Year Group: 5	Term: Spring

Opportunities to support English:
(Texts: Holes; The Highwayman)

- Narrative writing – story endings
- Newspaper Report – reported speech
- Race and Reads
- Cross curricular volcano writing

DT:

How can we promote mindfulness?
Create a wall-hanging using textiles and different stitching.

Science:

Rocks and Fossils.
What is the Earth made from?
A study of different types of rocks and soils and their properties.

Geography:

True or false – all volcanoes are the same?
Learn about the similarities and differences between different volcanoes and the affect they have on people.

Music:

How has music changed over time?
Study the history of music.
Why is music used in films?
Compose a soundtrack for a movie.

Super Starter

Natural History Museum stream for volcanoes

Volcanoes and Earthquakes!

What's under our feet?

Fantastic Finish

PE:

Why is physical activity so good for your health?
Develop bowling, striking and fielding skills to play a game of cricket.
How does warming up prevent injury in athletics?
Develop running, jumping and throwing skills

Computing:

How can I use Excel to organise data?
Create a working spreadsheet all about volcanoes.
How does the internet work?
Gain the understanding to create a labelled diagram to show how the internet works.

PSHE:

How can I communicate safely online?
Create your own top tips for staying safe online.

RE:

What makes a church sacred for Christians?
Study the different features of the church and how a sacred place can affect lives.

Spanish:

How do you say when your birthday is in Spanish?
Take part in a conversation about birthdays.
Who is Pablo Picasso and why is he so famous?
Produce art work in the style of Picasso.

Opportunities to support Maths:

Visits / Visitors

- Stem Day – Visit Gazebo Garden
- D-day museum
- Church / Synagogue / Temple visit
- Sustainability Centre

Extra Resources

- The Highwayman Play by John Gleadall

Community Links

- Church Visit
- Invite visitors to share reflective space

Personal Development Opportunities

- Reflective spaces
- Debate

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
5	Spring term	Deadlines for project homework is : 09.02 & 28.03

Project Homework:

Year 5 Homework- Spring Term What's under our feet?

For the spring term we have created a range of different homework projects linked to our topic of volcanoes. We hope you and your child will enjoy completing these at home. We ask that your child attempts at least one task per half term although they can do more if they wish

Write an acrostic poem using the letters from the word 'VOLCANO'.

Design a volcano survival kit with diagrams, labels and an explanation of how it works.

Create an advice leaflet outlining what to do should a volcano erupt.

Create a graph to show the number of people killed by major volcanic eruptions around the world.

Draw a map showing the location of volcanic eruptions around the world.

Write an A-Z list of adjectives (or other words) you could use to describe a volcano.

Top Trump cards for volcanoes around the world.

Write 10 questions you would like to ask someone who witnessed a volcano erupt.

Weekly Homework:

Read five times a week, record in your reading diary and bring your diary in to school.
Practise all times tables and division facts to prepare for weekly tests.
Complete MY MATHS online homework
Complete spelling task or learn example words for testing.
Weekly guided reading homework.

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COMPUTING 1 Data (Excel) (Intro to spreadsheets/Calculations/ Volcano Spreadsheets. *KEY QUESTION:* *How can I use Excel to organise data about Volcanoes?* *KEY VOCABULARY:* *Spreadsheet, cell, data, formula, sort, graph*	To design their own data collection sheet for volcano facts. *INITIAL ASSESSMENT: Pupils create mind map of Spreadsheets, remembering associated vocabulary. (Stuck in back of topic book)* *FINAL ASSESSMENT: Working spreadsheet for data collection.*	Make sensible choices for headings. Make decisions about how data is presented. Be able to create a graph from data collected. Identify cells by row and column Sort data from smallest to largest.	Decide on the variables needed in Spreadsheet based on the work completed about volcanoes. Create data collection sheet and enter data, giving thought to how the data can be grouped. Know which formulae to use to create spreadsheet model to keep running totals. Understand that changing numerical data effects a calculation Which type of graph is best for data collected? WONDER / TEAMWORK
COMPUTING 2 How the Internet Works *KEY QUESTION:* *Can I explain how the internet works?* *KEY VOCABULARY:* *Routers, switch, webservice, protocol*	To understand how the internet works *INITIAL ASSESSMENT: Pupils map out connections to show how they think the internet works. This can be done in a large area ie Playground* *FINAL ASSESSMENT: Pupils draw diagram to show how the internet works with labels.*	Understand that people use lots of services provided by companies and individuals that use the Internet Understand that these services are hosted on a computer or computers called Internet servers Understand that Internet servers are connected by a web of wires carrying information called data	How the internet works http://www.code-it.co.uk/year5/networkofnetworksslides.pdf Ask Pupils to list what they and family members use the Internet for Explain that in this lesson we are going to recreate how we and our family and friends use the Internet Explain how you connect to a web service. For example start from a user device PC, IPad etc Connecting through a router to find You Tube. Explain that this is simplified as this web service may be in another country and need to be routed along lots of wires via lots of routers. Demo how to create their Internet use using web connection Write in the names of the Internet services and connect them via routers to their computing devices. Wires can be represented by

