



## Half term plan 2026

**Teacher: J Oldfield**  
**Date: Spring 2**

**Year group: 5**

**Topic: Sewing Bee**

### Literacy Objectives

#### Narrative – Older Literature

#### Narrative – Stories From Other Cultures

#### Grammar

To add phrases to make sentences more precise

To use a range of sentence openers for impact.

To link clauses with subordinating and coordinating conjunctions

To use relative clauses beginning with who, which, whose.

To link clauses in sentences using subordinating and co-ordinating conjunctions.

To consistently organise into paragraphs.

#### Alan Peat

De: De

O.(I.)

Noun, which, who, where.

Double ly ending sentences

Short

Some; other

#### Guided Reading

Comprehension activities

Vocabulary, inference and deduction focus on Girl of Ink and Stars then Goodnight Mr Tom

### Numeracy Objectives

#### White Rose Maths

Fractions B (2 Week Block)

Decimals and Percentages (3-week block)

Perimeter and Area (2-week block)

<p>Science Objectives  <u>Plants and Animal Life Cycles</u>  Week 1: To describe the process of sexual reproduction in many flowering plants, naming parts of the flower and explaining their importance within the process.  Week 2: To recognise that flowers are not all the same and identify how they are different.  Week 3: To describe how plants can reproduce asexually, by creating new plants from different parts of the parent plant rather than by producing seeds.  Week 4: To describe the life process of reproduction in amphibians and most insects and recognise this process as sexual reproduction.  Week 5: To describe the life process of reproduction in mammals and birds and recognise this process as sexual reproduction.  Week 6: To recognise patterns in data about the life cycles of humans and other mammals.</p>	<p>Computing objectives  <u>Teach Computing – Flat File Databases</u>  Week 1 – To use a form to record information  Week 2 – To compare paper and computer-based databases  Week 3 – To outline how you can answer questions by grouping and sorting data  Week 4 – To explain that tools can be used to select specific data  Week 5 – To explain that computer programs can be used to compare data visually  Week 6 – To use a real-world database to answer questions  (Use both paper and digital databases to compare, use tools within a database to order and answer questions about data, create graphs and charts from their data to help solve problems, use a real-life database to answer a question, and present work to others.)  Project Evolve – Online Bullying</p>
<p>Art objectives  Not taught this term</p>	<p>P.E objectives  <u>Badminton</u>  Week 1 - To use the serve with consideration of attacking principles.  Week 2 - To explore an underarm return with consideration of attacking principles.  Week 3 - To explore an underarm return with consideration of attacking principles.  Week 4 - To explore the overhead forehand with consideration of attacking principles.  Week 5 - To select and apply skills and tactics to play competitively.  Week 6 - To apply rules, skills and tactics to play in a tournament.</p>

	<p><u>Yoga</u>  Week 1 - To understand how breath can help me hold and move from pose to pose.  Week 2 – To identify and use balance when exploring poses and creating flow.  Week 3 – To identify and use flexibility when exploring poses and creating flow.  Week 4 – To identify and use strength when exploring poses and creating flow.  Week 5 – To create and refine a flow with a partner.  Week 6 – To lead others through our flow.</p>
<p>History  Not taught this term</p>	<p><u>Geography</u>  Week 1 (L1): Know how to use care labels to identify the range of materials a garment is made from. Identify if materials are man-made or natural.  Week 1 (L2): Know how to use atlases, globes, maps and plans at a range of scales to identify where raw materials originate from. Know that the climate of a country impacts what plants/animals grow/habitat there.  Week 2 (L1): Know that the production of some man-made materials is not sustainable. Identify sustainable materials and how they are produced.  Week 2 (L2): Know the human geography and processes that is involved in the production of a cotton t-shirt from plant to purchaser.  (Explore how human/physical processes of material production affect the environment)</p>
<p>French (KS2)  <u>Salut Unit M</u>  Week 1 – The Wheels on the Bus (song)  Week 2 – On the way  Week 3 – Through the window</p>	<p><u>DT</u>  Week 3: Know fabrics can be formed in different ways and investigate different prototypes, evaluating the best to use for our purpose of a phone or pencil case.  Week 4: Know how to use blanket stitch to join two materials</p>

<p>Week 4 – At the museum  Week 5 – In the countryside  Week 6 – A trip to the museum (story)</p>	<p>together.  Week 4: Know how to use pattern pieces to cut material accurately.  Week 4: Know how to pin fabric pieces together.  Week 4: Design and make a motif for embellishment. Know how to join this to fabric.  Week 5: Know how to evaluate my case against my design criteria.  (Design, sew and embroider phone/tablet case.)</p>
<p>Music  Charanga – Spring 2 – Enjoying Musical Styles</p>	<p>R.E.  <u>U2.1 What does it mean if Christians believe God is holy and loving?</u>  Week 1: To identify some different types of biblical texts, using technical terms accurately.  Week 2: To explain connections between biblical texts and Christian ideas of God, using theological terms.  Week 3: To make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.  Week 4: To show how Christians put their beliefs into practice in worship.  Week 5/6: To discuss how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
<p>PSHE – Dimensions Program  Week 1: Core Theme 1 Unit 1 Health LESSON 1: Physical, Emotional and Mental 3-Dimensional  Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Know about the basic synergy between physical, emotional and mental health.  Week 2: Core Theme 2 Unit 1 Communication LESSON 1:</p>	<p>Dance/ Drama</p>

<p>Confidentiality Secret Info          Know the importance of permission-seeking and giving in relationships with friends, peers and adults.          Week 3: Core Theme 2 Unit 1 Communication LESSON 2: Listening 1 I'm All Ears!          Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.          Know and understand the importance of listening to others.          Week 4: Core Theme 2 Unit 1 Communication LESSON 3: Responding 2 Scenarios          Recognise that there are many ways to communicate.          Understand the need to both listen and speak when communicating with others.</p>	
<p>Visits/visitors          17<sup>th</sup> March – Parental Engagement Morning</p>	<p>Enrichment Activities/ Topic Days/ Role-play          5<sup>th</sup> March – World Book Day – Dress as an adjective/Alice In Wonderland          1<sup>st</sup> April – Egg Competition          2<sup>nd</sup> April – Easter Egg Raffle, Easter Service</p>