

St Dennis Primary Academy

Year: 5

Term: Summer 2

Curriculum Drivers

Real life experiences

Field trip to Local River

Being able to use a hacksaw to cut wood accurately when making a truss bridge.



Wellbeing

In PSHE, describe how important it is to 'stop and think' before taking a risk.

Daily Mile running the length of the River Fal.



Oracy

Physical: English: To use appropriate tone, volume and pace to convey character and mood during drama

Linguistic: English: To use increasingly sophisticated sentence stems to organise and link spoken ideas

Cognitive: Geography: To give supporting evidence when justifying concerns in discussion before writing the persuasive letter.

Social and Emotional: Geography: To use more natural and subtle prompts for turn taking during group debates about protecting rivers (invite quieter voices, build on others' points).



Environment and Community

River responsibility campaign: Design posters/leaflets for the local community about keeping rivers clean (litter, pollution, wildlife protection), based on what we learn in geography and the river visit



Big Question: How do rivers impact the lives of people around the world?

Stunning Start:

River Walk with Forest school leader to Cardinham woods

English

Storytelling Text: Velvet and Elvis by Stephanie Jo Bowman and River Poetry



Imitation: Read the text and use the drama technique 'thought showers' and using puppets to act out the story.

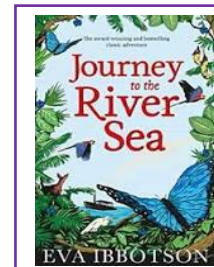
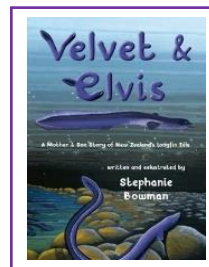
Spelling, Punctuation and Grammar: Use a range of verb forms, particularly the present perfect, to mark relationships of time and cause, use devices to build cohesion including pronouns and nouns to aid cohesion and avoid repetition, convey complicated information concisely by using pre- and post-modification of nouns

Innovation: Change the animal and explaining a new life cycle.

Invention: Create and write their own 'journey tale'.

Wider Curriculum Writing: Persuasive letter: Write to a local company regarding concern for a river (Geography)

Novel Study Text: Journey to the River Sea by Eva Ibbotson



Fabulous Finish:

'Big Fat End of Year 5' Quiz and showcase of all learning!

Assembly Theme: Responsibility

Emotional Literacy: Tracking my Tools / Stop, Opt and Go / Celebrating My Use of Tools

Mathematics:



White Rose Units:

Number: Negative Numbers

Measurement: Converting Units

Measurement: Volume

Key Skills Session:





Mastering Number (from wk 14)





