

Year 5: Spring 2nd Half
Topic: Discoveries



Healthy Body
Healthy Mind, Healthy Planet

History

Intent- To answer the enquiry question 'What is the legacy of the Ancient Greeks?'

Implementation

To understand the legacy of ancient Greek democracy

To explore the Olympic Games in Ancient Greek times by examining primary sources

To understand the term philosophy and research the teachings of great philosophers

To identify key features of Ancient Greek architecture and recognise them in modern day architecture

To identify the style of purpose of Ancient Greek art on pottery and how it affected later artists throughout British history

To identify the two types of theatre in Ancient Greek times and how it has influenced drama and theatre today

Composite Outcome: Show what you know task explaining the legacy of the Ancient Greeks

Impact: Children understand the importance of the Ancient Greeks and how they affected the world since with democracy, sports, philosophy, architecture, art, drama and theatre

Science

Intent- To understand the effects of gravity, air resistance, water resistance and buoyancy. To recognise how mechanisms allow a small force to have a great effect

Implementation

To review forces acting on an object (push/pull) (IGS)

To know how gravity was discovered (Research Sir Isaac Newton) (R)

To explore the effect gravity has on objects (PS)

To investigate the effects of air resistance (Galileo Galilei) (PS)

To observe and understand the effects of upthrust and buoyancy (O)

To identify a relationship between the shape of an object and water resistance (PS)

To investigate simple mechanisms and explain how a simple one works (R)

Composite outcome: Show what they have learnt about Forces (Socratic Assessment)

Impact: Children learn that gravity pulls object to the centre of the Earth. That forces can slow down, stop or change the direction of a moving object. That buoyancy can act against gravity making an object lighter force.

PSHE

Intent- To develop their understanding of British Values. To develop their understanding of how to respect others

Implementation

To provide an opportunity to become involved with democratic processes within the school

To consider how living under the rule of law can protect individuals and enhance their well-being and safety

To understand what is meant by freedom of expression and

To know when individual liberty should be exercised

to explore immigration and its history in the UK

To know what respect means and how to respect other's views and opinions

To know about different beliefs and how to respect them

Impact: Children understand British democracy and how laws protect individuals. Children show respect to each other and their beliefs

Computing

Intent- To write and test programmes using a physical component (microbit)

Implementation

To understand what a microbit is and the different parts and functions

To connect their microbit to their iPad (Bluetooth). Create simple programme to change icon and a name badge using 'Show' commands

To use input commands to create a pet hamster

To use variable to create a Rock, Paper, Scissors' game

Design a programme to create a tilt alarm (Links to DT) using it accelerometer. Design a melody warning and icon to be displayed.

Composite Outcome:

Create a tilt alarm for DT project. Send a warning alarm using created melody and icon

Impact: Children can programme a physical component (Microbit) to create games, alarms, pet hamster. Children can use 'show', input and variable commands.

DT

Intent- to explore ways using monitoring and control to create an alarmed device

Implementation

To explore different ways people secure or alarm items

To discover different programmes on a microbit (Link to computing) to alarm a designed box (link to Pandora's Box)

To investigate different nets for 3D shapes and design chosen box

Design box considering who the box is for, the purpose, shape/net, decorate to deter or attract, microbit code and items needed. .

Composite outcome: Follow their planning to make their secure box containing a secret or special item

Evaluate their own work and their peers, comparing it to their designs.

Impact: Children design, make and evaluate a secure, structured box using physical computing to create an alarm device

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PE

Intent- To develop their creative balance skills in developed sequences of movements. To apply a variety of skills and techniques to with accuracy and control

Implementation- Physical Education

Warm up : Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage : Like Clockwork and Balance Dice Frenzy

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Static Balance: seated (FUNS 2) and Static Balance: floor work (FUNS 3) aiming for blue.

Cog. : For 6 weeks we are working on Creativity

Implementation : Sport—Striking and Fielding

- to throw and catch under pressure
- to link skills when fielding and bowling
- To bat with control and accuracy
- to use a range of tactics for attacking and defending in the role of batter, fielder and bowler
- To collaborate as a team to choose, use and adapt rules of the game

Composite Outcome: Play a cricket match as a team, understanding the roles and skills they require.

Impact: Creative- To link actions and develop sequences of movements that express their ideas by changing tactics and rules to make games more challenging.

Striking and Fielding— To take part in a competitive game of cricket with a strong idea of tactics and competition

RE

Intent- To explore the enquiry question: 'Why is the Torah so important to Jewish people?'

Implementation

To explore the importance of 'the Shema' and how Abraham discovered there was only one God.

To make connections between Jewish beliefs about the Torah and how they use it.

To explore how Jewish people put their beliefs into practice.

To show an understanding of the Torah and make connections for how Jewish beliefs and values could benefit people who are not Jewish.

To understand and make connections between Jewish commandments and how they live by them.

To explore the value of Jewish beliefs today and how they could benefit people who are not Jewish.

Composite Outcome: 'Show What You Know' display all the facts which they have learnt.

Impact Children have developed their understanding of the Jewish Faith and how Jews live their lives by putting into practise what they are taught and the values from the Torah.

Music

Intent- To be able to confidently play 3 notes on the recorder

Implementation

Listen and appraise the song 'Music for Compline'
Recorder Session 6: Muddy Waters—
Rehearse and perform songs learnt so far.

Listen and appraise the song 'Dido and Aeneas overture' by Henry Purcell
Recorder Session 7: Black Storm Castle—
Introducing note G

Listen and appraise the song 'Symphony number 5 in C minor' by Beethoven
Recorder session 8: Futura—Playing B, A and G together

Listen and appraise the song 'Minute Waltz in D Flat' by Chopin
Recorder session 9: Central City—Practise B, A and G together

Listen and appraise the song 'Central Park in the Dark' by Ives
Recorder Session 10—Perform songs learnt.

Impact Children can play notes 'B', 'A', and 'G' on the recorder to perform songs. Reading the music, recognising volume, speed and beats.

French

Intent- To recognise key vocabulary in longer passages. To learn vocabulary for a variety of sports in French

Implementation

To listen attentively to longer passages in French and improve my decoding skills

To understand more of what I hear and read using story ordering to help me decode an unknown language (French)

To know 10 Olympic sports with the correct determiners in French

To say I do and I do not do a particular sport using the verb 'faire' (to do) in French

To know that adjectives can change spelling in French depending on the gender of the object being described

Composite Outcome: To complete their end of unit assessment for reading, writing, listening and speaking.

Impact: Children can recognise and say 10 Olympic sports in French. Children can use the verb for 'I do' and 'I do not'