

YEAR 5 - SUMMER 1



English		Maths	
Fiction: 'Street Child' by Berlie Doherty Non-fiction: Explanation Texts 'A Really Short History of Nearly Everything' by Bill Bryson Poetry: 'Dark Sky Park' by Philip Grass		<i>Maths planning is based on the Collins 'Busyant' scheme of work.</i>	
Science	Computing	History	
Key Question/Theme: <i>Living Things and Their Habitats</i>	Key Question/Theme: <i>Data Handling</i>	Key Question/Theme: <i>The Victorian Era - Success or Failure?</i>	
Key Skills: <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer question, including recognising and controlling variables where necessary. Using a range of scientific equipment with increasing accuracy and precision. Recording data and results for increasing complexity using scientific diagrams and labels. Using test results to make predictions to set up further comparisons and fair tests. Reporting and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. 	Key Skills: <ul style="list-style-type: none"> Selecting, using and combining 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. 	Key Skills: <ul style="list-style-type: none"> <u>Using chronological knowledge</u> Applying correct spaces on a timeline indicating the time in history, <u>Understanding of history</u> Researching key information about the inventions of the Victorian period. <u>Using historical enquiry</u> Analysing a period of history. <u>Developing cross curricular links</u> Designing a Victorian toy theatre. 	
PSHE	RE		Art & Design
Key Question/Theme: <i>Relationships</i>	Key Question/Theme: <i>Journeys/Pilgrimage</i>		Key Question/Theme: <i>The Victorians</i>
Key Skills: <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Relationships (including different types and in different settings) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) 	Key Skills: <ul style="list-style-type: none"> Understanding beliefs and teachings. Explaining the practises and lifestyles involved in belonging to a faith community. Explaining how religious beliefs shape the lives of individuals and communities. Recognising and expressing feelings about their own identities, relate these to religious beliefs or teachings. 		Key Skills: <ul style="list-style-type: none"> Creating a sketch books to record their observations and using them to revisit their ideas. Learning about great artists in history. Developing artistic techniques, including the control and use of materials. Showing an increasing awareness of different kinds of art, craft and design. Improving mastery in art and design techniques, including drawing, painting, sculpture, art, craft and design.

<ul style="list-style-type: none"> • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) • A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet) • Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) 		
Music	French	PE
<p>Key Question/Theme: <i>Music is taught by a specialist teacher</i></p>	<p>Key Question/Theme: <i>The return of spring</i></p>	<p>Key Question/Theme: <i>PE Skills & Games (Specialist Teacher)</i></p>
<p>Key Skills: Pupils will be able to:</p> <ul style="list-style-type: none"> • Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and compose music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • 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. • Read carefully and show understanding of words, phrases and simple writing. • Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. • Present ideas and information orally to a range of audiences. • Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.

Spiritual, Moral, Social and Cultural Development

Spiritual

- **Experiencing fascination, awe and wonder:**
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
Is shown by pupils' use of imagination and creativity in their learning.

Moral

- **Investigating moral values and ethical issues:**
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
Is shown by pupils' understanding of the consequences of their actions.

Social

- **Developing personal qualities and using social skills:**
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.