



Theme Title:
The past creates now

Year group: 5

Term: Spring 2

Hook	Explore	Excite	Celebrate
Animal documentaries	Pond dipping or minibeast hunt – collect photographic evidence of lifecycles	Create an illustrated life cycle using different media	Share presentations ICT with parents

Core subjects: Theme Content

By the end of this unit the children will be able to...

Science	<u>Living things and their habitats</u> -explain 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. Describe the differences between the life cycles of: A mammal. A bird. An insect. An amphibian. Describe the reproductive cycle of a plant. Describe the reproductive cycle of an animal.
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Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<u>Emotions</u> Death and Grief To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures To manage changing emotions and recognise how they can impact on relationships To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle
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	<p>Managing Conflict To understand the need for empathy when peers are experiencing conflict at home</p>
Humanities	<p><u>Do the Vikings deserve their bad reputation?</u> <u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, Viking raids and invasion, resistance, further invasions, laws and justice</u> <u>Human geog- settlement, land use, economic activity</u></p> <p>When did these events take place? Which object is older? How do you know? Why do we remember the Vikings and Anglo-Saxons? What were the effects of the Viking invasion? What do songs/paintings etc tell us about this time? What's the story behind Alfred the Great? What was so important about Edward the Confessor? What did he confess? How do you think it felt when the Vikings raided? How do you think it felt when the Normans won the Battle of Hastings? What was so important about 1066? Where did these people invade? Why did the invasions happen in these places? How did the Vikings/Anglo-Saxons connect their places? What journeys did people make?</p> <p>I can apply my knowledge of chronology in a secure way I can make a time line of events or developments I can describe how things have changed over time I can use the correct historical vocabulary in my writing and discussions about the past I can use words to describe how time passes and how events are recorded I can describe similarities and differences between time periods, by comparing and contrasting I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past. I can describe the beliefs and ideas people held. I can describe connections between developments in different time periods I can describe why an event, people or individual are significant I can talk about the causes and effects of events in the past I can explain when an important event or development happened, why it happened and what happened next I can ask and answer more complex questions about the past I can select appropriate information from different sources to find out about the past, such as *novels and play scripts *information books</p>

	<ul style="list-style-type: none"> *pictures or photographs *documents and diaries *DVDs or videos *the internet *artefacts *museum displays *old buildings and heritage sites <p>I can organise my understanding of history in different ways to make sure it makes sense such as</p> <ul style="list-style-type: none"> *writing *drawing *painting and collage *drama *making models * making a museum display *performing a play *giving a spoken representation *making a presentation using the computer or a short film <p>I can write as if I were living in the past, perhaps in the style of an autobiography or diary.</p>
RE	<p>Why is it important to remember the past? (Pesach)</p> <p>I can make connections between narratives about key figures and events from the Tenakh (eg Moses; the Jewish understanding of their people's relationship with God)</p> <p>I can make connections between the re-living (eg during the Seder) of key events in the history of the Jewish people and the belief in God's on-going care and protection</p> <p>I can make connections between Judaism and other religions in relation to, for example, teachings about a responsibility to care for others</p> <p>I can make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel')</p> <p>I can make connections between the Jewish belief in a Creator God and the role assigned to humans in taking responsibility for others</p> <p>I can use specialist vocabulary in communicating my knowledge and understanding of Jewish beliefs, teachings, practices and symbols</p> <p>I can use and interpret a range of sources including the Tenakh, stories from the Jewish tradition, artefacts, pictures, songs, festival food; the media and ICT/ the internet, to gain knowledge and understanding of Jewish beliefs, teachings and practices</p>
Arts– Drop Down	International Evening Performance Focus
PE	<p>Kayaking</p> <p>To be able to get in and out of the boats confidently</p> <p>To be able to paddle forward and backward</p>

	<p>To turn with the paddle To make a raft To stop safely and move to the side if the boat is coming by To be aware of safety for yourself, other users and your surroundings</p> <p>Dance I can compose, develop and adapt motifs to make dance phrases and use these in longer dances. I can use appropriate dance terminology to identify and describe different styles in my own and others' dances.</p> <p>Or</p> <p>Dance I can talk about the relationship between the dance and its accompaniment. I can suggest ways to develop their technique and composition. I can perform specific skills and movement patterns for different dance styles with accuracy.</p>
Computing	<p>Make a presentation about Living Things and their habitats using Presenting Software – PP</p> <p>Resources: PowerPoint</p> <p>Understanding Technology</p> <p>Research</p> <p>What makes an effective Internet search? Can you think of key words to make your Internet search results more reliable? How do you know whether you can trust the content you find online? (language used/source/URL (school/museum?)) What strategies do I have to help me be discerning when evaluating digital content?, (eg: Do the headings look relevant? Does the content seem up to date? Where does the content originate from and can you tell? Who is the content aimed at and how do you know?) Is the information unbiased or does it present a one-sided point of view? How do computers communicate? What is the Internet and how does it work?</p> <p>Digital Literacy</p> <p>What makes an effective presentation How can I make my presentation engaging? Who is my audience? What will appeal to them? What software and hardware could I choose to suit my purpose and my audience most effectively?</p> <p>Online Safety</p> <p>How can we stay safe online, what are our school rules? What should we do if we see something that upsets us?</p>
MFL	I can converse about places in music and give my opinion.

I know the names of musical instruments.

I can sing I am the Music Man in Spanish and create a song.