



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Life</u>			Year group: 5 Term: Summer 2
Hook	Explore	Excite	Celebrate
Collect class pictures as babies – who is who?	Pupil voice about growing up around the school – what does it mean to each age group.	Work with some younger children in the school – help and support	Visit an old person’s home – presentation, singing

Core subjects: Theme Content

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

Science

Animals including humans

To describe the changes as humans develop from birth to old age.

Describe how humans change as they age.

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.

Line charts.

Make predictions about how other tests will work using my results.

Present my findings in a written report with an introduction, conclusion and results.

Present my findings in an oral presentation with an introduction, conclusion and results.

Tell you about other experiments that have been done to support or disprove ideas.

Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p><u>Puberty RSE CWP</u></p> <p>1.To explore the emotional and physical changes occurring in puberty Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p> <p>2. To understand male and female puberty changes in more detail Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes</p> <p>3. To explore the impact of puberty on the body & the importance of hygiene To explore ways to get support during puberty Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty</p>
Humanities	<p><u>Why is this place special?</u></p> <p><u>American country: Independent research project – landmarks areas of interest e.g Grand Canyon, Yosemite National Park</u></p> <p>Where is this place?</p> <p>What do you expect this place to be like?</p> <p>What is this place actually like?</p> <p>What made this place as it is? (human and physical features)</p> <p>What journeys do people make here?</p> <p>Why do people visit this place?</p> <p>Who lives here and why?</p> <p>Can the environment be improved? How?</p> <p>What jobs do people do here?</p> <p>What do people do in their spare time?</p> <p>What links does this place have with other places?</p> <p>How is this place changing?</p> <p>What issues affect people who live there?</p> <p>What would it feel like to be in this place?</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</p>

	<p>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>How are women valued and treated in religion and beyond?</p> <p>Give their opinion about how women are/were treated; Identify and describe links between examples from the timeline or that they have studied and the beliefs/quotes from Resource 1</p> <p>Give and explain their opinion about how women are valued/treated, giving reasons and making links with evidence and examples</p> <p>Explain their opinion, giving reasons and justifications, showing how examples and evidence support their view.</p>
Arts– Drop Down	Street Party – Opening ceremony The Olympics Tokyo Japan performance and art focus
PE	<p>Striking and Fielding</p> <p>Cricket</p> <p>I can choose and use batting or throwing skills to make the game hard for my opponents</p> <p>I can make good judgements about when to run to score points</p> <p>I can work well as part of a team to make it hard for the batter</p> <p>I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher</p> <p>Gymnastics</p> <p>Matching and Mirror Partner Work</p> <p>I can adapt sequences to include my partner or a small group.</p> <p>I know how to improve my strength and suppleness for gymnastics.</p>
Computing	<p>Paint/sketch a scene American landmark. Write a poem and create a word search using key nouns, verbs and adjectives</p> <p>Resources: Brushes,, Word, www.puzzlemaker.com</p> <p>Understanding Technology</p> <p>Use the internet to find images of different beaches</p> <p>How can we use Search Engines to find specific information/images?</p> <p>Programming</p> <p>What is an algorithm?</p> <p>Why is it important when using a site like puzzlemaker.com?</p> <p>Digital Literacy</p> <p>What are the main tools in paint and how do we use them?</p> <p>How do we save? – What are the different formats?</p> <p>Where do we save? – How can we find our saved work?</p> <p>Online Safety</p> <p>How can we stay safe online, what are our school rules?</p>

	What should we do if we see something that upsets us?
MFL	I can use vocabulary to describe a beach scene. I can use nouns, verbs and adjectives.