

Year 5: Spring 1st Half  
Topic: Discoveries



Healthy Body  
Healthy Mind, Healthy Planet

### Geography

**Intent-** human geography to identify the distribution of natural resources including energy, food, minerals and water with trade links. To understand the environmental impact

#### Implementation

To identify some of Britain's natural resources and explain how they are used

To identify how the natural resources - coal and gas - are used to produce electricity. (recognise the problems associated with using fossil fuels)

To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. (identify areas locally where they could be used)

To identify parts of the world where wood is produced (climate and land use), and consider some of the problems associated with its production

To know where and how glass and concrete are produced in Britain using natural resources

To know how the local resource - English China Clay - is mined and what this resource is used for (Fieldtrip)

**Composite Outcome:** To identify and explain natural resources - where they are found/imported and how they are used

**Impact:** Children recognise renewable and non renewable energy sources and the environmental impacts they have. Children recognise how some sources are imported.

### Science

**Intent-** To describe the movement of the Earth, moon and other planets relative to the sun. To understand how we get night, day, seasons and years.

#### Implementation

To know and understand the shape, size and position of the Earth, the sun and the moon (R)

To research and discover information to describe the movement of the Earth and other planets in our solar system (R)

To solve an enquiry problem by identifying how we get night and day on Earth (PRS)

Observe how shadows change over time to explain the movement/ rotation of the Earth (O)

Observe the moon for 5 weeks to identify the lunar cycle and understand why the moon appears to change shape (O)

To research the scientist Katherine Johnson (R)

**Composite outcome:** Show what they have learnt about Earth and Space (Socratic Assessment)

**Impact:** Children understand how we get night, day and seasons due to the rotation of the Earth, orbiting the sun. Children understand the phases of the moon due to its orbit of the Earth

### PSHE

**Intent-** To develop their social skills, understanding their responsibilities and the consequences of their actions.

#### Implementation

To know the importance of thinking about the words we use, because of the ways that they can damage or heal.

To recognise the way social media has a negative impact on self esteem and body image

To know that being responsible is important in life and how they may inspire others

To understand that responsibility has consequences

That gender inequalities and homophobia exist in families, friendships, relationships, communities and society

To know what the Fairtrade fortnight is

**Impact:** Children become more aware of their responsibilities and how they can inspire and support others

### Computing

**Intent-** To learn how to create short videos, using skills for capturing, editing and manipulating video

#### Implementation

To identify what makes a video effective by identifying and comparing the features (Talking head, panning, close up)

To experiment with different camera angles for filming using their iPad

To create a storyboard for a film broadcast based on War of the Worlds (Links to art project)

Film their news broadcast using chosen camera angles and features for in the studio and at the scene

Edit news broadcast using iMovie to add transitions, music, credits. Cut, snip, order

Evaluate their news broadcast video. Were their camera angles and shots effective? What would they change?

**Composite Outcome:** To create their own news broadcast based on War of the Worlds

**Impact:** Children can plan, film, edit and produce a video using filming and editing software, selecting camera angles and features

### Art

**Intent-** To develop ideas through sketching, testing colours and materials to design and create a film set

#### Implementation

Generating Ideas: Investigate how set designers created a set for 'Negative Space' by tiny Inventions Fili, making visual notes in their sketch book

Generating Ideas: Investigate how to design a set through colour pallets, sketches and fabrics by exploring the work of Rosie Hurley's Esio Trot.

In small groups, design a set in their sketch book for 'War of the Worlds' Scene (links to English). Consider colour pallet and items - to be in a box

Explore and select different fabrics to create trees, flowers, grass, cylinder and picnic blanket using ideas from Gabby Savage Dickenson.

**Composite outcome:** In groups create their own set design using fabrics, colour pallet and perspective for War of the Worlds to be used in News Broadcast (link to computing)

Evaluate their own work and their peers

**Impact:** Children can respond to a stimulus (story) to create a set design, through sketching ideas, colours pallets and testing materials. Sets are used in filming.

Year 5: Spring 1st Half  
Topic: Discoveries



Healthy Body, Healthy Mind  
Healthy Planet

PE

**Intent-** To develop their cognition skills by suggesting patterns of play to increase success and ways to judge. To develop their creative gymnastic skills responding imaginatively to different situations with hand and low floor apparatus

**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 : Hi Baby and Pass it On

**Funs Skills :** Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Static Balance: Stance (FUNS 4) and Coordination: Footwork (FUNS 10) aiming for blue.

**Cog. :** For 6 weeks we are working on our Cognitive skills

**Implementation : Sport Gymnastics (Creative)**

With a range of hand apparatus, tighten muscles to enable controlled movements, hold apparatus away from body to allow free movement

Combine ball tricks with gymnastic skills, bouncing with hand and other body parts, throwing and catching in different ways

Using low apparatus, maintain good body tension and extension, coordinate body parts and keep one part in contact with the apparatus

Design their own hall set up with apparatus in different stations to create sequences

**Impact: Cognitive-** Children can understand different ways to judge performances and suggest ways to increase chances of success.

**Gymnastics-** Children can develop and apply skills with hand apparatus and on low apparatus creating sequences and games

RE

**Intent-** To explore the enquiry question 'Why do Christians believe Jesus was the Messiah?'

**Implementation**

To explore the place of incarnation and the Messiah within the Big story of the Bible.

To explore what kind of person it would take to be a Messiah and help others.

To investigate 'What are the expectations for a Messiah?'

To investigate Matthew's account of seeing Jesus.

To investigate 'What do Christians believe the true meaning of Christmas is?'

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

**Impact :** Children understand what is a Messiah and why Christians believe that Jesus is the Messiah.

Music

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

**Implementation**

Listen and appraise the song 'You Make Me Feel My Love' By Adele  
Recorder Session 1: Bongor Beach—hold recorder and blow correctly, play note 'B'

Listen and appraise the song 'So Amazing' by Luther Vandross  
Recorder session 2: Gluttonbury Festival—music has a pulse, Play 'B' and Bounce with 'B'

Listen and appraise the song 'Hello' by Lionel Riche  
Recorder Session 3: Lost Forest—Introduce playing note A

Listen and appraise the song 'The Way You Look Tonight' by Tony Bennett.  
Recorder session 4: Cirrus station—playing notes B and A together

Listen and appraise the song 'Love me Tender' by Elvis Presley  
Recorder session 5: Glacier Lake—continue play notes A and B together

**Impact** Children can play notes 'B' and 'A' correctly on the recorder recognising minims and crotchets.

French

**Intent-** To know the vocabulary for the weather in French

**Implementation**

To listen to new vocabulary for describing the weather in French

To recall, say and write the weather expressions from memory

To improve their listening decoding skills for the weather

To read a weather map in French and describe the weather in different parts of the country

To use all my knowledge to present a weather forecast in French

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

**Impact:** Children can ask what the weather is today in French and give a reply. They can describe the weather using a map.