use musical ideas and structures to compose a score.	
PSHE:		Maths skills:		PE skills: Dance		Music skills:		Science skills:	
<ul style="list-style-type: none">Guided meditation to relieve, stress, worry and depression.Recognise challenging behaviours and the negative effects these can have on relationships.Demonstrate speaking and listening skills.Demonstrate respectful interactions with others.		<ul style="list-style-type: none">Complete, read and interpret information in tables including timetables.Solve comparison, sum and difference problems using information presented in a line graph.Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.Find the area of various sized squares and rectangles by counting/multiplying squares and using the formula L x B.		<ul style="list-style-type: none">Rehearse, refine and repeat short dance sequences with style and artistic intention.Perform to an accompaniment expressively and sensitively.Use an increasing range of complex composition principles to create dances.Create and structure motifs, phrases, sections and whole dances.		<ul style="list-style-type: none">Sing with awareness of dynamics, phrasing and pitch control.Compare, contrast and combine a range of musical genre.Use musical ideas and structures to compose a score.		<ul style="list-style-type: none">Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.Recognise that when an object is at rest the forces are balanced.Recognise that unsupported objects fall to Earth because of the force of gravity acting between the Earth and the falling object.	
History skills: N/A this half-term		Maths skills:		PE skills: Dance		Music skills:		RE skills:	
		<ul style="list-style-type: none">Complete, read and interpret information in tables including timetables.Solve comparison, sum and difference problems using information presented in a line graph.Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.Find the area of various sized squares and rectangles by counting/multiplying squares and using the formula L x B.		<ul style="list-style-type: none">Rehearse, refine and repeat short dance sequences with style and artistic intention.Perform to an accompaniment expressively and sensitively.Use an increasing range of complex composition principles to create dances.Create and structure motifs, phrases, sections and whole dances.		<ul style="list-style-type: none">Sing with awareness of dynamics, phrasing and pitch control.Compare, contrast and combine a range of musical genre.Use musical ideas and structures to compose a score.		<ul style="list-style-type: none">Make links to show how inspirational leaders affect their behaviour and that of others.Compare their own and other people’s ideas about questions about what inspires people in their mission and realise that some of these are difficult to answer.	
Geography skills:		Maths skills:		PE skills: Dance		Music skills:		DT skills: Design, create and construct 3D models	
<ul style="list-style-type: none">Analyse and compare a place, or places, using aerial photographs, atlases, and maps.		<ul style="list-style-type: none">Complete, read and interpret information in tables including timetables.Solve comparison, sum and difference problems using information presented in a line graph.Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.Find the area of various sized squares and rectangles by counting/multiplying squares and using the formula L x B.		<ul style="list-style-type: none">Rehearse, refine and repeat short dance sequences with style and artistic intention.Perform to an accompaniment expressively and sensitively.Use an increasing range of complex composition principles to create dances.Create and structure motifs, phrases, sections and whole dances.		<ul style="list-style-type: none">Sing with awareness of dynamics, phrasing and pitch control.Compare, contrast and combine a range of musical genre.Use musical ideas and structures to compose a score.		<ul style="list-style-type: none">Create free-standing 3D models using different materials.Shape and form clay to produce a slab pot or container based on a basis 3D shape.Mix and combine a range of different materials and tools to create surface texture and impressions.Create effective relief and radiating patterns.	
Art skills:		Maths skills:		PE skills: Dance		Music skills:		DT skills: Design, create and construct 3D models	
<ul style="list-style-type: none">Become proficient in photography and collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas		<ul style="list-style-type: none">Complete, read and interpret information in tables including timetables.Solve comparison, sum and difference problems using information presented in a line graph.Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.Find the area of various sized squares and rectangles by counting/multiplying squares and using the formula L x B.		<ul style="list-style-type: none">Rehearse, refine and repeat short dance sequences with style and artistic intention.Perform to an accompaniment expressively and sensitively.Use an increasing range of complex composition principles to create dances.Create and structure motifs, phrases, sections and whole dances.		<ul style="list-style-type: none">Sing with awareness of dynamics, phrasing and pitch control.Compare, contrast and combine a range of musical genre.Use musical ideas and structures to compose a score.		<ul style="list-style-type: none">Create free-standing 3D models using different materials.Shape and form clay to produce a slab pot or container based on a basis 3D shape.Mix and combine a range of different materials and tools to create surface texture and impressions.Create effective relief and radiating patterns.	