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		Understand that Routers help users find the right path to the service they want to use Understand that we can trace where web sites are hosted (computer they live on) Understand that we can see how many routers the information goes through to get there. Understand that we can see which country they are hosted in.	lines and wireless connections by dashed lines. This is best done in a large space outside. OUTDOOR LEARNING Split pupils into groups of three. Explain that each group is a family in a country. Give out a country sticker to each group. They now need to recreate their Internet use trying not to use all the same resources as everyone else. Explain that the routers need to connect to each other so data can be routed to the right service. Note where some services are located in the class so you can use these to demonstrate routing and connecting. Let pupils choose a country sticker from the sheet. Explain that households everywhere around the world use the same Internet. Lay the sheets out in rough geographical order on the floor and gather the class around. Lay out string between all the countries and explain about fibre optic cables being laid across the sea bed or between regions and countries. Use your knowledge of their networks to explain how a user in one country might connect to a web service in another country. Explain how the system has redundancy built in as if a cable breaks data can often be routed another way. Explain that just as we use a common language to communicate in our country the Internet computers need a common language to communicate. This language is called TCP/IP IP stands for Internet protocol and TCP stands for Transmission Control Protocol. In our next lesson we will try and understand how this works.

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			Explain that in this lesson we will trace the routes to some Internet services and find out where in the world they are. We can also find out how many routers we had to go through to get to the web service/website. Explain that our start point will not be in school as that is blocked but on the west coast of America. We can do this because every Internet connected device has a unique number called an Internet Protocol address. This unique number is bound/associated with a unique Internet address. So my internet address www.videohelp.co.uk has the current IP address 82.165.112.35 Tell children they are going to become web detectives. Hand out Trace Route sheets or use online version to record their detections. Show pupils where they can access the list of Internet services to trace. Demonstrate how to run a trace on yougetsignal More able can choose their own web addresses. http://www.yougetsignal.com/tools/visual-tracert/ This one is based in the USA and has a map to show the route (Use host trace) Give pupils plenty of time to trace routes Full planning and resources here http://code-it.co.uk/year5/index http://code-it.co.uk/wp-content/uploads/2015/05/connectingtheinternet.pdf

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			WONDER TEAMWORK Children safely use the Internet for research and follow lines of enquiry. Children understand the function of a search engine and the importance of using correct search criteria. See how the internet works folder http://prezi.com/v7mm9_wuxizf/network-of-networks-mark-2/?utm_campaign=share&utm_medium=copy
DT Textiles (Cushions / Wall Hangings) *KEY QUESTION:* *How can we promote mindfulness?* *KEY VOCABULARY:*	I can plan a sensory wall hanging considering purpose and audience. I can combine materials with different stitches. I can evaluate my finished product. *INITIAL ASSESSMENT:* *Children discuss purpose of mindfulness/ wall hanging and begin to suggest design ideas.* *FINAL ASSESSMENT:* *Children create a wall hanging using running, back and blanket stitching.*	**Design –** Begin to explain their choices when designing a product including reasons related to the design brief. **Make –** Choose from a range stitching techniques. **Evaluate –** Begin to evaluate their finished product using key questions. 	**Sensory/ Mindful Wall Hanging** – Children to produce a product to facilitate mindfulness through a tactile medium. **Design –** Children to research ideas using 'Quiet Books' (easily available online for research) to create a variety of 'busy hands' activities including zips, buttons, poppers, ties etc. Start to generate ideas, considering the purposes for which they are designing. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what have to be done, planning how to use materials, equipment and processes. When planning, explain their choices of material and components including function and aesthetics. Use the project on a page planning to facilitate specific language/ vocabulary and processing. **Make – C**hildren will attach different components and materials to create their mindful wall hanging. This will include buttons, zips, poppers, ties, removable aspects etc. Begin to measure and mark out more accurately. With confidence, pin, sew and stitch materials together to create a product. Sew using a range of stitches (back stitch, blanket stitch, running stitch etc)

