



<u>Year group: 5</u>	<u>Term: 6</u>		<u>Enquiry Question: What will our coastline look like in 20 years' time?</u>
	Essential knowledge:	Essential vocabulary	Essential Skills:
Creative development	<p><u>Art</u></p> <p><u>Coastal sketches</u></p> <ul style="list-style-type: none"> - To know how to revisit work to improve ideas. - Know how to use sketchbooks to record observations when drawing. - Know how to create coastal sketches from observations drawing for a sustained time. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? - To know the style of the five songs and to name other songs in those styles. - To choose two or three other songs and be able to talk about: - Some of the style indicators of the 	<p>Tone Blurred Curved Horizontal Vertical Sketching Texture Shape Grade</p> <p>Accuracy Control Solo Ensemble notations</p> <p>Reflect, Rewind and Replay</p>	<p><u>Art</u></p> <p><u>Coastal sketches</u></p> <ul style="list-style-type: none"> - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. - To self-evaluate and improve skills in a range of techniques. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To identify and move to the pulse with ease. - To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - To listen carefully and respectfully to other people's thoughts about the music. - To use musical vocabulary when talking about music.



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	<p>songs (musical characteristics that give the songs their style)</p> <ul style="list-style-type: none"> - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - To identify the main sections of the songs (intro, verse, chorus etc.) - To name some of the instruments they heard in the songs - To understand the historical context of the songs. What else was going on at this time? <p><u>Singing (End of year production)</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p>	<p>Early music, Baroque, Classical, Romantic, 20th Century, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, piano, (quiet), forte (loud), time signatures, staves, treble clef, bass clef, duration, semi breve, quaver</p>	<ul style="list-style-type: none"> - To talk about the musical dimensions working together in the songs. - To talk about the music and how it makes you feel. <p><u>Singing (End of year production)</u></p> <p>To sing in unison and to sing backing vocals. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p>
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<p>Knowledge & Understanding of the world</p>	<p><u>History/Geography</u></p> <p><u>What will our coastline look like in 20 years' time?</u></p> <ul style="list-style-type: none"> - Children are taught to: - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK e.g. East Yorkshire/Holderness. - Describe key aspects of physical geography e.g. Identify coastlines and name coastal features/landscaped around the British Isles. - Know how weather and humans cause erosion. - Know the stages of erosion. - Understand how eroding coastlines affect human and physical features over time. - Knowledge of where in the UK particular coastal features identified previously can be found. - To know about renewable energy sources off our Holderness Coastline. - To describe the key aspects of wind farm land use, economic activity and trade links e.g. Siemens in Hull. 	<p>Weathering Erosion Abrasion Attrition Cliff Landform Deposition Stack Stump Undercutting Cave Arch Stack Stump Headland Spit Bay Beach Renewable energy Wind turbine Blade</p>	<p><u>History/Geography</u></p> <p><u>What will our coastline look like in 20 years' time?</u></p> <p>Geographical enquiry</p> <ul style="list-style-type: none"> - Suggest questions for investigating e.g. how does erosion impact on land use? - Use primary and secondary sources of evidence - Investigate places with more emphasis on larger scale, contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. look at evidence of wind farm patterns and explain reasons behind it. Debate evidence of the advantages and disadvantages of types of land use in coastal areas e.g. hotels and tourism put increased pressure on coastlines/erosion etc - Use different maps, OS maps, OS symbols, atlas symbols - Confidently use atlases, OS maps, online sources of maps and recognise the world map as a flattened globe. - Use index and contents pages on atlases and medium scale OS maps. - Begin to draw own thematic maps based on own data and sketch maps using symbols and a key e.g. the changes in outline of a coast, features of a coast - Select a map for a specific purpose - Use a scale to measure distance and use maps with different scales.
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	<ul style="list-style-type: none"> - (To understand the workings of a wind turbine). <p><u>French</u></p> <p><u>Time travelling</u></p> <ul style="list-style-type: none"> - Know how to read carefully and understand words and phrases in written text. - Know how to write sentences using a word bank or dictionary and understand that the word order may be different. - Know about and respect the cultural diversity. - Know that symbols, pictures and objects can represent a country. 	<p>La date Nombre Cent Mille Passé composé Date de naissance</p>	<p><u>French</u></p> <p><u>Time travelling</u></p> <ul style="list-style-type: none"> - Read carefully and show understanding of words and phrases in written text. - Write sentences using a word bank or dictionary, understanding that word order may be different. - Respect for and understand cultural diversity and I understand how symbols, pictures and objects can represent a country.
<p>SMSC</p>	<p><u>Changing me</u></p> <p>Children will be taught how to describe how boys' and girls' bodies change during puberty. They will also be able to express how they feel about the changes that will happen to them during puberty.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Know and be aware of my own self-image and how my body image fits into that. - Explain how a girl's/boy's body changes during puberty. 	<p>Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation Puberty for girls relate vocabulary Puberty for boys related vocabulary</p>	<p><u>Changing me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Develop their self-esteem. - Identify that puberty is a natural process and that it happens to everybody and it will be ok for them. - Express how they feel about the changes that will happen during puberty. - Appreciate how amazing the human body is when reproducing. - Be confident that they can cope with the changes of growing up.

