

MTP: Year 5 Summer 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>RE</p> <p>Religion: Christianity</p> <p>Enquiry Question</p> <p>What is the best way for a Christian to show commitment to God?</p> <p>10 Commandment</p> <p>Gifts of the Spirit, Prayer, The Lord's Prayer, commitment, dilemma, values, denominations, promises, Trinity, rites of passage</p>	<p>Pre-unit assessment: what is commitment?</p> <p>LO: I can show an understanding of why people may show commitment in different ways to something they believe in</p> <p>STS: Know what a commitment is Know what a dilemma is Know what values and ideals are</p> <p>Task: Listen and response to when someone has experienced a dilemma. Partner discussion about how they might have been feeling. Discussion – how did they show commitment? why do people show commitment in different ways?</p>	<p>LO: I can describe how different practices enable Christians to show their commitment to God (The 10 Commandments)</p> <p>STS: Know what a commitment is Know the 10 Commandments Know different practises used by Christians to show their commitment to God Know what denomination is Know different promises that Christians</p> <p>Task: Explore the 10 commandments and summarise what they might be for Christians. Consider which could be the most important and why. Are some harder than others to carry out?</p>	<p>Mid-point assessment: what are the 10 commandments? Why are they important to Christians?</p> <p>LO: I can describe how different practices enable Christians to show their commitment to God ('Love your neighbour as yourself' and what that love might look like.</p> <p>STS: Know what the commandments are Know what a commitment is Know what the Trinity is</p> <p>Task: Discuss different qualities that would be needed to 'love thy neighbour'. Explore different scenarios where someone has 'loved thy neighbour'. Discuss how they have achieved this.</p>	<p>LO: I can describe how different practices enable Christians to show their commitment to God (prayer and worship practices)</p> <p>STS: Know what communion is Know what confirmation is Know what denomination Know about rites of passage Know different ways that Christians pray</p> <p>Task: Children to summarise different ways that Christians show commitment to God: going to church, Holy Communion, Rites of Passage, prayer. Discuss whether they think that is a good way to show commitment and why.</p>	<p>LO: I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others</p> <p>STS: Know different ways that Christians show commitment to God Consider which ways are</p> <p>Task: Think of 9 ways that Christians show commitment to God. Compare with their partner and identify similarities and differences.</p>	<p>End of unit assessment: different ways that Christians show commitment to God.</p> <p>LO: I can show how people show commitment in different ways to something they believe in</p> <p>STS: Know what a commitment is Know how Christians show commitment to God Know commitments that you have in your own lives Know the qualities that are needed to show a commitment</p> <p>Task: Children to think about their commitments and how they show it through different values. E.g. commitment is showing kindness to others. I do this when I help younger children at playtime.</p>
Science	<p>Pre-unit assessment: which famous scientists do they know? What was significant about them?</p> <p>LO: to describe the life and work of David Attenborough</p> <p>STS: Answer questions about David Attenborough</p>	<p>LO: to use chromatography to separate mixtures</p> <p>STS: Know what chromatography is Know how to use chromatography to separate materials Identify a mixture by separating a mixture and observing its components</p>	<p>Mid-point assessment: what is significant about Davide Attenborough? What is chromatography? How can it be used?</p> <p>LO: to explore the sizes, surfaces and orbits of planets in our solar systems</p> <p>STS: Explain Neil deGrasse Tyson's views about the planets</p>	<p>LO: I can describe Eva Crane and her work with bees</p> <p>STS: Order facts about Eva Crane's life Describe Eva Crane's research into the life cycle of bees Describe the life cycle of bees Consider the importance of bees</p> <p>Task:</p>	<p>LO: to use my results to make new predictions</p> <p>STS: Use the work of Leonardo da Vinci to decide on a line of enquiry Describe what da Vinci's Vitruvian Man shows us about the human body Record my results accurately Explain what my results show</p>	<p>End of unit assessment: what significant scientists do we now know? What were their achievements/ significant discoveries?</p> <p>LO: identify evidence that supports or refutes scientific theories about Stonehenge</p> <p>STS: I can discuss why Stonehenge is special</p>

