


## Attenborough Class Spring 2

Core subjects - Key Focus	Week 1 w/b 19/02	Week 2 w/b 26/02	Week 3 w/b 04/03	Week 4 w/b 11/03	Week 5 w/b 18/03	Week 6 w/b 25/03	
<b>English</b> The men who shared a sandwich on the seabed.  The miners who spent two weeks underground.	Survivor  To write a character profile.	Survivor  To write the main body of a newspaper article including witness quotes.	Art and Max  World Book Week.	Survivor  To write a formal letter.	Assessment		
<b>Maths</b>	Multiplication /Division/Fractions	Fractions	Fractions/Decimals	Decimals/Percentages	Assessment	Consolidate	
<b>Science</b>  <b>Sound</b> How is sound produced	<b>Sound</b> To identify how sounds are made.	<b>Sound</b> To recognise that vibrations travel through a medium to the ear.	<b>Sound</b> To understand the functions of an ear.	<b>Sound</b> To investigate if the size of the pinnae affects the volume of the sound.	<b>Sound</b> To find patterns between the volume of a sound and the strength of the vibrations that produced it.	<b>Sound</b> To set up fair, simple tests.	
Foundation subjects Key Focus							
<b>RE</b> <b>Love - Christianity</b> Relevant events from the easter story and Holy Week	Communicate	Apply	Enquire	Context	Evaluate		
<b>History</b>	LI: To discuss and understand	LI: To create a timeline of	LI: To understand Britain's	LI: To understand the link between	LI: To investigate Sara Forbes Bonetta and her	LI: To understand what changed and	

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Significant individual: Sara Forbes Bonetta	the meaning of subject specific vocabulary.	events relating to slavery	involvement in the slave trade. Linking to the monarchy.	Osbourne House and Sara Forbes Bonetta	link to Osbourne House on the Isle of Wight/Black History	what continued the same (Change and Continuity)
Geography						
Art and Design  Slavery  Artist of interest: Banksy	LI: To investigate images of slavery (including modern day)	LI: To explore and discuss street art.  Vandalism or not? - DEBATE	LI: To discuss Banksy and the messages portrayed by their artwork/Create an art board.	LI: To explore other artists following Banksy's example. <div>Juliana Lopez Blek le Rat Robin Rhode Bambi Plastic Jesus Lady AIKO</div>	LI: To design your own image of slavery.	LI: To create my chosen artwork/ LI: To explain and evaluate artwork.
Design and Technology  Fabric Storage	Finish and evaluate final product.	Finish and evaluate final product.				
Music  Year 5 - Composition to represent the festival of colour	To understand that music can be represented with colours	To represent a piece of music as a graphic score	To create a vocal composition based on a picture	To create a piece of music inspired by a single colour	To work as a group to perform a piece of music	
Computing	<a href="https://teachcomputing.org/curriculum/key-stage-5/">https://teachcomputing.org/curriculum/k</a>	<a href="https://teachcomputing.org/curriculum/key-stage-6/">https://teachcompu</a>	<a href="https://teachcomputing.org/curriculum/key-stage-7/">https://teachcomp</a>	<a href="https://teachcomputing.org/curriculum/key-stage-8/">https://teachcomputin</a>	<a href="https://teachcomputing.org/curriculum/key-stage-9/">https://teachcompu</a>	<a href="https://teachcomputing.org/curriculum/key-stage-10/">https://teachcomp</a>

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<p>Spring 2 - Programming- Repetition</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes">https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes</a></p>	<p>ey-stage-2/programming-a-repetition-in-shapes/programming-a-screen-turtle</p>	<p>stage-2/programming-a-repetition-in-shapes/programming-letters</p>	<p>2/programming-a-repetition-in-shapes/patterns-and-repeats</p>	<p>2/programming-a-repetition-in-shapes/using-loops-to-create-shapes</p>	<p>2/programming-a-repetition-in-shapes/breaking-things-down</p>	<p>2/programming-a-repetition-in-shapes/creating-a-program</p>	
<p><b>RSHE</b></p> <p><b>Topic names:</b></p> <p>AWJ Breaking Barriers</p> 	<p>To recognise positive attributes in others</p>	<p>To explain why being different is okay</p>	<p>To recognise your own strengths and goals, and understand that these may be different from those around you</p>	<p>To identify some of the ways we can overcome barriers and promote equality</p>			
<p><b>FRENCH</b></p> <p><b>Food</b></p>	<p>Food</p>	<p>I like to eat</p>	<p>What are you eating?</p>	<p>Cutlery</p>	<p>Ingredients</p>	<p>French Toast</p>	
<p>Opportunities to extend Cultural Capital: experiences, trips, visits</p>	<p>Swimming</p>	<p>Cricket</p>	<p>Create our own playground art gallery.</p>				