

**Summer Term Year 5 Themes, subjects with National Curriculum objectives**

**Theme: Food Glorious Food**

**PHASE 1: Inspire and motivate**

Invite parents in for an international breakfast. Food will be from all around. The children will engage in conversations of how the food is made, which foods maybe healthy and which may not.

**PHASE 2: Learn Specifics**

**English - Persuasion**

Identify and discuss themes and conventions in and across a wide range of writing

- ask relevant questions
- articulate and justify answers
- participate in presentations
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identify how language, structure and presentation contribute to meaning
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- plan writing- audience and purpose, form, using models
- draft writing, using organisational and presentational devices; indicate grammatical features; formal writing vocabulary and structures
- evaluate and edit; tenses, subject and verb agreement

**Theme: We have lift off!**

**PHASE 1: Inspire and motivate**

A trip to the stars; mobile planetarium

**PHASE 2: Learn Specifics**

**English - Film narrative**

-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- Predict what might happen from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Begin to consider viewpoints in greater detail and choose appropriate vocabulary.
- Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
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- Plan, draft, write, edit and evaluate their own narrative retelling of the man's life.
- assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing

<p><b><u>Computing- Spreadsheets</u></b>          -Select, use and combine a variety of software including collecting, analysing, evaluating and presenting data and information.</p>	<p><b><u>Computing - Graphic modelling</u></b>          -Select, use and combine a variety of software (including Internet services) on a range of digital devices.          -To design and create a range of programs, systems and content that accomplish given goals.</p>
	<p><b><u>Science - Earth and Space</u></b>          Children learn about the awe and wonder of the universe as part of the 'We have lift off!' topic.          -Explore ideas and raise different kinds of questions.          -Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs          -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.          -Reporting and presenting 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.          -Describe the movements of the Earth, and other planets, relative to the Sun in the Solar System.          -Describe the movement of the Moon relative to the Earth.          -Describe the Sun, Earth and Moon as approximately spherical bodies.          -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>
<p><b><u>DT- Scones</u></b>          - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.          -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.          -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.          -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p><b><u>Art - Still life, artefacts</u></b>          -Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design          -Create sketch books to record their observations and use them to review and revisit ideas          -To improve their mastery of art and design techniques (Pencil sketches and watercolour wax-resist)</p>

<ul style="list-style-type: none"> <li>-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>-Investigate and analyse a range of existing products.</li> <li>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	
	<p><b><u>Music- Journey into space</u></b></p> <ul style="list-style-type: none"> <li>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>-Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>-Listen with attention to detail and recall sounds with increasing aural memory</li> <li>-Use and understand staff and other musical notations</li> <li>-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>-Develop an understanding of the history of music.</li> </ul>
<p><b>PHASE 3: Apply and Share</b></p>	<p><b>PHASE 3: Apply and Share</b></p>
<p><b>Children's' scones made in food technology (DT) are sent home to share with the family.</b></p>	<p>Trip to the Greenwich observatory. Children will get to experience the planetarium and a space workshop.</p>
<p><b>Non-themed Subjects</b></p>	
<p><b>English Skills;</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>	<p><b>English Skills;</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>
<p><b>Mathematics;</b></p> <ul style="list-style-type: none"> <li>- Number; number and place value</li> <li>- Number; fractions (including decimals and percentages)</li> <li>- Number; multiplication and division</li> <li>- Number; addition and subtraction</li> <li>- Measurement</li> </ul>	<p><b>Mathematics;</b></p> <ul style="list-style-type: none"> <li>- Number; number and place value</li> <li>- Number; fractions (including decimals and percentages)</li> <li>- Number; multiplication and division</li> <li>- Measurement</li> <li>- Geometry; position and direction</li> <li>- Geometry; properties of shapes</li> <li>- Statistics</li> </ul>

<p><b><u>Science - Living things and their Habitats</u></b>  Explore ideas and raise different kinds of questions.  -Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  -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><b><u>RE (Judaism)</u></b>  -Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.  -Know the function of objects/places/people within religious practices and lifestyles.  -Begin to recognise key similarities and differences.  -Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives.  -Identify religious symbols and symbolic actions.</p>	<p><b><u>RE (Christianity)</u></b>  Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.  -Know the function of objects/places/people within religious practices and lifestyles.  -Begin to recognise key similarities and differences.  -Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives.  -Identify religious symbols and symbolic actions.  -Show understanding that symbols may be interpreted in different ways both within and between religions.</p>
<p><b><u>French</u></b>  <b><u>Places in town &amp; directions</u></b>  -present ideas and information orally to a range of audiences  -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  -develop accurate intonation and pronunciation  -engage in conversations  -ask and answer questions</p>	<p><b><u>French</u></b>  <b><u>Planets</u></b>  -develop accurate intonation and pronunciation  -engage in conversations  -ask and answer questions  -describe things orally and in writing  -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>
<p><b><u>Environmental Studies</u></b>  <b><u>'Making an Entrance'</u></b>  -Be able to explain requirements of seedlings being grown.  - Understand how to pot seedlings on and then plant in final growing place.  - Develop a knowledge of different growing requirements for the plants that they have grown.  - Be able to explain why the plants they have chosen to grow stimulate a particular sense.</p>	<p><b><u>Environmental Studies.</u></b>  <b><u>'Climate Change, fact or fiction?'</u></b>  - Investigate possible causes of climate change.  - Be able to discuss impact of climate change on our lives.  - Share ways in which we could possibly help reduce the problems of Climate Change.</p>

<ul style="list-style-type: none"> <li>- Build on skills to use a variety of gardening tools safely and correctly.</li> <li>- Plan a design to best show off the plants they have grown focusing on their group's 'Sense'.</li> </ul>	
<p><b><u>PE - Swimming</u></b></p> <ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- Use a range of swimming strokes effectively, eg Front crawl, backstroke and breaststroke.</li> <li>- Perform safe self - rescue in different water - based situations.</li> </ul>	<p><b><u>PE - Swimming</u></b></p> <ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- Use a range of swimming strokes effectively, eg Front crawl, backstroke and breaststroke.</li> <li>- Perform safe self - rescue in different water - based situations</li> </ul>
<p><b><u>PE - Athletics</u></b></p> <ul style="list-style-type: none"> <li>-Use running, jumping, throwing and catching in isolation and in combination.</li> <li>-Develop flexibility, strength, technique control and balance eg through athletics.</li> </ul>	<p><b><u>PE - Tennis</u></b></p> <ul style="list-style-type: none"> <li>- Play competitive games, modified where appropriate eg Tennis and apply basic principles suitable for attacking and defending.</li> </ul>