

MTP: Year 5 Summer 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>RE</p> <p>Religion: Islam Enquiry Question</p> <p>Does belief in Akhirah (life after death) help Muslims lead a good life?</p> <p>Allah, Qur'an, Akhirah, Jihad, Interpretation, Hadith, Motivation, Achievement, Satisfaction, Surah, Ayat, Hadith, strive, struggle, vision</p>	<p>Pre-assessment: revisit the 5 pillars of Islam. What are they? What does each one represent? How do they influence the life of Muslims?</p> <p>LO: I can consider what motivation means to me and consider how people can be helped when others are motivated to do good deeds</p> <p>STS: Understand what motivation is Identify different things that could cause motivation Understand what a good deed is</p> <p>Task:</p> <ol style="list-style-type: none"> 1) Mind map of things that they feel strongly about 2) Discussion about the word motivation: definition and reasons for motivation 3) Written response to the scenario of being given some money. What would they do with it and who would it help? 	<p>LO: I can interpret some things the Qur'an says about life after death</p> <p>STS: Read pieces from the Qur'an that discuss life after death Interpret and discuss their meaning Understanding what Akhirah is Know what Surah and Ayat are</p> <p>Task: Read extracts from the Qur'an. Answer questions to share ideas: How might Muslims interpret these? How might it affect the way they live their lives?</p>	<p>Low Stakes Quiz: What is motivation? What does the Qur'an say about life after death? 5 pillars of Islam.</p> <p>LO: I can interpret some thing that Qur'an says about life after death</p> <p>STS: Explore quotes from the Qur'an. Discuss how they relate to leading a good life Know what Hadith is Know what Akhirah is Explore different instructions from the Qur'an</p> <p>Task: Explore quotes from the Qur'an that relate to living a good life. What might the interpretation be? What should Muslims do?</p>	<p>LO: I can explain some actions a Muslim might take as Jihad</p> <p>STS: Know what Jihad is Know that there are different interpretations of Jihad</p> <p>Task: Explore quotes from the Qur'an that relate to Jihad. What might the interpretation be? What should Muslims do? How can a Muslim stand up for what they believe in using peaceful methods?</p>	<p>LO: I can explain how believing in Akhirah influences Muslims to do their best to lead good lives and consider times when consequences have influenced my actions.</p> <p>STS: Know what Akhirah is Know different ways that Muslims lead a good life Think about which are the most important ways for Muslims to lead a good life</p> <p>Task:</p> <ol style="list-style-type: none"> 1) Explore images of people in need. Is something missing? Is one need more important than another? 2) Diamond 9 using different statements about how Muslims may try to follow the teachings of Allah. 3) Consider 3 significant aspects that Muslims must do within their lifetime to gain Akhirah. Does it help them to lead a good life? 4) What aspects must you do within your lifetime to lead a good life? 	<p>End of Unit Assessment</p> <p>LO: I can express a vision of how leading a good life could make the world the place I want it to be</p> <p>STS: Understand what a vision is Consider what a good word would look like</p> <p>Task: Create an image that represents their image for the world.</p>
<p>Science</p> <p><u>Animals including humans</u></p> <p><u>Vocabulary</u></p>	<p>LO: to explain what gestation periods are for different animals, including humans</p> <p>STS:</p>	<p>LO: to describe the changes as humans develop from fertilisation to birth</p> <p>STS: Describe how an embryo and foetus grow and develop</p>	<p>LO: to explain how babies grow and develop during early childhood</p> <p>STS: Understand how babies grow in height and weight</p>	<p>LO: to describe and explain the main changes that occur during puberty</p> <p>STS: Describe the main changes that occur during puberty</p>	<p>LO: to identify the changes that take place in late adulthood</p> <p>STS: Describe the main changes in late adulthood</p>	<p>LO: to describe the stages of human development.</p> <p>STS: Order the stages of human development</p>

