

Year 5: Summer 1st Half
Topic: Exploring



Healthy Body
Healthy Mind, Healthy Planet

Geography

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

Implementation

To identify the countries of North America using an atlas and Google Earth

To investigate and compare climates in North America using graphs and charts

To explore the geographical features of North America such as the Grand Canyon and Niagara Falls

To explore the capital cities of North America such as language and population

To explore the time zones across North America and compare to other time zones across the world

Composite Outcome: Research the human and physical geography of a particular North American Country. At the end of each session, add to their presentation

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, human and physical characteristics

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 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)

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: Show what they have learnt about the properties of materials. (Socratic Assessment)

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

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 the importance of communicating effectively

To learn whether we can communicate effectively or not

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

Review using conditions when programming in Scratch 'If' to create a game if touching a colour

Create a condition outcome using a forever loop containing 'if' and 'else'

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

Art

Intent- To create city and landscape pictures, using mixed media to create energy and a sense of place

Implementation

Generating Ideas: Investigate landscapes created by Vanessa Gardiner and the Shoreditch Sketcher. Discuss styles, media used and their inspiration

Explore creating landscapes/cityscapes using diluted inks

Explore creating landscapes/cityscapes using watercolours and handwriting pens

Explore creating landscapes/cityscapes using watercolours and pastels

Composite outcome: Decide upon landscape (lanivet) or cityscape (North America). Create using a range of media in their own style

Evaluate their own and their peers pieces of work

Impact: Children develop their own style and skills with using media to create cityscapes and landscape giving energy and a sense of place

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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 swings.

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 : 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.

Coq : For 6 weeks we are working on our physical skills

Implementation : Sport—Tennis

- Begin to apply a backhand stroke to return a ball
- 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 'What would Jesus do?'

Implementation

To explore and understand the meaning of the bible story of The Wise and Foolish man.

To compare the Gospel text of the sermon on the Mount: Matthew 5-7 and suggest what people may have been thinking at the time.

To explore the message of A Healing Miracle: The Centurion's Servant text.

To make connections between Gospel texts, 'Jesus' 'good news' and how Christians live in the community.

To explore how Christians try to use Jesus' words as their 'foundation for living'.

To make connections between Christian teachings and the issues, problems and opportunities in the world today.

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

Impact : Children understand how Christians use the teachings of Jesus and the stories he told to help them make decisions and face problems.

Music

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

Implementation

Listen and Appraise Fresh Prince Of Bel-Air by Will Smith. Start learning to sing this song

Listen and Appraise Me, Myself And I by De La Soul. Learn to play part of the song with glockenspiel/recorder

Listen and Appraise Ready Or Not by The Fugees. Improvise using given notes

Listen and Appraise Rapper's Delight by The Sugarhill Gang. Compose own part using given notes

Listen and Appraise U Can't Touch This by MC Hammer. Continue to practise singing and playing instruments

Listen and Appraise It's Like That by Run DMC

Composite Outcome: Perform 'The Fresh Prince of Belair' singing and playing instruments

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

French

Intent- To learn key vocabulary for habitats, explaining where and why animals live there

Implementation

To learn the essential things plants and animals need to survive in French

To learn about 5 key habitats around the world in French

To use the verb 'pousser' (to grow) to express which plants grow in these habitats

To use the verb 'habiter' (to live) to express which animals live in these habitats

To use all my new knowledge to prepare a presentation for the class

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

Impact: Children can present where an animal lives using key habitat vocabulary in French