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design brief, purpose, audience, components, back stitch, running stitch, blanket stitch 	 		**Evaluate –** Children evaluate a product against the original design and by carrying out tests. Children begin to evaluate it personally and seek evaluation from others using key questions: Does my product fit the design brief? What worked well? Why? What would you change? Why? Which joining techniques were most useful? What new skills have you learnt? How could these skills be used for other activities/ tasks?
GEOGRAPHY *Volcanoes and Earthquakes* ***KEY QUESTION:*** *True or False - all volcanoes are the same?* *KEY VOCABULARY:* *tectonic plates, mantle, tsunami, richter scale, pyroclastic flow*	AIM: Children to improve knowledge and understanding of the similarities and differences between volcanoes to explain how they move and affect people. 1. To locate the world's countries, using maps to focus on Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Use accurate knowledge of the location of each continent and ocean. Identify continents and oceans bordering Asia. Identify the human and physical features of Asia and describe the pattern across the continent using the eight points of a compass. Use key locational and positional vocabulary.	<u>Where in the world is Asia and what is it like?</u> <u>Objectives:</u> 1, 2, 4, 5, 7 <u>Resources:</u> PPT 1, maps, globe, atlas, images, blank Asia map Chn identify the continents and oceans bordering Asia. Chn read maps to find out about Asia's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the eight points of a compass. <u>Where in Asia is Indonesia and what is it like?</u> <u>Objectives:</u> 1, 2, 4, 5, 7

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	2. To identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn, Prime/Greenwich Meridian and time zones (including day and night). 3. To understand physical geography, including volcanoes. 4. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 5. To use the eight points of a compass to build their knowledge of the wider world. 6. To use six-figure grid references to build their knowledge of the wider world. 7. To use symbols and key to build their knowledge of the wider world.	Identify the human and physical features of Indonesia and describe the pattern across the country using the eight points of a compass. Locate and describe where the volcanic eruption happened. Identify and evaluate the impacts of the Anak Krakatoa eruption. Develop knowledge about the global distribution of volcanoes along plate boundaries. Confidently use compass direction and begin to use six figure grid references.	<u>Resources:</u> PPT 2, maps, globe, atlas, images, blank Indonesia map Chn locate Indonesia using key vocabulary including its position within Asia, bordering countries and oceans. Chn identify the time in Indonesia compared to the UK. Chn plot and plan a journey from the UK to Indonesia. (WONDER) Chn read maps to find out about Indonesia's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the eight points of a compass. <u>Wow! What damage has been caused?</u> <u>Objectives:</u> 2, 3, 4, 5, 7 <u>Resources:</u> Atlas and maps to locate the volcano in Indonesia. YouTube, images, statistics, videos of the volcano (Primary effects occur immediately as the volcano happens, e.g. lava flows, pyroclastic flow and Secondary effects are the subsequent effects, e.g. communications destroyed, air traffic affected) Chn predict answer to the key statement with yes or no and suggested reasons. Chn describe the exact location of volcanoes using positional vocabulary including equator, southern hemisphere and compass directions. Chn identify and evaluate the primary and secondary impacts of the eruption of the December 2018 eruption of Anak Krakatoa, Indonesia for people, the environment and economy (EMPATHY) <u>What caused Anak Krakatoa to erupt?</u> <u>Objectives:</u> 2, 3, 4, 5, 6, 7 <u>Resources:</u> Atlas, maps, globe - Draw a grid over an earthquake distribution map for chn to play location games using six figure grid references to help identify specific earthquakes, use compass