<p>gestation, puberty, adolescence, foetus, sexual reproduction, life expectancy, menstruation</p>	<p>State how long the gestation period for a human in</p> <p>Compare the gestation periods of different animals</p> <p>Make conclusions and share them</p> <p>Task:</p> <p>Explore the gestation periods of different animals, including humans</p> <p>Make conclusions and share them</p>	<p>Visualise the size of the developing baby at each stage</p> <p>Know the order of events in development from fertilisation to birth</p> <p>Task:</p> <p>Create a timeline of events from fertilisation to birth in a human</p>	<p>Describe different development stages in early childhood</p> <p>Know how to present data so that it is suitable</p> <p>Task:</p> <p>Explore data about the height and weight of boys and girls</p> <p>Create a bar graph to present the data provided</p>	<p>Give reasons why changes occur during puberty</p> <p>Task:</p> <p>Discussion about what puberty is and the main changes</p>	<p>Distinguish the facts and myths about late adulthood</p> <p>Know some achievements of people have had in late adulthood</p> <p>Task:</p> <p>Complete true or false cards for late adulthood</p>	<p>Name the eight distinct stages of the human life cycle</p> <p>Explain changes that occur during different stages of human development</p> <p>Task:</p> <p>Create a timeline for the stages of growth and human development for humans</p>
<p>History</p> <p>Leisure and Entertainment</p> <p><u>Vocabulary</u></p>		<p>Pre-unit assessment:</p> <p>LO: to investigate trends over time of how people spent their holidays during the 20th century</p> <p>STS:</p> <p>Research different types of holidays during the 20th century</p> <p>Know what leisure and entertainment mean and can give examples from the 20th century</p> <p>Discuss how holidays changed during the 20th century</p> <p>Task:</p> <p>Research different types of holidays and summarise key similarities and differences</p>		<p>LO: to explore key events and changes in sport during the 20th century</p> <p>STS:</p> <p>Discuss how people's opinions of sport changed over time</p> <p>Order events in the history of sport chronologically</p> <p>Select events that I think are significant in the history of sport</p> <p>Task:</p> <p>Create a timeline of key events in sporting history from 20th century</p>		<p>Mid-point assessment: when was the 20th century? How did people spend their free time? What key sporting events were there?</p> <p>LO: to research how music influences people's experiences in the 20th century</p> <p>STS:</p> <p>Explain how music technology changed in the 20th century</p> <p>Organise historical information about music in a decade</p> <p>Discuss the impact that music had on people's lives</p> <p>Task:</p> <p>Summarise music during the 20th century including how it influenced people</p>
<p>Art</p> <p><u>Textiles</u></p> <p><u>Vocabulary</u></p> <p>Mixed media-</p>		<p>Pre-unit assessment:</p> <p>LO: Express first impressions about textile art</p> <p>STS:</p>		<p>LO: Practise different fabric dyeing techniques using Brusho pigments.</p> <p>STS:</p> <p>Paint straight onto fabric</p> <p>Use a resist method</p>		<p>Mid-point assessment</p> <p>LO: Practise embroidery stitches</p> <p>Steps:</p> <p>Watch demonstrations</p>

dye, thread, beads, types of stitching, fabric, canvas, embellishment, Batik (resist), Brusho, thread, embroidery		<p>Look closely at the images of the art work. Annotate the pictures with single words or thoughts Share initial thoughts with others</p> <p>Task: Annotate the pictures with single words or thoughts, such as their likes and dislikes, similarities and differences between the pictures, what they are made of, what is attached to them, how the colours are made</p>		<p>Brusho on wet cloth Annotate examples</p> <p>Vocabulary: Mixed media, Dye, Batik (resist), Brusho, Thread, Embroidery, Stitches, Fabric, Embellishment</p> <p>Task: Practise dyeing techniques. Annotate with effectiveness, how easy/difficult it was, which is preferred and why.</p>		<p>Practise each of the embroidery stitches: Running stitch Back stitch Chain stitch Stem stitch Herringbone stitch French knots Sew on beads/sequins</p> <p>Task: Practise each of the embroidery stitches.</p>
<p>DT Design a Tudor Dolls house</p> <p>Structures frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional</p>	<p>Pre-unit assessment: different types of structures</p> <p>LO: explore existing structures</p> <p>STS: Know different types of structures Know what a frame structure is Identify frame structures</p> <p>Task: Explore and annotate existing structures</p>		<p>LO: know techniques used to strengthen frame structures</p> <p>STS: know how shapes can be used to strengthen structures know how different techniques can provide strength</p> <p>Task: Practise and evaluate techniques to strengthen structures</p>		<p>Mid-point assessment: types of structures and techniques to strengthen them</p> <p>LO: design my final product linked to user and purpose</p> <p>STS: Know what the user and purpose are Know how to design a final product Consider the shapes used Consider the materials used Include ways to strengthen the structure</p> <p>Task: Design final product</p>	