	<p>Identify how David Attenborough describes animals in his documentaries</p> <p>Task: Create and present a documentary in the style of David Attenborough</p>	<p>Task: Complete an investigation to find out which pen was used using chromatography</p>	<p>Identify the largest and smallest planets in our solar systems List the planets in our solar systems</p> <p>Task: Sort planets by types and record other information about the planets</p>	<p>Complete a life cycle of bees Discussion about Eva Crane and the importance of bees</p>	<p>Predict information by looking for patterns in my results</p> <p>Task: Explore whether da Vinci's work was accurate for them and others in the class. Make new predictions based on the results</p>	<p>Identify evidence that supports or refutes the theory that Stonehenge was used as an astronomical calendar Explain my own theories, and describe the evidence that supports my ideas</p> <p>Task: Explore the features of Stonehenge and theories about it.</p>
<p>History</p> <p>Leisure and Entertainment</p> <p><u>Vocabulary</u></p>		<p>LO: to explore why movies became popular in the 20th century</p> <p>STS: Explain what a golden age is Select relevant information about movies Discuss reasons for the decline in cinema</p> <p>Task: Explore an image of filming during the golden age of cinema. What do they notice? Create a poster about the golden age of cinema.</p>		<p>LO: to discuss the significance of television in people's lives in the 20th century</p> <p>STS: I can recall when and how television was a part of leisure and entertainment Use historical knowledge to support an opinion Construct my own view about the importance of television</p> <p>Task: Create a brain dump about television Children to discuss which aspect of leisure and entertainment was the most important during the 20th century? Was it television? Why/why not?</p>		<p>End of unit assessment: leisure and entertainment during the 20th century poster</p> <p>LO: Explore the impact of leisure and entertainment on people's lives in the 20th century</p> <p>STS: Explain how gaming developed Present an opinion about which aspect of leisure had the most impact Demonstrate historical knowledge about aspects of leisure and entertainment</p> <p>Task: Create a poster about leisure and entertainment during the 20th century</p>
<p>Art</p> <p><u>Textiles</u></p> <p><u>Vocabulary</u> Mixed media- dye, thread, beads, types of stitching, fabric, canvas, embellishment, Batik (resist),</p>	<p>LO: Design a piece of textile art</p> <p>STS: Consider fabric dyeing techniques practised and choose one to use on final piece. Choose which embroidery stitches will</p>		<p>LO: Use dyeing techniques and embroidery stitches</p> <p>STS: Consider most appropriate dye technique based on design. Paint fabric using this technique. Allow to dry Thread needle with chosen colour thread. Tie knot.</p>		<p>End of unit assessment: final piece and evaluation</p> <p>LO: to add embellishments by sewing beads, sequins and buttons</p> <p>Steps: Thread needle with chosen colour thread. Tie knot.</p>	

Brusho, thread, embroidery	be used and where / colours. Choose embellishments to use (buttons, beads or sequins). Task: Design final piece.		Sew chosen embroidery stitches according to design. Tie off thread. Task: Dye the fabric of their final piece. Sew a design or pattern onto the dyed fabric, in a way which complements the dye *2 sessions*		Sew chosen beads / sequins / buttons onto final piece Evaluate final piece. Task: Add buttons, beads and/or sequins to the final piece. Evaluate	
DT Design a Bird Hide Structures frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional	LO: to made a frame structure STS: Know how to scale a structure Know what a prototype is and create one Know how to Task: Create a prototype and evaluate any changes needed before creating the final product		LO: to make a frame structure STS: Know what a frame structure is Know which shapes to include Strengthen the structure Ensure the product meets the purpose and user Task: Create the final product		End of unit assessment: lesson 5 and 6 LO: evaluate my frame structure STS: Know the purpose and intended user Know where my structure was successful Know where I need to make improvements Task: Evaluate the final structure	
Geography <u>European Region-Athens</u> <u>Vocabulary</u> Athens, European		LO: to investigate the landscape of Greece, its features and how it is used. STS: Describe contrasting aspects of the landscape		LO: to investigate some of the main features of Athens STS: Know the main features of Athens		End of unit assessment: end of unit quiz about Greece LO: compare everyday life for a child in Athens with that in other places