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	8. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies. *INITIAL ASSESSMENT:* *Free-hand map of world and locate continents, oceans and Indonesia* *FINAL ASSESSMENT:* *Evaluate using evidence:* *'All volcanoes are the same'*	Develop knowledge about the causes of the Anak Krakatoa eruption as well as Kilauea and Eyjafjallajökull. Describe the material that erupted from Anak Krakatoa and explain the causes and impacts of the tsunami. Identify and discuss the range of materials that can erupt from a volcano. Research the human and physical features of the area	directions to describe the location of specific volcanoes in relation to the UK. YouTube videos of plate boundaries. [Anak Krakatoa - destructive boundary where two plates are moving together. One plate (oceanic) is subducted (pulled) under the other (continental) and the crust melts to form magma. This rises to the surface and usually erupts powerfully. Eyjafjallajökull – constructive boundary where two plates are moving apart, and magma moves up to fill the gap Kilauea – hot spot where a tectonic plate moves over an unusually hot part of the Earth's mantle and large amounts of magma rise up and pierce through the plate producing an eruption.] BBC Bitesize - https://www.bbc.com/bitesize/articles/zd9cxyc Chn update prediction and remove or add to their suggested reasons. Chn identify and describe the global distribution of volcanoes Chn learn and explain the causes of Anak Krakatoa eruption (WONDER) Chn explore the causes of other volcanoes, i.e. Kilauea, Hawaii (hot spot) and Eyjafjallajökull, Iceland (constructive boundary) <u>What caused the damage after Anak Krakatoa erupted?</u> <u>Objectives:</u> 3, 4 <u>Resources:</u> YouTube, images, statistics, videos of the volcano. [Types of material: lava; pyroclastic flow; ash; volcanic bombs. The type of material will affect the impacts.] Chn update prediction and remove or add to their suggested reasons. Chn investigate the material that erupted from Anak Krakatoa. Chn explain how the tsunami happened and how this linked to the impacts. Chn investigate the other materials that can erupt from volcanoes. <u>Can we recreate a volcanic eruption?</u> (PBL)

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		surrounding their chosen volcano. Make an accurate model of a volcano showing features on or beneath the earth's surface. Look at their volcano safe school from a different viewpoint. Observe, measure and record the risks in a few areas to decide where is the riskiest. Explain how to reduce the risks around school. Develop knowledge about different methods for predicting and preparing for a volcanic eruption. Find out which methods were used in Indonesia. Decide which is the most effective for their volcano. Justify which methods they would implement and why.	Objectives: 3, 4 Resources: Maps, images and YouTube, plasticine, post it notes, cocktail sticks, plastic bottles, coca cola, Mentos Chn to make an accurate volcano model of Anak Krakatoa. (WONDER) Eyjafjallajökull or Kilauea including human and physical features in the surrounding area, e.g. sea, ocean, settlements, mountains, roads or the plates and processes happening within the crust and mantle. Where in our school is the riskiest? Objectives: 3, 8 Resources: Fieldwork – where in school is the riskiest? Chn design and carry out an environmental quality survey in 3-5 places around school to find out where is the riskiest *see additional information Chn to use new specific vocabulary to talk about volcanoes. Chn to think of the school as if it were in the shadow of a volcano, e.g. Vesuvius, Etna or Kilauea. Chn describe possible impacts by identifying specific risks on the school site (EMPATHY Chn suggest how the risks could be reduced. (TEAMWORK) Can we predict and prepare for a volcano? (PBL) Objectives: 3 Resources: Decision making skills which could lead to a debate. Chn update prediction and remove or add to their suggested reasons. Chn evaluate the methods to find out which are the most effective at protecting people from an earthquake. Chn find out which methods were used in Indonesia. What can Indonesia do to prepare and protect people for future eruptions? (PBL) Objectives: 3, 4

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		Compare Indonesia to the USA and Iceland to identify similarities and differences in a country's approach to reducing the impacts of a volcanic eruption. Evaluate their answer to the key question using evidence for both sides of the argument before making a final decision.	Resources: Maps, Development statistics, e.g. literacy, average earnings per person, size of family, population density Chn recap the methods for reducing the impacts of a volcano. Chn decide which should be implemented in Indonesia to reduce the impacts of another volcanic eruption based on what they have learnt from the impacts of the December 2018 eruption. Chn decide how this would be different to Kilauea or Eyjafjallajökull due to different levels of wealth in the country. True or False - All volcanoes are the same? Objectives: 2, 3, 4, 5, 6, 7 Resources: resources and evidence from previous lessons Chn give their final answer to the key statement. Chn select their best evidence to evaluate the key statement.
MUSIC (1) Unit: History of Music *KEY QUESTION:* *How has music changed over time?* *KEY VOCABULARY:* *Baroque, Classical, composer, pulse, coda, cadenza, motif, structure.*	To develop an understanding of the history of music To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music.	Describe the main periods of music history Listen and reflect on a piece of orchestral music Invent their own musical motifs and structure them into a piece Perform as an ensemble, keeping in time with each other	All resources can be found in S:\Music\Planning\Year 5 Look at the history of music timeline Ppt. To discuss key periods of time. Focus in on Baroque period using BBC Ten Pieces – complete the Handel lesson plans focusing on *Zadok the Priest* (see Ppt in folder with notes for teachers included). Lessons can be condensed. https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znvrkmn • Listen and describe a piece of music • Watch the orchestral performance and discuss • Create movement inspired by the music • Learn a rhythmic pattern • Orchestrate a rhythmic pattern • Create lyrics and perform them to a pulse (thus creating a chant)