<p>Geography <u>European Region – Athens</u></p> <p><u>Vocabulary</u> Athens, European Union, Mediterranean Sea, Europe, Ural Mountains, Mediterranean climate, Temperate climate, Currency, Euros, Bordered, Migrant, , tourism, vegetation belt. Landmarks: - Temple of Zeus, Acropolis, Parthenon, Mount Olympus</p>		<p>Pre-unit assessment:</p> <p>LO: locate Europe and investigate key information about its principal countries</p> <p>STS: Know where Europe is on a map Know the principal countries Know information about the principal countries</p> <p>Task: Locate Europe and key countries. Record facts about counties</p>		<p>LO: to explore tourism in the Mediterranean region</p> <p>STS: Explain why tourists visit the Mediterranean Know what different aspects make it appealing to visitors Know different reasons that tourists may visit somewhere</p> <p>Task: Explore information about the Mediterranean. Answer questions about it, including why tourists would visit</p>		<p>Mid-point assessment: how many counties in Europe can you name?</p> <p>LO: understand some of the factors affecting migration into Europe through Greece</p> <p>STS: Explain the reasons why people migrate from Syria to Greece</p> <p>Task: Brain dump of factors affecting migration into Europe through Greece</p>
<p>PSHE Relationships</p> <p><u>Vocabulary</u> attributes, qualities, characteristics, self-esteem, unique, comparison, negative self-talk, social media, online, community, safe, unsafe, gaming, violence, grooming, troll,</p>	<p>Pre-unit assessment:</p> <p>LO: have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>STS: Know what personality is Know what characteristics and personal qualities are Know how to build my own self-esteem</p> <p>Task: Record their own positive personal qualities</p>	<p>LO: understand that belonging to an online community can have positive and negative consequences</p> <p>STS: Know what an online community is Recognise when an online community feels safe or uncomfortable Know what actions to take if I feel unsafe online</p> <p>Task: Discussion about online communities and the possible positive and negative consequences</p>	<p>Mid-point assessment LO: understand there are rights and responsibilities in an online community or social network</p> <p>STS: Know what an online community is Know the rights and responsibilities of people in an online community Recognise when an online community feels safe or uncomfortable Know what actions to take if I feel unsafe online</p> <p>Task:</p>	<p>LO: know there are rights and responsibilities when playing a game online</p> <p>STS: Know what grooming is Know what trolling is Recognise when an online game is becoming unhelpful or unsafe Know what actions to take if I feel unsafe online</p> <p>Task: Explore different games and discuss the different features or advice that should be given to help stay safe</p>	<p>LO: recognise when I am spending too much time using devices</p> <p>STS: Know that there can be negative consequences of using too much screen time Identify things I can do to reduce screen time Know that screen time can impact on physical and mental health</p> <p>Task: Explore scenarios and offer solutions to reduce the use of screen time</p>	<p>End of unit assessment</p> <p>LO: explain how to stay safe when using technology to communicate with my friends</p> <p>STS: Know the SMARRT rules Know what to do to resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p> <p>Task: Create a poster about staying safe when communicating online (SMARRT)</p>

gambling, betting, trustworthy, appropriate, physical health, mental health, peer pressure, influences, personal information, passwords, privacy, settings, profile, SMARRT rules			Explore scenarios and discuss the rights and responsibilities that individuals have			
<p>MFL <u>Chez Moi</u> <u>(My Home)</u></p> <p>Vocabulary <u>Où habites-tu?</u> Where do you live? <u>J'habite dans...</u> I live in... une maison a house en ville in town à la campagne in the countryside à la montagne in the mountains dans un village in a village au bord de la mer by the sea une cuisine a kitchen une un appartement an apartment salle à manger a dining room une salle de bains a bathroom une chambre a bedroom une buanderie a utility room un sous-sol a basement</p>	<p>Pre-unit assessment:</p> <p>LO: describe where I live using the 1st person conjugation 'j'habite...'</p> <p>STS: Know how to use j'habite Know how to say whether you live in a house or apartment Know where you live out of 5 main areas</p> <p>Task: Verbally describe where the house or apartment is and use j'habite</p>	<p>LO: recognise and recall 5 rooms of the house in French with the correct determiners/articles</p> <p>STS: Use the phrase 'Chez moi il y a' Know 5 nouns to describe different rooms in the house Recall the phrase j'habite Recall phrases to describe whether it is a house or an apartment Recall phrases to describe where the house or apartment is</p> <p>Task: Verbally rehearse names of 5 rooms by matching phrases to pictures</p>	<p>Mid-point assessment LO: recognise and recall 5 more rooms of the house in French with the correct determiners/articles</p> <p>STS: Use the phrase 'Chez moi il y a' Know 10 nouns to describe different rooms in the house Recall the phrase j'habite Recall phrases to describe whether it is a house or an apartment Recall phrases to describe where the house or apartment is</p> <p>Task: Verbally rehearse sentences using all 10 rooms</p>	<p>LO: describe what rooms I do not have in my house using the negative structure</p> <p>STS: Know how to use the phrase Chez moi il n'y a pas de Know when the determiner changes to de Know 10 nouns to describe different rooms in the house Recall the phrase j'habite Recall phrases to describe whether it is a house or an apartment Recall phrases to describe where the house or apartment is</p> <p>Task: verbally rehearse sentences using all 10 rooms</p>	<p>LO: describe what rooms I do and do not have in my house</p> <p>STS: Use the phrase 'Chez moi il y a' Know how to use the phrase Chez moi il n'y a pas de Know when the determiner changes to de Know 10 nouns to describe different rooms in the house Recall the phrase j'habite Recall phrases to describe whether it is a house or an apartment Recall phrases to describe where the house or apartment is</p> <p>Task: Complete the listening and written task</p>	<p>End of unit assessment</p> <p>LO: revise language to describe where I live</p> <p>STS: Use the phrase 'Chez moi il y a' Know how to use the phrase Chez moi il n'y a pas de Know when the determiner changes to de Know 10 nouns to describe different rooms in the house Recall the phrase j'habite Recall phrases to describe whether it is a house or an apartment Recall phrases to describe where the house or apartment is</p> <p>Task: Complete the assessment</p>

