

**Nurturing a caring community, in which every child learns well.**

**Driver 1: Citizenship**

Enable children to make their own decisions and take responsibility for their own lives and communities.

Develop children's understanding of and responsibilities within their communities from the local (Sheffield) to the national (British) and finally global (World)

**Driver 2: Aspiration**

Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.

Promote self-efficacy, which is an individual's belief in his/her innate ability to achieve goals.



**Long Term Project Planning: Learning Objectives**

**Year Group:** 5

**Term:** Spring 2

**Project Stimulus (Visit/Visitor/Experience):** Abbeydale Industrial Hamlet

**Project Outcome:** Classroom Exhibition

## Long Term Project Planning

Year Group: 5

Term: Spr2

Subjects Taught Discretely

### Computing

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

-Communicating: Text and Image

-How do I create a radio advert?

-Objective: I understand that there are a number of factors that contribute to a good advert

### RE

#### Beliefs and questions:

How do people's beliefs about God, the world and others have impact on their lives?

Two from Muslims, Hindus and Buddhists

### Music

Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.

Accurately maintain an independent part within a group in an instrumental performance.

Read and play at least 5 notes on an instrument (eg recorders) with greater accuracy and independence.

### PSHE

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

### Cooking

understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### French

-La nourriture

-Les fruits et la nourriture

- Mardi Gras

-Indefinite/definite article

- la nourriture

- Aimes tu?

- Pacques