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	To listen with attention to detail and recall sounds with increasing aural memory. *INITIAL ASSESSMENT: Discussion – How do composers create a piece of music?* *FINAL ASSESSMENT: Performance of own compositions and evaluate structure.*		• Create a melody for the chant, thus creating a song, and sing it • Use technical terminology • Create a one word coda • Structure musical ideas to tell a narrative • Perform in front of an audience Remind ch of history of music timeline and explain we are moving on to the classical period with one of the most famous composers of all time – Mozart and his *Horn Concerto No. 4, Mvt 3* https://www.bbc.co.uk/teach/ten-pieces/KS2-wolfgang-amadeus-mozart-horn-concerto-no-4-3rd-movement/zmxtng8 • Listen and describe a piece of music • Watch the orchestral performance and discuss • Analyse the structure of Mozart's piece • Use Mozart's motifs to create a short piece of music • Create contrasting pieces of music • Structure sections of music to create a rondo • Create a cadenza • Create a coda • Perform in front of an audience WONDER – asking questions about music TEAMWORK – composing and performing together ORIGINALITY - composing
MUSIC (2) Unit: At the Movies *KEY QUESTION: Why is music used in films?* *KEY VOCABULARY:*	To improvise and compose music for a range of purposes using the inter-related dimensions of music. *INITIAL ASSESSMENT:*	Compose sound effects to perform with a movie Identifying changes in tempo and their effects Explore and understand phrase structure of a song melody.	**Follow lessons in Music Express Book 5 (Ages 9-10), At the Movies, pages 32-37. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.** Explain to children that they will be studying film music from the 20th Century – relate back to music timeline. Compare the use of music in animations from the 1920s and 1930s. Look at graphic representations of musical sound effects

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Phrase, structure, tempo, cue score.	*Ask the children to compose a soundtrack to the 1920s movies The Carpenter.* *FINAL ASSESSMENT: Record children's final composition and discuss how the effects were created using musical language.*	Use the musical dimensions to create and perform music for a movie. Evaluate and refine compositions.	and listen to them being played. Create music for a storyboard cartoon sequence. Prepare the groups for activity two – adding sounds played on instruments. Watch *Abstract Albert without sound*, asking the six groups to add sound effects for the six actions using body percussion and voices. Add vocal and body sound effects to the movie *Abstract Albert* Compose musical sound effects in Mickey Mousing style to perform with the *Abstract Albert* movie. Perform musical sound effects to accompany a silent animation Sing a song at different speeds and explore the phrase structure. Help the children to understand the *Action Mouse* song's phrase structure by dividing into four groups: W, X, Y and Z. Sing the song following the notation, with each group only singing their matching phrases. Explore changing tempo to reflect the action in a movie. Invent a melodic sequence to accompany a movie with three tempi. Listen to incidental music to notice how the music suggests the mood and the action. Make a note of the children's thoughts about the six pieces of incidental music for *Man in a tunnel*. Display these where the children can see, then listen to each piece again so that they can reflect on their own and other's ideas. Watch a movie and listen to musical clichés for different emotions. Study the musical cliché notation, then make up new music for each of the four scenes. Watch *Spacedust* and learn about hit points in animation. Learn about spotting and begin exploring musical ideas as a soundtrack to the animation *Spacedust.* Select instruments and compose musical ideas for *Spacedust.* Make audio recordings of the children's ideas so that they can listen, to help them evaluate the sound effects they have chosen. Continue creating music for each section of *Spacedust.* Make a large wall chart of the cue score and use this