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		Know the features of the landscape in Greece Know how the landscape is used Task: Explore images of the landscape in Greece. Record ideas.		Consider why people would want to visit those places Know where Athens is and how people can access it Task: Explore images of Athens and create a list of places to visit, including why they are worth visiting		STS: Know what everyday life is like in Athens Consider the similarities and differences between everyday life in Athens and England Task: Watch video clips about life in Athens. Make notes and then make comparisons between their own lives
PSHE Changing Me Vocabulary body-image, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, testosterone, circumcised, uncircumcised,	Pre-unit assessment: LO: I am aware of my own self-image and how my body image fits into that STS: Know what self-image is Know what body image is Know strategies to develop self esteem Know how affirmations can be used to improve self esteem Task: Children to reflect on their own body image. Can they change some of their statements to positive affirmations?	LO: I can explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally STS: Know what puberty is Know how a girl's body changes during puberty Know what menstruation is Task: Complete a sequence for the process of menstruation Complete sentences about changes for girl's during puberty Explore different sanitary items	Mid-point assessment: what happens to either gender during puberty LO: I can describe how boys' and girls' bodies change during puberty STS: Know the changes that boys experience during puberty Know the changes that girls experience during puberty Task: Complete the Boys 'n' puberty quiz. Create a 10-point guide about things that children should not worry about during puberty	LO: I understand that sexual intercourse can lead to conception and that is how babies are usually made I understand that sometimes people need IVF to help them have a baby STS: Know that babies can be conceived through sexual intercourse Know that babies can be conceived through IVF Know what conception means Task: Explore different statements about conception deciding if they are true or false.	LO: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities STS: know what milestones are know what perceptions are know what different responsibilities people may have know what consent is and why it is important Task: Identify 3 key pieces of advice that they would give to a teenager. What positive messages could they include?	End of unit assessment: LO: I can identify what I am looking forward to when I move to my next class STS: Think about the changes that you will make next year and how you will do it know that people can experience different emotions when there is change Task: Complete the circle of change task

foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, menstruation, sanitary products, legal, laws, self-esteem, affirmation, comparison						
<p>MFL</p> <p><u>Les habitats (Habitats)</u> les habitats the habitats le Groenland Greenland Les animaux et les plantes ont besoin de/d'... The animals and the plants need... le chameau the camel Les animaux et les plantes ont besoin d'un abri. The animals and the plants need shelter. le lapin the rabbit Les animaux et les plantes ont besoin de nourriture. The animals and the plants need food. l'ours blanc the polar bear Les animaux et les plantes ont besoin d'air. The animals and the plants need air. le singe araignée the spider monkey Les animaux et les plantes ont besoin de soleil. The</p>	<p>Pre-unit assessment: what do you know about habitats in English? What do plants and animals need to survive?</p> <p>LO: Learn how to say the essential elements that all plants and animals need to survive in French</p> <p>STS: Know what the essential elements are in French and English. Know how to say the essential elements in French</p> <p>Task: Use the vocabulary taught to complete listening and reading activities</p>	<p>LO: know the French words for key habitats in the world.</p> <p>STS: Know what the key habitats are in French and English. Know how to say the key habitats in French</p> <p>Task: Practise the vocabulary</p> <p>Listen to the sentences and try to identify any words through using previously known vocabulary</p>	<p>Mid-point assessment: names of different habitats in French and the essential elements needed to survive</p> <p>LO: to learn which plants grow in specific habitats</p> <p>STS: Know the different habitats in French Know different types of plants and which habitat they live in</p> <p>Task: Label images with the French word</p>	<p>LO: know which animals live in the habitat and their adaptations</p> <p>STS: Know the habitats that live in given habitats Know the adaptations that animals have to survive in certain habitats Know the French names for different animals</p> <p>Task: Verbal rehearsal of animals, their habitats and the adaptations in French.</p> <p>Wordsearch of key vocabulary taught so far</p>	<p>LO: know which plants and animals live in certain habitats and know how to say it in French</p> <p>STS: Know the different habitats in French Know different types of plants and which habitat they live in</p> <p>Task: Plan to present information in French about the plants and animals in different habitats</p>	<p>End of unit assessment: presentations</p> <p>LO: know which plants and animals live in certain habitats and know how to say it in French</p> <p>STS: Know the different habitats in French Know different types of plants and which habitat they live in Know the habitats that live in given habitats Know the adaptations that animals have to survive in certain habitats Know the French names for different animals</p> <p>Task: Presentation about a given animal or habitat in French</p>

