



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Water worlds</u>			Year group: 5
			Term: Summer 1
Hook	Explore	Excite	Celebrate
Challenge: Use tubes, piping, guttering to transport water from one place to another.	Visit various areas of water – Victoria park lake, regents canal, lea bridge	Kayaking lessons	Boat trip

Core subjects: Theme Content

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

Science

Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- understand that force and motion can be transferred through.

Explain why objects fall to Earth.

Tell you about the effects of air resistance, water resistance and friction.

Tell you how mechanisms allow a smaller force to have a greater effect.

Tell you how I control variables in my experiments.

Take accurate measurements using lots of different scientific equipment.

Tell you why it's important to take repeated measurements.

Record data using:

Labelled scientific diagrams.

Classification keys.

Tables.

Bar charts.

	<p>Line charts.</p> <p>Make predictions about how other tests will work using my results.</p> <p>Present my findings in a written report with an introduction, conclusion and results.</p> <p>Present my findings in an oral presentation with an introduction, conclusion and results.</p> <p>Tell you about other experiments that have been done to support or disprove ideas.</p>
--	---

Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p><u>First aid</u></p> <p>To recognise emotions</p> <p>To recognise when someone is in distress</p> <p>To know who to call for help and how services support</p> <p>St John’s ambulance or basic first aid training – allergies, recovery position</p>
Humanities	<p><u>Where does our water come from? What is the journey of a river?</u></p> <p><u>Distribution of natural resources</u></p> <p><u>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</u></p> <p>Where are rivers?</p> <p>What do you expect rivers to be like?</p> <p>What are rivers actually like?</p> <p>Who lives near rivers and why?</p> <p>What services do rivers provide?</p> <p>How do rivers link places?</p> <p>Why are rivers special?</p> <p>How does this river affect the landscape?</p> <p>How would it feel to live by a river?</p> <p>How are rivers different?</p> <p>Why are rivers made?</p> <p>I can describe and identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and the prime/Greenwich meridian and time zones (including day and night)</p> <p>I can name and locate the cities of America and identify their main human and physical characteristics</p> <p>I can compare lifestyles of America and the UK</p> <p>I can describe and understand aspects of physical geography, using vocabulary such as climate zones, biomes, vegetation belts</p> <p>I can describe geographical diversity across the world: ice caps, mountain ranges, deserts, rainforests, tropical regions, temperate regions etc</p> <p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>

	<p>I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.</p> <p>I can use a range of resources to give a detailed description of the characteristic features of a location.</p>
RE	<p>RE unit: philosophical questions Summer 1</p> <p>Should one leader of a country make important decisions?</p> <p>What is freedom?</p> <p>Can you make yourself happy? If so, how?</p> <p>You can invite three people to dinner, (famous, alive, no longer with us) who would you choose and why?</p> <p>Are there things about the world we don't know?</p> <p>What are the most important things we should know about?</p> <p>Is there a difference between knowing something and believing in it?</p> <p>Are some people more important than others?</p> <p>Why can't I do what I like?</p> <p>Is it worse to fail at something or never attempt it in the first place?</p>
Arts– Drop Down	Japan Art 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</p> <p>To make a raft</p> <p>To stop safely and move to the side if the boat is coming by</p> <p>To be aware of safety for yourself and your surroundings and other users</p> <p>Athletics</p> <p>Run, Jump & Throw</p> <p>I can identify the differences in running styles and techniques</p> <p>I understand the importance of timing during the relay changes</p> <p>I understand that body positioning will result in a further throw.</p> <p>I can choose an appropriate throwing technique for different distances</p> <p>To explore the difference in standing and a run up throw when using a javelin</p> <p>I know using your arms and increasing your speed can help increases the distance of a jump</p> <p>I can apply a variety pf techniques in a running, jumping an throwing competition</p>
Computing	<p>Compare region in UK with a region in N. or S. America and present on ActivInspire</p> <p>Resources: Google Earth, Snipping Tool, ActivInspire</p>

	<p>Understanding Technology Use Google earth to find UK region and then American region Use Street view to look at individual buildings in both regions How can we use Search Engines to find specific information? What do we know about the technology that lets Google Maps locate us? (GPS) What key words could we use to conduct an internet search?</p> <p>Digital Literacy How do we take a screen shot on Snipping Tool? What makes a good photo? How do we save and use our photos on other programs? What are the main tools on ActivInspire?</p> <p>Online Safety How can we stay safe online, what are our school rules? What should we do if we see something that upsets us?</p>
MFL	<p>I can talk about healthy eating. I can name the parts of a packed lunch. I can use longer sentences with connectives.</p>