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			to rehearse the music without the movie, following a conductor if necessary. Finalise ideas and fill in the cue score for each section. Rehearse the cue scores to a second count, then perform the music with the animation. ORIGINALITY – composing / TEAMWORK – playing together
PE (1) Unit: Athletics (Mrs Pullen) *KEY QUESTION: How can we focus on specific techniques to improve our skill set?*	To be able to apply different speeds over varying distances. To develop fluency and coordination when running for speed. To develop technique in relay changeovers. To develop power, control and consistency in jumping for distance. To develop technique and coordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.	Choose the best pace for a running event. Identify good athletic performance and explain why it is good. Perform a range of jumps showing some technique. Show control at take-off and landing in jumping activities. Take on the role of coach, official and timer when working in a group. Understand how stamina and power help people to perform well in different athletic activities. Use feedback to improve my sprinting technique. Persevere to achieve my personal best.	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. OUTDOOR LEARNING In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. <u>Key Skills</u> Physical: Pacing Physical: Sprinting technique Physical: Relay changeovers Physical: Jumping for height and distance Physical: Push and pull throwing for distance Social: Collaborating with others Social: Supporting others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback

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	To develop officiating and performing skills.	Show accuracy and power when throwing for distance.	**Health and safety** **In throwing activities, even where pupils are throwing soft athletic equipment it is important to instil good practice for the future. Ensure:** **• pupils wait for instruction and check the area is clear before throwing** **• there is adequate space between throwers** **In obstacle events ensure the following:** **• the obstacles can fall easily when hit** **• there is adequate space for returning runners** **• runners only hurdle the obstacles in one direction**
PE (2) Unit: Rounders (Class teacher) IKEY QUESTION: *What skills and tactics can you draw on to work well as a team?*	To throw and catch with accuracy under pressure. To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game.	Beginning to strike a ball with a rounders bat. Developing a wider range of fielding skills and I am beginning to use these under some pressure. Identify how different activities can benefit my physical health. Identify when I was successful and what I need to do to improve. Use feedback provided to improve my work.	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. OUTDOOR LEARNING <u>Key Skills</u> Physical: Throwing & catching Physical: Bowling Physical: Tracking, fielding & retrieving a ball Physical: Batting Social: Organising & self-managing a game Social: Respect Social: Supporting & encouraging others Social: Communicating ideas & reflecting with others

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	To develop long and short barriers in fielding and understand when to use them. To develop decision making and tactical awareness when playing competitively. To apply the rules and skills you have learnt to play in a rounders tournament.	Work co-operatively with others to manage our game. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can apply them honestly most of the time. Understand there are different skills for different situations and I am beginning to use this.	Emotional: Honesty & fair play Emotional: Confident to take risks Emotional: Managing emotion Thinking: Decision making Thinking: Using tactics Thinking: Identifying how to improve Thinking: Selecting skills **Health and Safety** **Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure pupils always have a safe distance between themselves and a batter.**
PE (3) Unit: Swimming (Mrs Pullen)	(Taught by instructor at Havant Leisure Centre)		
PSHE Online Relationships *KEY QUESTION: How can I communicate safely online?* *KEY VOCABULARY:* *Relationship* *Online*	To know that people can pretend to be someone they're not online. To know that the same priciples of respect apply online as to face to face relationships. To know the rules for stating safe online and know how to critically	Understand that online communication can be misinterpreted. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	**E-Safety Jigsaw film** **https://www.thinkuknow.co.uk/parents/Primary/Conversation-Starters/Go-to-the-movies/jigsaw/** Be SAFE. Be RESPECTFUL. **SCARF – Year 5 – Communication** Why it can be difficult to understand the meaning and intention of text and email messages. For example, when we are with people face-to-face we get clues about their feelings. Think about what kind of clues we get from people during face-to-face discussions, [e.g. tone of voice, volume, facial expression, body language) that we lose online.

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Safety *Data* *Respect* *Responsibility*	consider online relationships. Consider sources of information and how data is shared and used online. *INITIAL ASSESSMENT:* *Create a top-tips list for staying safe online.* *FINAL ASSESSMENT:* *Create a top-tips list for staying safe online – the initial assessment could be edited, or a new, more detailed list created.*		**SCARF – Year 5 – Is it true?** If we look at something online, can we tell if it is true or not? Emphasise that it's much harder to tell if something is true if we don't have the person right in front of us. If we look at something written in a book, can we tell if it is true or not? Show the Facebook-style profile page - What do we think her life is like? How do we know? Could it be different to what we think? When we look at a picture or a post online, can we tell whether the information it presents is an accurate record of the reality or not? Even if it's someone we know, it might not be what we think it is. People posting online choose how they want to present themselves. They often only present certain information (or images), to make themselves look a particular way.
RE Concept: Sacred Unit title: places of worship *KEY QUESTION:* *What makes a church sacred for Christians?* *KEY VOCABULARY :* *font, pulpit, alter, icons, window, stations of the cross, statues, Sacred special*	**Communicate:** To simply explain their personal response to the concept of sacred. **Apply:** To simply explain the feelings of themselves and others. **Enquire:** To describe the main features of the two churches visited and be able to discuss features of the two churches,	Explain through drawing and writing their personal response to the concept of sacred. Simply explain the feelings of themselves and others through discussion. Know the main features of the two churches visited and be able to discuss features of the two churches, explaining what	Children write or draw what they imagine by the concept. Discuss what is meant by sacred. Where and how could you worship? Do you have a special place in your life? WONDER Imagine and discuss a world where nothing and no one was allowed to be made sacred or worshipped in some way? Nothing was special and there were no special places. How might a Christian feel? How might you feel? WONDER Children visit St Faith's Anglican and St Joseph's Catholic church. Direct children to churches features: font, pulpit, alter, icons, window, stations of the cross, statues. Be RESPECTFUL

