

Summer Term Year 5

All subjects are directly linked to the National Curriculum's programmes of study.

Changes in The Wild

| | History/Geography | Science | Art/DT | Music |
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| <p><i>National Curriculum objectives and coverage</i></p> <p>Curriculum Enrichment</p> <p>Gathering field data from local area</p> <p>Visit from local Historian</p> <p>Visit to Gedling Country Park</p> | <p>A local history study (link Geography) Gedling Country Park A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Subject endpoints</p> <p>Skills <u>Working scientifically</u></p> <p>Use a variety of sources of evidence to express views about the local area. Collect and record evidence. To be able to analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life evidence and draw conclusions. Use a variety of sources of evidence to express views about the local area. Use sketches as evidence in an investigation in the local area. To be able to select and use a range of measuring instruments. Draw a variety of thematic maps based on my own data. Make a map of a short route experienced with features in correct order. To be able to draw a plan with some accuracy. Take photographs to support findings e.g. showing different transport used in the area today which would not have been used during WW2. Continue to use satellite images and aerial photographs to extend learning within topic.</p> <p>Knowledge To be chronologically secure in my knowledge and understanding. Develop the appropriate use of historical terms. To be able to sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past. Answer questions about the past using information I have gathered. Select and record information. To be able to understand the social, cultural, religious and ethnic diversities in the past. Identify and describe reasons for and against historical events, situations and changes Ask questions about change, cause, similarity, difference, and significance.</p> | <p>Living things and their habitats</p> <p>Subject endpoints</p> <p>Skills <u>Working scientifically</u></p> <p>Study and raise questions about their local environment. Observe life-cycle changes, such as a vegetable patch or animals that live in the local environment. Trying to grow new plants for different parts of a parent plant.</p> <p>Knowledge Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p> <p>Animals including Humans.</p> <p>Subject endpoints</p> <p>Skills <u>Working scientifically</u></p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Knowledge Describe the changes as Humans develop into old age.</p> | <p>Art Artists: Renoir (French)/ Katsushika Hokusai (Japanese)</p> <p>Focus on Water Colour animals and landscape (Painting)</p> <p>Subject endpoints</p> <p>Skills Learn about great artists, architects and designers in history. Evaluate and analyse art using subject specific vocabulary. To develop techniques for using watercolour. To be able to create effects to paint animals using water colour.</p> <p>Knowledge Use different techniques to put watercolour onto a page. Use water colour to create an animal painting. Review and revisit techniques from Y4 (Joseph Thiongo) To use new skills to develop mastery techniques in using watercolour.</p> <p>Subject Endpoints</p> <p>DT Let there be light (electrical systems)</p> <p>To be able to research ideas about different animals to inform my design. To be able to explain how simple cam mechanisms work. To be able to select materials according to their functional properties. To be able to use research and develop design criteria to inform my design. To be able to build a framework, accurately using a wider range of tools and equipment. To be able to understand and use a mechanical system. To be able to evaluate my product.</p> <p>Subject Endpoints Design- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Make- Select from and use a range of tools and equipment. Select and use a range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Understand and use mechanical systems in their products (for example cams) Evaluate- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge- apply their understanding of computing to program, monitor and control their products.</p> | <p>Old School Hip Hop The Fresh Price of Belair</p> <p>Skills Listen and Appraise Singing Playing an instrument Composition Improvisation Performance</p> <p>Knowledge Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language. When listening to the music, find and internalise the pulse using movement. Listen with security and confidently Use correct musical language consistently to describe the music you are listening to and your feelings towards it. Discuss other dimensions of music and how they fit into the music you are listening to. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. Have a greater understanding of melody, words and their importance and how to interpret a song musically.</p> |

