

Year 5: Summer 1st Half
Topic: Exploring



Healthy Body
Healthy Mind, Healthy Planet

History

Intent- To answer the enquiry question 'Is it fair to describe the Vikings as vicious raiders?'

Implementation

To discover who the Vikings were. Where did they come from? When did they invade—timeline

To investigate how Vikings were successful invaders. Research their weapons, types of fighters (Bersekers) and how their beliefs made them powerful.

To investigate Viking Conquests and settlements - Viking raid on Lindisfarne 793 AD.

To research and investigate whether the Vikings were just invaders or were they also traders and explorers.

To research how the Vikings were skilled ship builders. How they were designed and used for invading, exploring and trading

To know about the daily life of Vikings

Composite Outcome: Show what they know about Vikings to answer the enquiry question (Socratic assessment).

Impact: Children will further their chronological knowledge of invaders in British history. They will recognise that they were often seen as vicious raiders however most of them were explorers, traders and farmers—peaceful settlers.

Science

Intent- To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

Implementation

To research the scientist Ruth Benerito who invented wrinkle-free cotton (R)

To compare, group and classify materials by their properties (IGS)

To identify, group and classify which materials are electrical conductors and electrical insulators (IGS)

To identify, group and classify materials which are thermal insulators (IGS)

To answer the enquiry question: what if there was no plastic? Research the effects plastic has had on the environment. What materials could be used instead? (PRS)

Composite outcome: Assessment about the properties of materials (Socratic Assessment).

Impact: Children understand the different properties of materials, how to group them and how to test them.

PSHE

Intent- To know how to be safe online, how to support the community and the understand the importance of communication .

Implementation

To know how to be safe when using the digital world.

To understand what the benefits are of the digital world.

To know how we can support our community.

To understand the importance of supporting our community.

To understand that learning is for life.

Impact: Children develop skills to become a good citizen through, being safe and respectful online, supporting their community and communicating with others.

Computing

Intent- To create a programme for a quiz using different condition outcomes.

Implementation

To create a programme which has a condition 'if', 'then', 'else' creating quiz questions with response to answers.

To plan a quiz, choosing a theme based on half term topics. Plan questions, answers and outcomes.

Create their quiz, debugging and improving by testing it.

Identify ways their quiz can be improved, and how to extend their programme further.

Composite Outcome: To create a quiz using conditions with 'if', 'then' and 'else'

Impact: Children can use selections by programming conditions with different outcomes to create a quiz.

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PE

Intent- To develop their physical balance skills to perform a variety of movements with good body tension. To develop tennis skills such as being in a ready position, serving underarm, using forehand and back hand.

Implementation- Physical Education

Warm up : Every 2 weeks the children focus on 1 warm up and progress once the class has mastered the concept of each stage : Continuous throwing, relay and Ball Champs.

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Dynamic Balance to Agility: jumping and landing (FUNS 6) and Static Balance: One leg (FUNS 1) aiming for blue.

Cog. : For 5 weeks we are working on physical skills

Implementation : Sport—Tennis

- To begin to apply a backhand stroke to return a ball
- To move towards the ball in ready position using forehand or back hand.
- To return back to a ready position after each shot
- To develop the correct swing technique when hitting a ball over a net
- To use an underarm serve correctly
- To participate in games following the rules and scoring with tactics.
- to use a variety of different shots and serves when playing a match.

Impact: Physical- Children can perform a variety of movements with good body tension and link actions to their balances.

Tennis— children can take part in a competitive tennis match applying skills and techniques with accuracy and control

RE

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

Implementation

To investigate what Jewish people look like and where do we find Jewish people in the UK.

To identify what the Torah is and what is a Sefer Torah.

To discover why there are different types of synagogue in the UK.

To understand how the Torah influences what Jewish people might eat.

To investigate how Jewish people are adapting festivals in the UK.

To explain why the Torah is so important to Jewish people.

Composite Outcome: Answer 6 key questions showing why is the Torah so important to Jewish people?

Impact : Children understand the Jewish faith and the importance of the Torah.

French

Intent- To learn key vocabulary and phrases to order food, drink and snacks in a café.

Implementation

To identify 11 food, snacks and drinks in French with determiners and articles.

To learn another 9 foods, snack and drinks.

To learn key phrases to help perform a role play in Salon-de-thé.

To learn more key phrases to help perform role-play in Salon-de-thé.

To use knowledge of numbers to ask for and calculate the bill.

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

Impact: Children can take part in a role play to order food, drink and snacks in Salon-de-thé

Art

Intent- To explore how Claude Monet influenced art and identify his signature style.

Implementation

To learn about Monet's life, style and artistic techniques.

To experiment with layered washes and colour blending.

To use watercolours with confidence and explore expressive brushstrokes.

To design a painting inspired by Monet's style.

To apply Monet-inspired techniques to a completed artwork.

To evaluate a final painting and reflect on skills used.

Composite outcome:

Children will create a Monet-inspired painting and self/peer evaluate their work against the skills learnt.

Impact: Children develop the skills of: using watercolours with confidence and creating atmospheric effects using layered washes and tones.