

Y5 Term 5

English	Biographies (WWII key figures) Persuasive leaflets (Ramsgate tunnels)	Maths	Geometry: Angles, shapes, position and direction
Science: Lifecycles			
NC objectives from curriculum progression Children will be taught to: <u>Scientific Knowledge</u> *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird *describe the life process of reproduction in some plants and animals <u>Scientific skills</u> *with support, answer questions with evidence from different types of scientific enquiry, e.g. comparing life cycles of plants using change over time, surveys and secondary sources. *with prompting, identify and manage variables, e.g. when exploring the brightness of bulbs. *following discussion of alternatives, select appropriate equipment, e.g. a thermometer. *take measurements that are precise as well as accurate, e.g. the amount of sugar which can be dissolved in different temperatures of water. *know how to process repeat readings, e.g. when investigating the behaviour of components in a circuit. *start to use labelled diagrams to show more complex outcomes, e.g. demonstrating how we see objects. *with prompting, use various ways to record complex evidence, e.g. the behaviour of particles in different states of matter and when changing between states. *use a line graph to record basic data, e.g. length and mass of a baby as it grow. *with support, display and present key findings from enquiries orally and in writing, e.g. suggesting reasons for similarities and differences between various animals. *with support, indicate why some results may not be entirely trustworthy, e.g. in relating brightness of bulb to voltage supplied. *with prompting, write a conclusion using evidence and identifying causal links, e.g. what makes a bulb shine more brightly. * suggest further relevant comparative or fair tests, e.g. when testing materials for various properties to determine their suitability for an application. *show how evidence supports a conclusion, e.g. researching gestation periods of various mammals and relating them to adult mass. <u>Notes and guidance (non-statutory)</u> <i>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</i> <i>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</i> <i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i> <u>Pupils might work scientifically by:</u> *observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times) * asking pertinent questions and suggesting reasons for similarities and differences. *They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. *They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. * researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.			

History/Geography: What was life like in Thanet during WWII?

NC objectives from curriculum progressions

Children will (be taught to):

Historical Knowledge

- *learn about life in Thanet during WWII, specifically the role of the Ramsgate tunnels and the Dunkirk evacuation
- *identify this period of history on a chronological timeline
- *sequence key events during WWII on a timeline
- *be taught historical vocabulary: AD, BC, century, democracy, dictatorship

Historical Concepts

- *identify the reasons behind the use of the Ramsgate tunnels and their significance in the war effort and saving lives
- *identify the significance of Thanet as a coastal area in its role in the Dunkirk evacuation
- *compare aspects of life in WWII to life today

Historical Enquiry

- *address and devise historically valid questions relating to cause, effect, change and significance
- *construct informed responses to questions, involving thoughtful selection and organisation of evidence
- *write a report about the Ramsgate tunnels, evaluating their significance to Thanet during WWII, referring to specific evidence
- *identify and use primary and secondary sources, understanding why there are so many more primary sources for this topic compared to previous topics

Geographical Knowledge

- *locate Margate, Ramsgate and Broadstairs, identifying the area of Thanet on a UK map
- *identify physical features of Thanet on an ordnance survey map: rivers, streams, rural areas
- *identify human features of Thanet on an ordnance survey map: towns, villages, roads, railways

Geographical Understanding

- *learn about the formation of the chalk cliffs along the coastline (erosion)
- *learn about the Ramsgate Tunnels: how and why they were made and their crucial role in WWII (physical and human geography)
- *analyse the changing uses of the tunnels: railway tunnels → WWII shelters → tourist attraction
- *explore the physical and human geography of Margate harbour (and its role in the Dunkirk evacuation) and Ramsgate marina and port

Geographical Enquiry

- *use maps, atlases, and digital/computer mapping to locate Thanet
- *use the eight points of the compass, four-figure grid references, symbols and keys (including the use of ordnance survey maps) to build their knowledge of the local area
- *use fieldwork to observe, measure, record and present the human and physical features in the local area, particularly the Ramsgate cliffs and Margate harbour

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Writing in role as an evacuee Explanations		Geography fieldwork: How did Thanet's coastal location play a part in WWII? Ramsgate Tunnels Cliff formation

Art/DT: DT – Paul Nash – war artist

Children will:

Appreciate and Gain Knowledge

- *research images by and Paul Nash (official war artist) in response to the theme of war
- *identify style, techniques, materials and treatment of the war theme

Research and Design

- *research the work of Paul Nash) more extensively to develop their personal ideas for their own war-themed work
- * use sketchbooks to record research, develop ideas with annotations and test materials

Experiment and Create

- *select and experiment with materials and techniques (paint, collage materials)
- *refine skills to produce effective final art work

Evaluate

- *begin to make notes on their progress and how they think they may modify or improve ideas or processes/techniques
- *share and compare work within the class, identifying the different approaches to the same theme; evaluate effect

ICT: We are web designers: make a web page

Children will be taught:

Computer Science

- *how HTML is used to create a web page and how it is transmitted as packets of digital data over the internet.
- *how simple HTML tags (such as <h1> and <p>) are used for marking up a web page.
- *how take a complex problem (how to make a webpage), identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified.
- *to use sequence and repetition in the construction of the code for their webpage
- *to use logical reasoning to detect errors in algorithms.

Digital Literacy

- *the importance of encrypted (HTTPS) connections when browsing the web and of using strong passwords to protect their identity online.
- *how to act responsibly when creating, editing or commenting on web pages or blog posts.
- *about the likely or possible consequences of particular behaviours when using digital technology to create web pages or write blog posts.
- *to work in collaboration with others to develop a shared web page and blog.

Information Technology

- *to use multiple digital devices (chromebooks, ipads) to take photographs and films to be uploaded to their webpages. The devices will include web servers, allowing them to use cloud-based applications.
 - *to evaluate the quality of information located (text, audio, images and video), looking for bias or questioning assumptions that have been made.
- BBC Bitesize – What makes a good webpage?
- *to summarise information for use in their own web page
 - *to use a common search engine effectively, to search for particular information on the web.
 - *to use built-in search tools to filter their results, such as by time, location or reading level.

E-safety - Privacy and Security; Copyright (Project Evolve)

PSHE: The Wider World: Human Rights

Children will be taught:

- L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

French: WWII

Children will be taught how to:

- *group/order unknown vocabulary to help decode text in French.
- *improve their listening and reading skills.
- *name the countries and languages involved in WW2.
- *say what the differences were in city and country life during the war.
- *integrate all their new and previous language writing a letter home as an evacuee living in the countryside.

PE
Indoor PE Gymnastics/Dance (Multi-Ability Focus: Cognitive) Outdoor PE Net and Wall (Multi-Ability Focus: Social)
Music
Music Express: Exploring lyrics and melody Learning to play the violin: Abracadabra Exploring music and song within WW2.
RE: What does it mean to be a Muslim in Britain today?
This unit will enable children to: *describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). *make connections between the key functions of the mosque and the beliefs of Muslims (A1). *make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). *describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). *describe and reflect on the significance of the Holy Qur'an to Muslims (B1) *comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). *answer the title key question from different perspectives, including their own (C1).