animals and the plants need sun. le requin the shark Les animaux et les plantes ont besoin d'eau. The animals and the plants need water.						
<p style="text-align: center;">Music <u>Battle of the Bands!</u> Social Question: ‘How Does Music Connect Us with the Environment?’</p> <p style="text-align: center;">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>Imove Agility & fitness (predicting movements, bounce & catch, jumping for distance and jumping)</u> aim, dash, toss, complex, jump, serve, pivot positive mindset, collaborate, complex, adaptation, tactics, spatial awareness, evaluate <u>Athletics</u> coordination accelerating decelerating speed changing pace agility accurate pacing accuracy passing technique changeover zone</p>						
Computing <u>Programming</u> <u>B- Selection</u> <u>in quizzes</u> selection, condition (al) statement, count-controlled loop, scratch, outcome, program, implement, evaluate, constructive, debug, test run	<p>Pre-unit assessment:</p> <p>LO: to explain how selection is used in computer programs</p> <p>STS: recall how conditions are used in selection identify conditions in a program know how to modify a condition in a program know how to include blocks for conditions</p> <p>Task: Explore condition in an existing program. Change the conditions and identify the impact that it has</p>	<p>LO: to relate that a conditional statement connects a condition to an outcome</p> <p>STS: Use a selection in an infinite loop to check a condition Identify the condition and outcomes using an ‘if...then...else...’ statement Create a program that uses selection to produce different outcomes</p> <p>Task: Use if...then...else statements to write a program that uses selection with two outcomes</p>	<p>Mid-point assessment</p> <p>LO: to explain how selection directs the flow of a program</p> <p>STS: Explain that program flow can branch according to the condition Design the flow of a program that contains ‘if...then...else’ Show that a condition can direct program flow in one of two ways Know what a binary question is</p> <p>Task: design a program that uses selection to direct the flow of the program based on the answer provided.</p>	<p>LO: to design a program that uses selection</p> <p>STS: Outline a given task Use a design format to outline my project Identify the outcome of user input in an algorithm</p> <p>Task: Complete a quiz design and identify outcomes based on given responses.</p>	<p>LO: To create a program that uses selection</p> <p>STS: Implement my algorithm to create the first section of my program Test my program Share my program with others</p> <p>Task: Create their quiz from their designs. Run and debug it before sharing it with a peer. Feedback to peer about their quiz.</p>	<p>End of unit assessment: quiz and evaluation</p> <p>LO: to evaluate my program</p> <p>STS: Identify ways the program could be improved Identify the setup code I need in my program Extend my program further</p> <p>Task: Improve and extend their quiz. Use ‘setup’ to enhance the user experience.</p>
Online Safety	LO: I can explain the benefits and limitations	LO: I can explain what is meant by being sceptical				

<p>Two lesson to be taught at the start of the half term</p> <p>Managing online information</p>	<p>of different search technologies.</p> <p>STS:</p> <p>Use different search technologies</p> <p>Evaluate digital content and can explain how I make choices from search results</p>	<p>STS:</p> <p>Know what is meant by being sceptical</p> <p>Understand the difference between online mis-information and dis-information</p> <p>Evaluate flawed reasoning</p>	
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