un bureau an office / a study un salon a living room un garage a garage et and un jardin a garden mais but						
<p style="text-align: center;">Music <u>Battle of the Bands!</u> Social Question: ‘How Does Music Connect Us with the Environment?’ Vocabulary: Rock, bridge, backbeat, amplifier, chorus Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics</p>						
<p style="text-align: center;">PE <u>lexercise Strength & balance (core strength & balance/posture and bootcamp fitness)</u> reflex, goal, teamwork, agility, routine, yoga, cardio, strategy positive mindset, collaborate, complex, adaptation, tactics, spatial awareness, evaluate <u>Outdoor Adventurous Activity</u> tactical, collaborate, collective, control card, orienteering, navigation, symbol, strategy</p>						
Computing <u>Creating media- Vector drawing</u> <u>Vocabulary</u> ControlC, Control V, ControlZ, rotate, resize, gradient fill, vector drawing, fill tool, line colour, rotate undo, layering, grouping, copying	Pre-unit assessment: LO: to identify that drawing tools can be used to produce different outcomes STS: Know what a vector drawing is Recognise that vector drawings are made using shapes Experiment with the shape and line tools Discuss how vector drawings are different	LO: to create a vector drawing by combining shapes STS: Identify the shapes used to make a vector drawing Explain that each element to a vector drawing is an object Move, resize and rotate objects that I have duplicated Task: Create a vector drawing by moving, resizing, rotating and change the colors of a selection of objects.	Mid-point assessment: what is a vector drawing? How is it different to a paper-based drawing? LO: to use tools to achieve a desired effect STS: Use the zoom tool to help me add detail to my drawings Explain how alignment grids and resize handles can be used to improve consistency Modify objects to create a new image Task:	LO: recognise that vector drawings consist of layers STS: Identify that each added object creates a new layer in the drawing Change the order of layers in a vector drawing Use layering to create an image Task: Create a vector image and explore changing the position of the layers, moving them forwards and backwards	LO: to group objects to make them easier to work with STS: Copy part of a drawing by duplicating several objects Recognise when I need to group and ungroup objects Reuse a group of objects to further develop my vector drawing Task: Edit their vector drawings using the group and ungroup functions	End of unit assessment: final task LO: to apply what I have learned about vector drawings STS: Create a vector drawing for a specific purpose Reflect on the skills I have used and why I have used them Compare vector drawings to freehand paint drawings Task: Create a drawing for a given purpose. Compare it to a freehand paint drawing

	<p>from paper-based drawings</p> <p>Task: Use the shape tools to create vector drawings.</p>	<p>Duplicate objects to save time</p>	<p>Create increasing complex vector drawings.</p> <p>Use grid lines, resize and zoom</p>			
<p>Online Safety</p> <p>Two lesson to be taught at the start of the half term</p> <p>Privacy and security</p>	<p>LO: I know what a strong password is and how to create one</p> <p>STS: Identify the risks posed by not protecting accounts and information online</p> <p>Suggest appropriate strategies for creating strong passwords and explain why these are effective</p>	<p>LO: I can explain how many free apps can share private information with others</p> <p>STS: Understand how apps request permission to access data and functions on a device</p> <p>Suggest some reasons as to why apps/companies request access to personal data</p>				