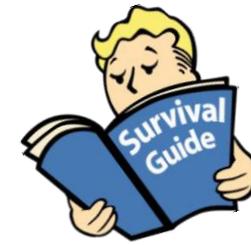


Year Five - Topic Planner - Summer Term

Survival of the Best – Resilience

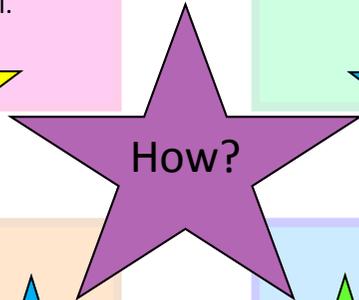


Project Synopsis:

During the term, the children learn about what life was like in Anglo-Saxon and Viking times; geographically studying their native countries as well as their methods and reasons for the invasion of Britain. From this they take the value of resilience and apply it to their own lives through work with the Green Safe Star and science, in preparation for moving into year six, their final year at Ranvilles Junior School.

Project Aims:

The aim of this project is for children to investigate the concept of resilience. They will recognise the importance of this concept and how they can develop and show resilience to situations that occur in their lives, persevering even when faced with challenging situations.



Project Launch:

The project will launch with a trip to Portchester Castle to examine the Anglo-Saxon influence.

Project Outcome:

The children will showcase their learning utilising their computing skills, producing a Prezi Presentation in response to their key question of 'How do we persevere when faced with challenging situations?'

National Curriculum

Coverage and Key Skills

ENGLISH:

Milestone Focus:

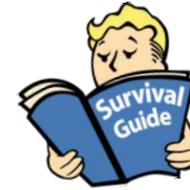
Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

MATHS:

Milestone Focus:

Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

Year Five - Topic Planner - Summer Term



UNICEF ARTICLE 6 - Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

Survival of the Best – Resilience

SCIENCE: Lifecycles / Interdependence and Adaptation

NC Links: Yr5 – 1a, 1b, 2a, Yr6 – 1a, 1b

Key Milestones:

- **S1** - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- **S2** - Describe the life process of reproduction in some plants and animals.
- **S3** - Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- **S4** - Give reasons for classifying plants and animals based on specific characteristics.

HISTORY: Anglo Saxons / Vikings / Locational Knowledge

NC Links: History – 1c, 1d, Geography – 1a, 1b, 1c, 2a, 3a, 3b, 4a, 4b

Key Milestones:

- **H1** - Use sources of information to form testable hypotheses about the past
- **H2** - Use sources of evidence to deduce information about the past
- **H3** - Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline
- **H4** - Use appropriate historical vocabulary to communicate
- **G1** - Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge about the UK and the World
- **G2** - Collect and analyse statistics and other information in order to draw clear conclusions about locations
- **G3** - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location
- **G4** - Analyse and give views on the effectiveness of different geographical representations of a location

ART AND DESIGN: Collage – Andy Goldsworthy

NC Links: 1a, 1b, 1c

Key Milestones:

- **A1** – Mix textures (rough and smooth, plain and patterned)
- **A2** – Combine visual and tactile qualities
- **A3** – Use ceramic mosaic materials and techniques
- **A4** – Give details (including own sketches) about the style of some notable artists, artisans and designers
- **A5** – Create original pieces that show a range of influences and styles
- **A6** – Comment on artworks with a fluent grasp of visual language
- **A7** – Use the qualities of materials to enhance ideas

DESIGN AND TECHNOLOGY: Materials, construction and Mechanics

NC Links: 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b

Key Milestones:

- **DT1** – Convert rotary motion to linear using cams
- **DT2** – Use innovative combinations of electronics (or computing) and mechanics in product designs
- **DT3** – Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding)
- **DT4** – Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape)
- **DT5** – Show an understanding of the qualities of materials to choose appropriate tools to cut and shape
- **DT6** – Combine elements of design from a range of inspirational designers throughout history giving reasons for choices
- **DT7** – Make products through the stages of prototypes making continual refinement
- **DT8** – Use prototypes, cross-sectional diagrams and computer aided designs to represent designs

RELIGIOUS EDUCATION: Concept of Belonging and Loyalty (Introduction to Islam – Islamic Value & 5 Pillars)

NC Links: 1a-e, 2a-e, Islam – 1a, 2a, 4a, 5a, 5b, 5c

Key Milestones:

- **RE1** – Explain how some teachings and beliefs are shared between religions
- **RE2** – Explain how religious beliefs shape the lives of individuals and communities
- **RE3** – Explain the practices and lifestyles involved in belonging to a faith community
- **RE4** – Show an understanding of the role of the spiritual leader
- **RE5** – Express their own values and remain respectful of those with different values
- **RE6** – Explain some of the different ways that individuals show their beliefs
- **RE7** – Recognise and express feelings about their own identities. Relate these to religious beliefs and teaching.

LANGUAGES: Qu'est-ce que tu veux?

NC Links: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1i, 1j, 1k, 1l

Key Milestones:

- **L1** – To read and understand the main points and opinions in written texts from various context, including present, past or future events
- **L2** – Show confidence when reading aloud
- **L3** – In writing, refer to recent experiences or future plans, as well as to everyday activities
- **L4** – Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)
- **L5** – In speech, refer to recent experiences or future plans, as well as to everyday activities
- **L6** – Take part in conversations to seek and give information
- **L7** – Give detailed accounts of customs and culture of France

PHYSICAL EDUCATION: House Games / Athletics / Strike and Field (Cricket)

NC Links: 1a, 1b, 1f

Key Milestones:

- **PE1** – Strike a bowled ball with accuracy
- **PE2** – Field, defend and attack tactically by anticipating the direction of play
- **PE3** – Choose and combine techniques in game situations (running, throwing, catching etc)
- **PE4** – Combine sprinting with low hurdles over 60 metres
- **PE5** – Choose the best place for running over a variety of distances
- **PE6** – Throw accurately and refine performance by analysing technique and body shape
- **PE7** – Show control in take-off and landings when jumping
- **PE8** – Compete with others and keep track of personal best performances, setting targets for improvement

COMPUTING: Google Sketch-up / Prezi

NC Links: 1f

Key Milestones:

- **C1** – Can add a frame to their presentation
- **C2** – Can insert shapes and images
- **C3** – Change the theme of their prezi
- **C4** – Can add text and change the style of the text (font, size, colour, boldness)

MUSIC: Digital Music Composition (Audacity)

NC Links: 1b, 1e, 1f

Key Milestones:

- **M1** – Use digital technologies to compose, edit and refine pieces of music
- **M2** – Thoughtfully select elements for a piece in order to gain a desired effect

UNICEF ARTICLE 6 - Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.



Learning Journey

Survival of the Best – Resilience