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	explaining what is sacred to which denomination. **Contextualise:** To explain the value of the most sacred parts of the churches to the various congregations. **Evaluate**: To explain how sacred places can affect their own and others' lives *INITIAL ASSESSMENT: Draw what you imagine by the concept* *FINAL ASSESSMENT: Discussion surrounding the demolition of a sacred place*	is sacred to which denomination. Explain the value of the most sacred parts of the churches to the various congregations through writing. Explain how sacred places can affect their own and others' lives through discussion and writing.	During and after visit children consider which parts of church are most sacred – discussion with vicar and priest. Produce a non-chronological report about the features of the churches. Be RESPECTFUL Can you make an ordinary place sacred? Can a place designed as a 'sacred' building sometimes not be sacred? A Christian group has found out their sacred place must be pulled down to make way for road. How would they feel? What if they were offered another building but with no statues of the Virgin Mary and similar icons in a Catholic church and no font and lectern in the Anglican church In groups of 4 or 5, pupils discuss their response to a notice of demolition from the council. One member of the group scribes. Reconvene and discuss ideas. Written responses. Be RESPECTFUL
SCIENCE Unit: Rocks and Soils *KEY QUESTION:* What is the Earth made from? *KEY VOCABULARY:* *Rock, mineral, ores, grains, fossils, sedimentary, limestone ,sandstone,*	**Substantive knowledge** (Key vocabulary identified in bold) To know that: A **rock** is a solid material made up of **minerals** forming part of the surface of the Earth **(Activity 1)**	**Disciplinary knowledge** Instructed / Undertaken / Revisited (Working Scientifically) Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations **(Activity 1)**	**RETRIEVAL** What is the role of the pupil in the eye? **<u>Activity 1</u>** Present children with a selection of rocks, using hand lenses etc, they can group them into sedimentary and igneous/metamorphic based upon if they have grains/crystals/fossils/metals inside them. Is there a way they could differentiate between the Igneous and metamorphic rocks based on their visual properties?

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crystals, igneous , metamorphic, Granite, slate, porosity, hardness,	Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface. Some rocks, called **ores** contain metals **(Activity 1)** Some rocks are made of **grains** squashed together and can contain the remains of long-dead organisms, called **fossils**. This type of rock is called **sedimentary** rock, an example would be **limestone**, **sandstone** or **mudstone (Activity 1)** Some rocks are made of **crystals** that are locked tightly together. These are called **igneous** and **metamorphic** rocks; an example of igneous rock is **granite,** and an example of metamorphic rock is **slate (Activity 1)** These three types of rocks all have different properties to each other, including **porosity**, **hardness**, reaction to chemicals **(Activity 2)**	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(Activity 2)** Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations **(Activity 3)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(Activity 4)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **(Activity 5)**	(Purpose: to use substantive knowledge of rocks to classify them into distinct groupings) GROWIT **RETRIEVAL** Recalling names of some types of sedimentary rock- limestone, sandstone and mudstone **<u>Activity 2</u>** *Which rock type is the most porous?* Take a selection of Sedimentary, Igneous and metamorphic rocks. Children record the mass of the rocks and place them inside water for 30 minutes. Take the rocks out, then gently pat dry, then reweigh, and record down the new mass. The change in mass is then calculated to see which rock is the most porous, questioning can then dig into why the rock might be more porous than others. (Purpose: to carry out accurate measurements of mass before and after a change. Also taking into account the idea of error in the measurements) GROW IT **RETRIEVAL** Recalling names of some type of igneous rock- granite. **<u>Activity 3</u>** *Which type of cliff would be best for a cave dweller's cave?* Present the idea that a family of cave dwellers are looking at moving into a new cave. They have a choice of three. One cave made from granite, one made from chalk/limestone, and one made from sandstone. Children are then given samples from each cliff and test their properties. They can test for porosity (as in the above activity), reaction with acid (lemon juice or vinegar is fine) and carry out a hardness test by scratching the rock with a nail and seeing the

