

Year 5: Summer 2nd 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

To investigate the Viking laws and justice system, comparing it to others.

**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 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals

#### Implementation

-To identify parts of a flower and explain how plants reproduce (IGS)

-Investigate growing plants from parts of plants (root cuttings, stems, bulbs) (O)

-To describe the life cycles of humans (links to RSE) (R)

-To describe the lifecycles of different mammals, comparing to humans (R)

-To research Jane Goodall (R) to describe the lifecycles of amphibians and insects and compare to other animals (R)

- To describe the Lifecycle of birds and compare to other animals. (R)

**Composite outcome:** Show what they have learnt about lifecycles and reproduction. (Socratic Assessment)

#### Impact:

Children understand the differences in lifecycles for mammals, insects and birds. Children understand the scientific process of reproduction

### PSHE

**Intent-** To recognise and understand the changes during puberty. To know how to deal with changes and where to get support.

#### Implementation

To understand that learning can continue in a variety of places after leaving school

To explore the emotional and physical changes during puberty. (CWP)

To understand male and female puberty changes in detail (CWP)

To explore the impact of puberty on the human body and the importance of physical hygiene (CWP)

To understand that our bodies belong to us and who to talk to if they are worried

To recognise that feelings change over time and range in intensity, and to understand what constitutes positive, healthy relationships

To learn about marriage and civil partnership

**Impact:** Children know about the changes during puberty and are confident to talk about any concerns or worries. Children can recognise a positive, healthy relationship

### Computing

**Intent-** To order and answer questions about data using databases

#### Implementation

To understand what a database is. Create a paper database about animals understanding the terms field and record

To navigate a digital database using j2e. Sort animal files to provide answers. Ask questions on countries database.

Group and sort data to gain answers from a database on countries

Refine database searches using 'and' 'or' functions, searching a database about the Titanic

Create charts from databases, recognising which chart is the most appropriate to answer research question

**Composite Outcome:** Use real life databases. (Expedia) to search for flights and holidays from given criteria. Present their findings.

**Impact:** Children can use order and search tools to answer questions using a database. They can create charts from the data to help them solve problems.

### DT

**Intent-** To develop understanding and skills to create structures and join sections

#### Implementation

Explore structures of bug/insect hotels. What shape are they? Materials used? Methods of construction.

Focused task to experiment with techniques for building frames and joining sections using triangles for joints, card strips and triangulation. Using hand tools safely

Explore which materials they will use for their structure: strength, waterproof, durable

Plan and design a bug/insect hotel considering techniques for structures and materials

**Composite outcome:** Make a structure for a bug/insect hotel following their designs

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

**Impact:** Children will be able to design and make a secure structure with joins to create an item such as a bug hotel

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PE

**Intent-** To develop their Healthy, and Fitness skills applying them to coordination and agility to describe basic fitness components and explain how long and often you should exercise for. To increase their speed when sprinting and distance running. To carry out a standing jump and triple jump.

**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 : Team Juggling and Inside Out

**Funs Skills :** Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Coordination: Sending and Receiving (FUNS 8) and Agility: Ball Chasing (FUNS 11) aiming for blue.

**Cog : For 6 weeks we are working on our Health and Fitness skills**

**Implementation : Sport Athletics**

- to accelerate from a variety of starting positions
- to select a suitable pace for a given distance and to identify and demonstrate stamina, explaining its importance for runners
- to perform an effective standing long jump including take off and flight
- to perform triple jump with increased confidence
- to throw a variety of implements using a range of throwing techniques
- continue to develop techniques for throwing to increase distance

**Impact: Health and Fitness-** Children can send, receive and chase the ball showing an understanding of basic fitness components and duration of exercise to be healthy. **Athletics-** Children can increase their speed when sprinting by using an effective start position and pace. Use take off and flight to complete a successful jump.

RE

**Intent-** To explore the enquiry question 'What matters most to Humanists and Christians?'

**Implementation**

Identify and explain beliefs about why people are good and bad.

Make links between beliefs about why people are good and bad by creating a 'code for living'.

Compare and make connections between Christians and Humanist ideas about being good and how people should live.

Explore and understand the meaning of some big moral concepts such as; fairness, truth, honesty, and peace.

Understand and make connections for why people should be good.

Make connections between the values studied and personal views.

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

**Impact** Children have an understanding about peoples' beliefs with regards to what is good and bad, developing their own views and opinions

Music

**Intent-** to listen, appraise, compare and perform songs from Motown. Develop their improvising and composing skills.

**Implementation**

Listen and Appraise: Dancing In The Street by Martha And The Vandellas. Learnt to sing the song

Listen and Appraise: I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops. Learn to play part of the song with glockenspiel/recorder

Listen and Appraise: I Heard It Through The Grapevine sung by Marvin Gaye. Improvise using given notes

Listen and Appraise: Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell. Compose own part using given notes

Listen and Appraise: You Are The Sunshine Of My Life sung by Stevie Wonder. Continue to practise singing and playing instruments

Listen and Appraise: The Tracks Of My Tears sung by Smokey Robinson And The Miracles.

**Composite Outcome:** Perform 'Dancing in the Street' singing and playing instruments

**Impact** Children to practise singing and playing a glockenspiel/ recorder to perform a Motown song. They can compare other Motown songs and show an appreciation for different styles.

French

**Intent-** To learn vocabulary for clothing and describe what they are wearing

**Implementation**

- To learn 10 nouns for items of clothing and their determiners

- To learn 11 more nouns for items of clothing and their determiners

- To learn how to say what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing

- To learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French

- to use all new knowledge in French to describe what they are packing in their suitcase for a holiday

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

**Impact:** Children can describe what clothes they have, are wearing and the colour.