

Y5 Term 6

English	Myths (non Greek!) – performances Short burst diary and police report of same event from Stig	Maths	Perimeter, area, measures: volume
Science: Human Stages			
NC objectives from curriculum progression Children will be taught to: Scientific Knowledge *describe the changes as humans develop to old age Scientific Enquiry Skills *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. Notes and guidance (non-statutory) <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> Pupils might work scientifically by: -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
Explanations	Pulse rate investigation – bar and line graphs	Investigating shadows Quex Forest School – Stig of the Dump

Art/DT: DT - Computer-controlled product

Children will:

Design

- *explore a range of computer-controlled products used in real-life contexts, for example: automatic gates, the Mars Rover, Alexa, use of Hive app on the phone to control heating etc
- *investigate how computer-controlled products work and how different outputs can be achieved using Lego WeDo
- *describe the purpose of their product –
- *use their research to begin to develop their own design criteria for a computer-controlled Lego model
- *through discussion, explore, develop and communicate design proposals by modelling ideas, using ICT where appropriate
- *make design decisions that take account of the availability of resources
- *use annotated sketches to develop their ideas, indicating the features that will appeal to intended users and how particular parts work

Make

- *plan the order of the main stages of making
- *select Lego equipment
- *explain their choices
- *learn how to construct computer-controlled Lego models, following online instructions
- *learn how to program computer-controlled Lego models
- *develop accuracy in assembling components

Evaluate

Start of the units

*evaluate a range of bridges (pictures) analysing:

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| - how well products have been designed | - how well products have been made | - why materials have been chosen | - what methods of construction have been used |
| - how well products work | - how well products achieve their purposes | - how well products meet user needs and wants | - who designed and made the products |
| - where products were designed and made | - when products were designed and made | - whether products can be recycled or reused | |

During the units

- *consider how well their design is meeting their intended purpose by referring to the design criteria and decide whether they need to make any changes

<u>End of the units</u> *evaluate their product against the original design criteria, identifying how well it meets its intended purpose
ICT: We are designers: design and make a computer-controlled product
Computer Science *how a rule-based algorithm works and what it does so that they can explain it in their own words. (Revision to introduce unit.) *how to design, write, test and debug a program using a block language based on their own ideas using Lego WeDo. *to use simple computer control with products they make in design and technology, using Lego WeDo kits. *to plan a solution to a problem using decomposition. *to use sequence, selection and repetition in programs. Repetition might include exit conditions (e.g. repeat...until...). Selection would normally be of an if...then or if...then...else type. *to combine repetition with selection. *to use logical reasoning to detect and explain errors in algorithms. E-safety - Health, Wellbeing and Lifestyle (Project Evolve)
PHSE: Keeping Healthy – Puberty
Children will be taught: H18. how their body will, and their emotions may, change as they approach and move through puberty H19. about human reproduction H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
French: Healthy Lifestyles
Children will be taught how to: *name and recognise ten foods and drinks that are considered good for your health. *name and recognise ten foods and drinks that are considered bad for your health. *say what activities they do to keep fit and healthy during the week. *say in general what they do to keep a healthy life-style. *make a healthy recipe in French.
PE
Indoor PE Indoor Athletics/Dance (Multi-Ability Focus: Physical) Outdoor PE Striking and Fielding (Multi-Ability Focus: Personal) Science: identify that humans and some other animals have skeletons and muscles for support, protection and movement
Music
Music Express- Exploring musical processes Learning to play the violin: Abracadabra Exploring music and song from WWII.
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).