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	The properties of the rock depend on how the rock was formed, e.g. Some igneous rocks form from lava from volcanoes and cool very quickly leading to very small crystals **(Activities 2 and 3)** Soil is made up of small broken-down pieces of rock. Soil contains a range of different size rock pieces, e.g., sand grains or stones. Soil also contains humus (rotted plant material) Soil made of very fine rock is called silt or clay. **(Activities 4 and 5)**		damage done. They can then conclude which cliff the cave dwellers should move into by presenting their findings to the class. (Purpose: to gather information from an enquiry and present the conclusions of that enquiry to an audience) GROWIT **RETRIEVAL** Key vocabulary- porosity. Check definition and understanding of vocabulary in describing the state or quality of being porous (or full of tiny holes) **Activity 4** Take some soil from the grounds of the school or source from elsewhere. Place the soil into an empty 1.5 or 2-litre drinks bottle and add some water. Shake the bottle vigorously. Leave to settle for an hour and then use a magnifying glass to observe and describe the different layers of materials. Can they identify and find grains for rock and larger grains (e.g., sand) and heavier stones? Can they explain why it settled into layers like this? Can they see any humus? Are there any creatures in there? (Purpose: to use substantive knowledge to observe and record down observations and ask and answer relevant questions about what they have observed.) GROWIT OUTDOOR LEARNING **RETRIEVAL** Recalling names of some type of metamorphic rock- slate Arrow diagrams to show rays of light hitting different objects reflective, transparent, translucent and opaque. **Activity 5** *Which type of soil allows the most water to pass through it?*

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			Get three different soil types (one sandy soil, one slit/clay soil and one with a mixture of the two) and place them into three equal-sized drinks bottles (1.5-2 litre). Make a number of small holes in the bottom of each bottle and then add water to each bottle while the bottle sits inside another cup to catch the water coming out of the bottom. Measure the volume of water collected after a specified amount of time. (Purpose: to provide an opportunity to work independently with variables. What are we measuring, what are we changing? What is the control variables? What will need to be kept the same between the three bottles when carrying out the experiment? Amount of water added, amount of soil added, time each bottle is left for?) GROWIT
SPANISH (1) Unit When is your birthday? *KEY QUESTION:* *Can you say when your birthday is and put it into a conversation?* *KEY VOCABULARY:* *Cuando es tu cumpleanos?* *All the months of the year in Spanish and numbers to 31.*	To say when your birthday is and ask a person when their birthday is. To rearrange Spanish sentences, including questions, to form a conversation. *INITIAL ASSESSMENT:* *Say when your birthday is.* *Can you chant the months of the year?* *FINAL ASSESSMENT:* *Understand when someone is asking for your birthday, to ask someone their birthday, and respond on at*	Ask a range of questions as part of a conversation. Read, make sense of and rearrange sentences for meaning. Read aloud sentences.	Ask at least 6 different children when their birthday is and record it. Repeat and learn the months of the year, remembering words from songs learnt. Use previous knowledge learnt to recall numbers for birth dates. GREATNESS, RESILENCE, INDEPENDENCE TEAMWORK, BE EMPATHETIC, Be RESPECT

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	least 5 different occasions, recording answers.		
SPANISH (2) Unit Picasso *KEY QUESTION:* *Who is Pablo Picasso and why is he so famous?* *KEY VOCABULARY:* *Cubism, fragmentation*	To know who Pablo Picasso was and the style of art he is most famous for? To produce art work in the style of Pablo Picasso. *INITIAL ASSESSMENT:* *Discuss what children already know about Pablo Picasso. What is their initial response to the art work.* *FINAL ASSESSMENT:* *Produce art work in the cubist style of Picasso and know why they are using a fragmented technique to create impact.*	Recognise features found in the art movement known as cubism, features such as geometric shapes, bright colours, and lines.	Discuss the features of the artwork, say how it makes them feel, give their opinions on whether they like or do not like it. Reproduce their own art work in the style of Picasso. GREATNESS, RESILIENCE, INDEPENDENCE Be Ambitious, Be Respectful

Other Ideas