

Year 5 Summer 2:  Allotment	Memorable experience	We are reading	Music	Design Technology	Computing	French	PSHE	PE	Science
<p>Subject focus: Geography <b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p> <p><b>Construct or carry out a geographical enquiry by gathering and analysing a range of sources.</b></p> <p><b>Describe what seasonality means and explain some of the reasons why it is beneficial.</b></p> <p><b>Describe in detail the different types of agricultural land use in the UK</b></p> <p>Know that: a geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.</p> <p>Know that: seasonality is the time of year when the harvest or flavour of a type of food is at its best. Buying seasonal food is beneficial for many reasons: the food tastes better; it is fresher because it hasn't been transported thousands of miles; the nutritional value is higher; the carbon footprint is lower, due to reduced transport; it supports local growers and is usually cheaper.</p> <p>Know that: agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK,</p>	<p>Visitor: farmer/s to discuss farming techniques/types/ routines/considerations</p> <p>River visit if possible – to consolidate work from Spring 2</p>	<p>The Secret Garden by Frances Hodgson Burnett</p> <p>Playscripts</p>	<p>Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s</p> <p>Be able to talk about: Some of the style indicators of the songs; the lyrics: what the songs are about; any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch); identify the main sections of the songs (intro, verse, chorus etc.); the historical context of the songs.</p> <p><b>To identify and move to the pulse with ease.</b></p>	<p>Cooking with vegetables/herbs harvested from school 'allotment'.</p> <p><b>Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish.</b></p> <p>Know a range of ingredients that are sweet or savoury. Understand the origins of ingredients.</p> <p>Know the safety procedures to cut food with knives.</p>	<p>Multimedia</p> <p>E safety</p> <p><b>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</b></p> <p>know how to operate different digital devices and the different uses available</p> <p><b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</b></p>	<p>Time travel</p> <p>Recognise numbers in spoken language</p> <p><b>Be able to say numbers bigger than 100</b></p> <p>Match the subject and verb for high frequency verbs</p> <p>Recognise when someone is saying a date</p> <p><b>Use numbers in a sentence correctly</b></p> <p>Demonstrate their understanding of a sentence</p> <p><b>Say when and where they were born</b></p> <p><b>Say when significant people in France were born and</b></p>	<p>Life to the Full</p> <p>Module 2 Unit 3</p> <p>Types of Abuse <b>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</b></p> <p>Know that there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <p>Module 3 unit 1 and 2</p> <p>Religious Understanding: To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity. To know that the Holy Spirit works through us to bring God's love and goodness to others.</p>	<p>Tennis</p> <p><b>Learn volley shot and overhead shots</b></p> <p><b>Apply new shots into game situations</b></p> <p><b>Play with others to score and defend points in competitive games</b></p> <p>Further explore tennis service rules</p>	<p>Forces</p> <p>Know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p><b>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</b></p> <p><b>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</b></p>

such as sheep, dairy cattle, beef cattle, poultry and pigs.			<p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>			died	<p>The principles of Catholic Social Teaching. That God formed them out of love, to know and share His love with others.</p> <p>Living in the Wider World: Learn to apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God's love in their community.</p>		
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