

Year 5 Summer 1: Off With Her Head	Memorable experience	We are reading	Music	Art	Computing	French	PSHE	PE	Science
<p>Subject focus: History</p> <p>Make comparisons between different times in the past</p> <p>Select relevant sections of information</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p> <p>Know key events within the Tudor years from the Battle of Bosworth (1485) to the death of Elizabeth I (1603) and where this fits within the timeline of British history.</p> <p>Know that beliefs can prompt an individual to take action (such as to fight for change, fight wars, oppress or free individuals or groups of people...)</p> <p>Key aspects of British history include the rise, fall and actions of the monarchy...</p> <p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p>	<p><i>Tudor Day</i></p> <p><i>-Tudor crafts: rose, ruffs, pomanders</i></p> <p><i>-Tudor dancing</i></p> <p><i>-Tudor cooking</i></p>	<p>Varjak Paw by S. F. Said</p> <p>Persuasive letter examples</p> <p>Poetry and riddles -Tudor themed</p>	<p>Tudor music</p> <p>Compare Tudor music to music from other historic time periods.</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music</p>	<p>Portraits -drawing</p> <p>To use a range of pencil (including different grades of pencil). To draw the layout of the face and figure. Know language appropriate to skill and techniques.</p> <p>MATHS and ART DAY</p> <p>To know and compare the approaches used by William De Morgan and Piet Mondrain</p> <p>To comment on ideas, methods and approaches in their own work and the work of others.</p> <p>To relate ideas, methods and approaches to context in which a work was created.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>Programming</p> <p>Understand how to manipulate the input and output of a system</p> <p>Know that problems can arise in the instructions given and can be debugged</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs</p> <p>work with variables and various forms of input and output</p>	<p>School life</p> <p>Know vocabulary relating to the topic</p> <p>Listen and respond to topic vocabulary</p> <p>Answer questions orally using topic vocabulary</p> <p>Answer questions in writing using topic vocabulary</p> <p>Take part in conversation with partner and show it to the class</p> <p>Know and use the pronouns 'il' and 'elle' to replace a person's name</p> <p>Know and use a comparative</p>	<p>Life to the full: Module 1 Unit 2: <u>Girls bodies</u> <u>Boys bodies</u></p> <p>About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.</p> <p>Unit 3 <u>Body Image</u></p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p>	<p>Cricket</p> <p>Link together a range of skills and use in combination</p> <p>Collaborate with a team to choose, use and adapt rules in games</p> <p>Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance</p> <p>Athletics</p> <p>To know appropriate warmups and cool downs and why this is important.</p> <p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes</p> <p>Able to run as part of a relay team working at their maximum speed</p> <p>Perform a range of jumps and throws demonstrating increasing power and accuracy</p>	<p>Living things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Use and develop keys to identify classify and describe living things.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •know that animals, including humans, have offspring which grow into adults (supported by work in 10:10) <p>Why does a compass always point north?</p> <p>-Standalone investigation linked to topic (Francis Drake)</p> <p>-Know that the Earth has a churning molten iron core, which generates a magnetic field around the planet. The field is a similar shape to the magnetic field around a bar magnet.</p>

						<p>adverb</p> <p>Living things and their habitats</p> <p>French vocabulary</p>	<p><u>Emotional changes</u></p> <p>Emotions change as they grow up (including hormonal effects);</p> <p>To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action;</p> <p><u>Seeing stuff online</u></p> <p>The difference between harmful and harmless videos and images;</p> <p>The impact that harmful videos and images can have on young minds;</p> <p>Ways to combat and deal with viewing harmful videos and images.</p> <p>Unit 4: <u>Making Babies</u></p> <p>How a baby grows and develops in its mother’s womb.</p> <p><u>Menstruation</u></p> <p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</p>		
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