Number bonds tests

Maths jotter fluency

Weekly arithmetic test

	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Biology Unit: Investigate living things	Themes: Location, Physical processes, Physical features, Techniques, Human Processes Unit: Rivers	Unit: What matters most to Humanists and Christians? (Unit 36)	Area: Programming Unit: Selection in quizzes Natterhub: Learn it, Mind it
Builds On:	Year: 3 Term: Spring 2 Unit: Animals including humans	Year: 5 Term: Autumn 2 Unit: Climate zones and mountains	Year: 3 Term: Summer 2 Unit: How and why do people try to make the world a better place? (Unit 24)	Year: 5 Term: Spring 1 Unit: Programming - Selection in physical computing
Memory Master:	Produce a life cycle for a butterfly, frog or plant.	Label a world map with the Equator, tropics and poles and discuss why the lines of latitude are important. Climate zone quiz	How can the 'Golden Rule' help people to work out how to make the world a better place?	New scheme this year
Lesson Sequence:	I can describe the human life cycle.	I can explain what a river is and locate the world's longest rivers on a map.	What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them?	I can explain how selection is used in computer programs.
	I can explain how a foetus develops in the womb.	I can describe how rivers are used around the world.	Who is a Humanist? What codes for living do non-religious people use?	I can relate that a conditional statement connects a condition to an outcome.
	I can describe what happens when I am a teenager.	I can identify the stages and features of a river, and the way that land use changes from the source to the mouth.	Who is a Humanist? What codes for living do non-religious people use?	I can explain how selection directs the flow of a program.
	I can describe what happens when I am a senior.	I can recognise and explain how human activity affects rivers.	What values matter most to Christians? How does it show? How can our different values be discussed?	I can design a program that uses selection.
		I can identify the key characteristics of a local river.	How do Humanists and Christians know how to act? What do they base their decisions on?	I can create a program that uses selection
			What matters most to Humanists and to Christians? Show what you know	I can evaluate my program.
Composite:	Children write information leaflets for the elderly to explain changes that might happen to them and why.	Children can discuss the effects of human activity on a river and their importance in everyday lives.	Children use their knowledge of the fruits of the spirit and the philosopher Peter Singer to write about what a humanist might do in the situation and what a Christian might do in given scenarios.	Children design a quiz in response to a given task and implement it as a program.
Impact:	Children are able to describe the differences in the stages of the life cycle of a human.	Children can name the world's longest rivers and identify/describe how rivers affect human activity in a location. They can describe and understand how they are formed, upper course, middle course, lower course. They understand the water cycle: collection, evaporation, condensation, precipitation, infiltration, ground water flow, surface runoff.	Children can identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). They make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God'). They can make connections between Christian and Humanist ideas about being good and how people live.	Children can construct a program using the Scratch platform, evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved. By coding in this way, children are able to use problem solving skills in an increasingly technological world.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Technique: Painting Artist: Claude Monet	Learning focus: Health and Fitness Unit: REAL PE	Unit: Athletics	Area: Structures Unit: Bridges
Builds On:	Year: Year 4 Term: Summer 1	Year: 5 Term: Summer 1 Unit: REAL PE	Year: 4 Term: Summer 2 Unit: Athletics	Year: 4 Term: Spring 1 Unit: Pavilions
Memory Master:	New curriculum this year	N/A	N/A	Structures Quiz based on Pavilions unit
Lesson Sequence:	Artist - I can recall the key features of Monet's style of painting.	Warm up games Team juggling Inside out Fundamental Movement Skills Coordination – Sending and receiving Agility – Ball chasing	I can combine running and jumping.	Research – I can research the different types of bridge
	Imitate - I can maintain control and make deliberate brush strokes.		I can combine running and throwing.	Skill – I can reinforce a structure to improve its strength
	Experiment - I can experiment with impressionism techniques (scumbling, impasto strokes, wet on wet, unblended colours).		I can compete in short distance races.	Design – I can design a truss bridge
	Plan - I can plan my landscape using impressionism techniques.		I can compete in long distance races.	Make – I can make a truss bridge
	Create – I can create my landscape using impressionism techniques.		I can practise to combine different types of jump.	Evaluate – I can evaluate my truss bridge based on its strength and stability
	Evaluate - I can review and revisit my creation.		I can throw in different ways with accuracy and control.	
Composite:	Children will create a landscape painting in the style of Claude Monet.	Children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Running, jumping and throwing tasks.	Testing and making a wooden truss bridge.
Impact:	Children will be able to talk about the colour wheel and confidently explain primary, secondary and harmonious colours. They can purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickened paint creating textural effects.	REAL PE Health and Fitness Cog: Children can describe the basic fitness components. They can explain how often and how long they should exercise to be healthy.	Children can run, jump, catch, and throw in isolation and combination. They can combine and perform skills with control. They can demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment	Children understand how to improve the strength and stability of their models. They know that the success of models can be made by testing them and that this is done with all products during the development phase.

	PSHE 	PSHE (Healthy Week) 	PSHE (RSE Week) 	Music 
Unit title:	Brook Learn Unit: Exploring Risk in Everyday Situations	Theme: Mental Health – World of colour	Theme: Puberty	Unit: Dancing in the street
Builds On:	Year: 4 Term: Autumn 2 Unit: Everyday Safety and Basic First Aid	Year: 4 Term: Summer 2 Unit: My colours	Year: 4 Term: Summer 2 Unit: Growing Up	Year: 5 Term: Spring 2 Unit: The Fresh Prince of Bel-Air
Memory Master:	Role play an emergency situation. What should you do? Who should you call to help?	Share positive attributes and qualities about themselves and others.	Create a whole class image of a human lifecycle.	To able perform The Fresh Prince of Bel-Air in groups to the class.
Lesson Sequence:	I can assess how risky different everyday activities are.	I can describe how music makes me feel.	I can explore the physical and emotional changes that happen during puberty.	I can listen and apprise a range Motown music.
	I can describe how important it is to 'stop and think' before taking a risk.	I can match my emotions to colours.	I can understand male and female puberty changes in more detail.	I can play rhythm and pitch games using a glockenspiel.
	I can explain what makes a risk worth taking and what makes it too risky.		I can explore the impact of puberty on the body and the importance of physical hygiene.	I can learn a new song and sing as part of a group.
			I can explore ways to get support during puberty.	I can learn a simple backing track to a song and play it on the glockenspiel
Composite:	Rating different scenarios according to their risk	A colourful image to represent how music makes me feel	Play 'Puberty True or False' and record responses.	Performance of Dancing in the Street with singing and glockenspiel.
Impact:	Pupils will have a more informed view of what is a risk and what is safe, allowing them to avoid situations that are too risky in the future.	Children will be able to describe how music makes them feel and link colours to these feelings to express their emotions.	Children will be prepared for the changes that will happen to their bodies. They will know how to seek support, if it is needed.	Children will become familiar with a different genre of music. They will develop their playing skills using a glockenspiel.