

OVERVIEW OF TERMLY OBJECTIVES AND SUGGESTED ACTIVITIES

Year Group:	5	Term:	Summer
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SCIENCE	HISTORY	GEOGRAPHY
<u>Living things and their habitats:</u> - Understand that different animals mature at different rates and live to different ages. - Learn that some organisms reproduce sexually where offspring inherit information from both parents. - Learn that some organisms reproduce asexually by making a copy of a single parent. - Understand that environmental change can affect how well an organism is suited to its environment. - Understand that different types of organisms have different life cycles. <u>Animals including humans:</u> - Learn that humans reproduce sexually where offspring inherit information from both parents. - Understand the average length of gestation in humans and other animals.	<u>World War Two:</u> - Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods of study by learning about the events leading to the outbreak of World War II. - Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability. - Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.	<u>Europe and study of a country/region:</u> - Locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities. - Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Understand geographical similarities and differences through the study of human and physical geography of a region in a European country - Describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Activities	Activities	Activities
<u>Living things and their habitats:</u> - Describe the life cycle of a mammal and an amphibian. - Explore the life cycle of a bird and an insect. - Compare the life cycles of different animals. - Compare and describe the life cycles of mammals, birds and insects. <u>Animals including humans:</u> - Describe the process of sexual reproduction in many flowering parts. - Name parts of a flower and explain the importance within the process. - Describe how plants can reproduce asexually. - Understand the life process of reproduction.	- Understand the events leading up to WWII and recognise its causes. - Order significant events before and during WWII on a timeline. - Understand the need for rationing and evacuation and create a wartime recipe. - Understand and describe the role of women in WWII. - Create artwork which portrays the effects of The Blitz on London.	- Locate Europe on a map and identify some of its characteristics. - Locate some of Europe's countries and capitals, and find out more about them. - Explore different European cuisine. - Persuade someone to holiday in the Mediterranean - Compare and contrast news stories about the Mediterranean. - Compare life in Athens with my life and my local area.

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RELIGIOUS EDUCATION	ART	DESIGN AND TECHNOLOGY
<u>Religion in Society:</u> - Analyse how religion teaches morality. - Assess how religion has shaped society. - Describe how religion impacts communities. - Explain how religion provides purpose. <u>The Power of Nature:</u> - Explain how religions view the destructive power of nature. - Assess what lessons we can learn from nature's destructive power. - Analyse the destructive power of nature and the arguments for a creator.	<u>Sculpture:</u> - Develop techniques, including control and use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. - Create sketch books to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) - Learn about great artists, architects and designers in history.	<u>Cooking:</u> - Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Activities	Activities	Activities
<u>Religion in Society:</u> - Create a piece of artwork to represent community. - Write about a biography of a religious figure who championed social justice. - Design and create a moral compass. - Engage in respectful discussions about a variety of beliefs. <u>The Power of Nature:</u> - Discuss how different religions view the power of nature. - Compare similarities and differences in religious views regarding natural disasters - Explore creation stories in Abrahamic religions with a focus on the concept of God's power.	- Sketch various flowers and create a range of orange shades. - Experiment with ways to make a clay sculpture of a flower - Explore the use of colours and decide on colours to best fit a sculpture. - Make a clay sculpture of a flower, reflecting on experimentation from the previous lesson. - Paint and varnish flower sculptures.	- Explore and understand how ingredients are reared and processed and locate where this occurs. - Make adaptations to design a recipe. - Look at a recipe and evaluate its nutritional content. - Explore and practice food preparation skills. - Design a product label. - Follow and make an adapted recipe.

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MUSIC	COMPUTING	PHYSICAL EDUCATION
<u>South and West Africa</u> - Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. - Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. - Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. - Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. - Develop a deepening understanding of the music that they perform and to which they listen, and its history.	<u>Programming A - Selection in Physical Computing</u> <u>Programming B – Selection in Quizzes</u> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics. - Take part in outdoor and adventurous activity challenges both individually and within a team - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Activities	Activities	Activities
- Sing a traditional African song unaccompanied. - Use tuned percussion to play a chord progression. - Use vocals and tuned percussion to perform a piece of music as an ensemble - Play call and response rhythms using percussion instruments	<u>Programming A:</u> - Control a simple circuit connected to a computer - Write a program that includes count-controlled loops - Explain that a loop can stop when a condition is met and can be used to repeatedly check whether a condition has been met - Design and create a program that controls a physical computing project <u>Programming B:</u> - Explain how selection is used in computer programs - Relate that a conditional statement connects a condition to an outcome - Explain how selection directs the flow of a program - Design, create and evaluate a program that uses selection.	<u>Athletics:</u> - Develop fluency and co-ordination when running for speed, techniques in relay changeovers, develop throwing with force for longer distances and develop throwing with greater control and technique. <u>Tennis:</u> - Return the ball using a forehand and backhand groundstroke under pressure, play a continuous rally, develop the underarm serve and volley and understand when to use them. <u>Rounders:</u> - Develop throwing, catching and bowling and apply them relevantly to a situation, develop batting and fielding skills and apply them to a team game. <u>Outdoor Adventurous Activity:</u> - Develop communication, negotiation and problem skills as well as navigation skills in order to read and follow a map.

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MFL	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION including RELATIONSHIPS EDUCATION	ONLINE SAFETY Complementing subjects: Relationships Education and Computing
<u>Les vêtements:</u> - Listen attentively to spoken language and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Engage in conversations; ask and answer questions.	<u>Health and Well-being and Transition:</u> - Understanding the relationship between stress and relaxation. - Develop greater responsibility for ensuring a good quality sleep. - Recognise that failure is an important part of success. - Understand the risks of sun exposure and how to protect ourselves in the sun. - Take responsibility for our own feelings. - Recognise our own skills and how these can be developed. - Understand the skills needed to take on responsibilities in school.	- Recognising that online bullying can be similar and different to bullying in the physical world. (Online Bullying) - Understand how to promote health and well-being with regards to technology. (Health, Well-Being and Lifestyle) - Knowing the importance of keeping things private online. (Privacy and Security)
Activities	Activities	Activities
- Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. - Understand more about adjectival agreement when describing the colours of items of clothing. - Express what we wear in different scenarios in French using the verb 'Je porte' (I wear) and the conjunction 'et' (and). - Present sentences about clothing in French in front of the class or in small groups.	- Use yoga poses and breathing to relax. - Understand and describe the benefits of sleep. - Explore the purpose of failure. - Set short, medium and long-term goals. - Use vocabulary to describe feelings. - Plan a healthy meal - Understand and present the risks associated with the sun. - Identify and discuss skills useful for roles and responsibilities in school.	- Work together to identify which types of bullying can happen only offline or only online. - Recognise and identify the signs that your body shows if you have been online for too long. - Create a public profile for a fictional person, ensuring personal information is kept private.