

Year 5: Summer 2nd Half
Topic: Exploring



Healthy Body
Healthy Mind, Healthy Planet

Geography

Intent- To locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Implementation

- To identify the countries of North America.
- To investigate and compare climates in North America.
- To explore the geographical features of North America.
- To explore the capital cities of North America.
- To explore the time zones across North America and compare to other time zones across the world.

Composite Outcome: Show what you know about North America: climate, physical and human geography, capitals. (Socratic Assessment).

Impact: Children have developed their knowledge about the continent North America, recognising countries, capitals, climate, along with human and physical characteristics.

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 research the scientist Maria Sibylla Merian. (R)
 - To identify parts of a flower and explain how plants reproduce. (IGS)
 - To investigate growing plants from parts of plants (root cuttings, stems, bulbs). (O)
 - To describe the lifecycles of humans (links to RSE). (R)
 - To describe the lifecycles of different mammals, comparing to humans. (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.
- To group and sort data to gain answers from a database on countries.
- To refine database searches using 'and' 'or' functions, searching a database about the Titanic.
- To create charts from databases, recognising which chart is the most appropriate to answer a 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.

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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

Implementation- Physical Education

Warm up : Every 3 weeks 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.
To 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

To discuss rules: do we need them? Who breaks them?

To discover who is a Humanist and What codes for living non-religious people use.

To continue to discover who is a Humanist and What codes for living non-religious people use.

To understand What matter most to Christians? And how does it show.

To explore how Humanists and Christians know how to act and what they base their decisions on.

To questions what matters most to Humanists and to Christians.

Composite Outcome: Show what you know in the Socrative end of unit assessment answering the key questions.

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, and perform an original Motown-style piece

Implementation

To analyse form and instruments in detail including the layered rhythms in typical Motown Style.

To sing in groups with harmony including tuning and clear harmony lines with expressive control.

To develop an understanding of the Major key feeling and relate it to the upbeat mood of the song.

To create soulful motifs in the bass line using the blues scale,

To write notation in preparation to either sing or play a Motown style piece of Music

To develop polished group performance with strong rhythm and stage presence for a themed performance.

Composite Outcome: To perform an original Motown-style music piece.

Impact Children will have an appreciation of the history of music including the genre of Motown.

DT

Intent: To develop understanding and skills to create structures and join sections.

Implementation

To investigate a range of portable and permanent framed structures including the Royal Albert Bridge – Tamar Bridge.

To generate square frameworks by developing the skill diagonal triangulation.

To introduce the skills and techniques of using hacksaws and bench hooks to construct wooden frames.

To design a frame structure for a bug or insect hotel with annotated sketch's, step by step plans and equipment lists.

To successfully make a high-quality framed structure bug hotel with accuracy.

To evaluate the quality of design, manufacture and if it is fit for purpose for their framed structure bug hotel.

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