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	<ul style="list-style-type: none"> - Understand that sexual intercourse can lead to conception and that is how babies are usually made. - Understand what IVF is and that some people need to have this to help them have a baby. - Identify what I am looking forward to about becoming a teenager. <p><u>RE</u></p> <p><u>Key Question: Why do people of faith make a pilgrimage?</u></p> <ul style="list-style-type: none"> - Describe the significance of places of pilgrimages and explain, with reference to religious beliefs, the importance of pilgrimage sites; they will be able to explore the thoughts, feelings and experiences of those who undertake a pilgrimage. 	<p>Pilgrimage Journey Faith members Ritual Community</p>	<p><u>RE</u></p> <p><u>Key Question: Why do people of faith make a pilgrimage?</u></p> <ul style="list-style-type: none"> - To be able to explain the importance of pilgrimage in a number of faiths.
<p>Scientific & technological understanding</p>	<p><u>Science:</u></p> <ul style="list-style-type: none"> - To be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - To describe the life process of reproduction in some plants and animals. 	<p>Reproduction Life cycle Life process Reproduction Plants Animals Mammal Amphibian Insect bird</p>	<p><u>Science:</u></p> <ul style="list-style-type: none"> - 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 - Identify scientific evidence that has been used to support or refute ideas or arguments



	<p><u>Computing</u></p> <p><u>Game Creator (Unit 5.5)</u></p> <ul style="list-style-type: none"> - To know how to set the scene and what elements make a successful game - To know how to create a game quest - Know how to finish and share a game 	<p>Game Quest Computer game Playability Scene</p>	<p><u>Computing</u></p> <p><u>Game Creator (Unit 5.5)</u></p> <ul style="list-style-type: none"> - Set the scene - Create the game environment - Review and analyse a computer game - Describe some elements that make a successful game - Design characters for the game - Select appropriate options to maximise playability - Create the game quest - Finish and share the game - Evaluate own and peers' games to help improve the design for the future
<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Young Olympians (Unit 5.6)</u></p> <ul style="list-style-type: none"> - Know the position to stand in when receiving a baton - Identify and apply techniques of relay running - Understand how to successfully perform a standing long jump - Learn how to use skills to improve the distance of a pull throw 	<p><u>Young Olympians (Unit 5.6)</u> Baton Bend Carousel Continuous Control Distance Extend Landing Long jump Pull and push throw Push techniques Relay Take off</p>	<p><u>Physical Development</u></p> <p><u>Young Olympians (Unit 5.6)</u></p> <ul style="list-style-type: none"> - Develop the ability to run for a distance - Sustain running at a continuous pace - Improve the technique for running at speed - Throw with accuracy and power - Demonstrate correct push techniques - Throw for accuracy and speed in a game - Demonstrate good techniques in a competitive situation - Apply the skills learned in this unit to a competition



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	<p><u>Nimble Nets (Unit 5.6)</u></p> <ul style="list-style-type: none">- Know the correct technique for forehand, backhand and volley.- Explore tactics for beating an opponent.- Learn the correct techniques for an overhead serve.	<p><u>Nimble Nets (Unit 5.6)</u></p> <p>Backhand Drop serve Forehand Overhead serve Rally Rally building Volley</p>	<p><u>Nimble Nets (Unit 5.6)</u></p> <ul style="list-style-type: none">- Identify and apply techniques for hitting a tennis ball.- Develop the techniques for ground strokes and volleys- Improve forehand accuracy.- Consolidate backhand technique.- Use all strokes appropriately- To practise techniques for all strokes.- To use the scoring system and court for singles tennis.- Run towards the net to play a volley (approach shot).- Play a game of singles tennis.- To play a tennis game using an overhead serve and the correct selections of shots.- Practise all the shots needed to beat an opponent- Apply all the tennis skills learned to a game.- Choose the correct shot to play when trying to beat an opponent.
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<u>Guided Reading text and other linked books</u>	<u>Previously Learning Links</u>	<u>Adaptations to the curriculum for SEND</u>	<u>Key questions</u>
Wonder	What makes the earth angry? (Including pollution) How do rivers differ?	<ul style="list-style-type: none">- Visual aids- Chunking the text- Collaborative learning- Knowledge organisers	Will global warming speed up or slow down the erosion of our coastlines? Can we suggest any strategies to slow the erosion of our coastlines/reverse it?