

**Aiming high and self-belief:** As people aiming high, we will recognise our worth as individuals and raise self-esteem in others when we learn how to look out for others in PSHE.

**Enquiry:** As enquiring people, we will enquire and investigate what life was like working in the mines in our local area.

**Community:** As people who are concerned about our community, we think about the impact mining had on our community.

## English

Reciprocal Reading- Caving in Daveley Dales/ Golden Dreams

Writing skills and applying skills to different text types in an extended write

SPAG- Spelling, Punctuation and Grammar

Texts - Street Child

Film clips, picture stimulus from topic themed non-fiction texts.

## Art/DT

**DRAWING** - Davy lamps using dry media to make different lines, marks, patterns and shapes within a drawing.

**DRAWING WITH CHARCOAL** - Miner portraits to develop their own style using tonal contrast and mixed media.

**PAINTING** - Mining scenes where they will mix and match colours to create atmosphere and light effects.

**ARTIST STUDY** - Rembrandt's The Night Watch drawing (Chiaroscuro)

**DESIGN, MAKE AND EVALUATE/TECHNICAL KNOWLEDGE** - Musical Instruments

**COOKING AND NUTRITION**- Sandwiches



## PE

Gymnastics  
Net and Wall Games  
Dance  
Invasion Games

## Maths

problem solving will have cross curricular and topic links including global learning links

Number: Fractions

Number: Decimals

Number: Percentages

Countdown Maths Daily COUNTDOWN

## MFL- French

I languages

## Science

### T2a Forces

To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

To be able to identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

To be able to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### T2b Earth and Space

To be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

To be able to describe the movement of the Moon relative to the Earth.

To be able to describe the Sun, Earth and Moon as approximately spherical bodies.

To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

## PSHE

**Being Responsible:** Looking out for others

**Computer Safety:** Image Sharing

**Feelings and Emotions:** Anger

**The Working World:** Enterprise

# Memorable Miners

Year 5 Term 2

## Music

Beginning to learn to play brass instruments through Wider Opportunities scheme - Unit 15.

## Computing

Unit 5.4: Databases using 2Question and 2Investigate

To learn how to search for information on a database. To contribute to a class database. To create a database around a chosen topic.

Unit 5.5: Game Creator

To set the scene. To create the game environment. To create the game quest. To finish and share the game. To evaluate their and peers' games.

Computing will be a golden thread throughout the whole curriculum!

## Geography/History

**Why was coal mining so important to the local area during the Victorian Era?**

What is coal mining and how is coal formed? Why was coal important during the Industrial Revolution? What was life like for children in the mines? What were the dangers of mining? What happened in the Huskar pit?

**How and why is Tankersley changing?**

Where was coal mined in Britain? What are the physical and human features of Tankersley? How has land use in Barnsley changed over time? What is the climate like in Tankersley? How has Tankersley changed?

## RE

**Creation/Fall:** Creation and Science - conflicting or complementary?

**Salvation:** What did Jesus do to save human beings?