



Year Group: Year 5

Term: Summer 2022

Essential Question:

Does history repeat itself?

Authentic Outcome:

CAFOD – LiveSimply Award

Driving Text:

Time Taine to the Blitz – Sophie McKenzie

The Blitz Bus - Glen Blackwell

King Kong – Anthony Browne

Mini Outcomes

Mini Outcome 1: Research Earth Day 2022 and share ways that we can ‘INVEST IN OUR PLANET’.

Mini Outcome 2: To interview a CAFOD volunteer about how we can make a difference in our world and its future.

Mini Outcome 3: To explore how small acts of love make big things happen and plan our Live Simply Award.

Experts, Trips, Experiences & Making Community Links

CAFOD visit to school for a workshop with each class around Catholic Social Teaching.

Promoting the work with home and school through the links with the parish.

Key vocabulary

History

Freedom

Prime Minister

Peace

Political Party

Pre and Post

Rights

RE

Transformation

transform , energy, wind, fire

Holy Spirit, change, gift, Fruits of the Spirit

Freedom and Responsibility

freedom, responsibility, Beatitudes, Commandments

Stewardship

care, world, Earth, sustainable, stewards, stewardship
sustainable, creation, creator, created, stewards
stewardship, climate, preserve, ecology, integrity harmony

Science

Living Things and their Habitats

asexual reproductions, bulb, egg, fertilisation, gestation, larva, metamorphosis. Pollination, sexual reproductions, sperm

Animals including Humans

adolescence, adult, arthritis, baby, child, elderly, gestation period, life expectancy, menstruation, old age, pregnant, puberty, teenager

Technology

Digital images.

WOW room.

Immersive Environment

Split classroom – the Blitz in the Liverpool city area and the evacuation to the countryside.



Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<p>Decimals Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding decimals – crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same number of decimal places Adding decimals with a different number of decimal places Subtracting decimals with a different number of decimal places Adding and subtracting wholes and decimals Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000</p> <p>Properties of Shape Identify angles Compare and order angles Measure angles in degrees Measuring with a protractor (1) Measuring with a protractor (2) Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Triangles Quadrilaterals Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes Position & direction</p> <p>Converting units Describe position Draw on a grid</p>	<p>Reading - Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) <p>Reading - Comprehension</p> <ul style="list-style-type: none"> - maintain positive attitudes to reading and understanding of what they read by: • reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices <ul style="list-style-type: none"> • identifying and discussing themes and conventions in and across a wide range of writing <ul style="list-style-type: none"> • making comparisons within and across books - understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <ul style="list-style-type: none"> • asking questions to improve their understanding • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <ul style="list-style-type: none"> - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction <p>- participate in discussions about books that are read to them and those they can read for themselves</p> <ul style="list-style-type: none"> - building on their own and others’ ideas and challenging views courteously - provide reasoned justifications for their views. <p>Writing - Transcription Spelling</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them 	<p>History</p> <p>Significant event that changed Britain - The Blitz – evacuation of Liverpool.</p> <p>World War Two</p> <ul style="list-style-type: none"> •To understand the chronology of WW2 •Recognise and discuss the causes and consequences of World War Two. •Recount the events of The Blitz. •To be able to talk about the impact of WW2 on Liverpool. <p>Design technology</p> <p>Develop food preparation skills and prepare a dish safely and hygienically.</p> <p>Geography</p> <p>Distribution of Natural Resources</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping</p>	<p>Topic 7 – Transformation</p> <p>EXPLORE Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service.</p> <p>REVEAL Pentecost; the celebration of the Spirit’s transforming power.</p> <p>RESPOND Remembering, celebrating and responding to transforming energy and that Pentecost is the celebration of the Spirit’s transforming power.</p> <p>Topic 8 - Freedom and Responsibility</p> <p>EXPLORE Freedom involves responsibility.</p> <p>REVEAL God’s rules for living freely and responsibly – the Commandments.</p> <p>RESPOND Remembering, celebrating and responding to the understanding that freedom involves responsibility and God’s rules for living freely and responsibly – the Commandments.</p> <p>Islam – Beliefs and Festivals</p> <p>- Special times</p>	<p>SCIENCE: Living things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals.</p> <p>SCIENCE: Animals, including humans</p> <p>describe the changes as humans develop to old age.</p> <p>PSHE (Jigsaw) Relationships.</p> <p>Journey in Love</p> <p>God loves us in our changing and developing - changes to bodies during puberty.</p> <p>ART:</p> <p>Temporary Art - Andy Goldsworthy and Richard Shilling</p> <p>Exploring and developing ideas : Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and developing ideas : Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Annotate work in a journal.</p> <p>Drawing: Work from a variety of sources including observation, photographs and digital images. Develop close observation skills.</p> <p>Lines, Marks, Tone, Form & Texture: > Use dry media to make different marks, lines, patterns and shapes within a drawing.</p>

<p>Position in the first quadrant Translation Translation with coordinates Lines of symmetry Complete a symmetric figure Reflection Reflection with coordinates</p> <p>Volume What is volume? Compare volume Estimate volume Estimate capacity</p>	<ul style="list-style-type: none"> - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use dictionaries to check the spelling and meaning of words <p>- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <ul style="list-style-type: none"> - use a thesaurus. <p style="text-align: center;">Handwriting & Presentation</p> <ul style="list-style-type: none"> - write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. <p style="text-align: center;">Writing - Composition</p> <ul style="list-style-type: none"> - plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors <p>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p style="text-align: center;">Writing - Vocabulary, Grammar and punctuation</p> <ul style="list-style-type: none"> - develop their understanding of the concepts by: • using expanded noun phrases to convey complicated information concisely <ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <ul style="list-style-type: none"> • learning the grammar for years 5 and 6 in English Appendix 2 - indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing 	<p style="text-align: center;">to locate countries and describe features studied</p>	<ul style="list-style-type: none"> - Shahadah Ramadan, Id-ul-Fitr, Id-ul-Adha, Hajj - Respect for the special occasions for Muslims <p style="text-align: center;">Topic 9 – Stewardship</p> <p style="text-align: center;">EXPLORE Caring for the earth.</p> <p style="text-align: center;">REVEAL The Church is called to stewardship of Creation.</p> <p style="text-align: center;">RESPOND Remembering, celebrating and responding to caring for the Earth and that the Church is called to stewardship of Creation.</p>	<p style="text-align: center;">Perspective and Composition: Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p style="text-align: center;">Painting : Develop a painting from a drawing,</p> <p style="text-align: center;">3-D: Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures.</p> <p style="text-align: center;">Collage: Use a range of media to create collages.</p> <p style="text-align: center;">COMPUTING:</p> <p style="text-align: center;">To know what a word processing tool is for.</p> <ul style="list-style-type: none"> • To add and edit images to a word document. • To know how to use word wrap with images and text. • To change the look of text within a document • To add features to a document to enhance its look and usability • To use tables within MS Word to present information. • To introduce children to templates. • To consider page layout including heading and columns <p style="text-align: center;">MUSIC:</p> <p style="text-align: center;">1. Listen and Appraise :</p> <ul style="list-style-type: none"> • Dancing In The Street by Martha And The Vandellas • I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops • I Heard It Through The Grapevine sung by Marvin Gaye • Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell • You Are The Sunshine Of My Life sung by Stevie Wonder • The Tracks Of My Tears sung by Smokey Robinson And The Miracles <p style="text-align: center;">2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music.</p> <p style="text-align: center;">3. Perform the Song.</p>
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- using brackets, dashes or commas to indicate parenthesis
- punctuating bullet points consistently

Class reads throughout the topic:

Time Taine to the Blitz – Sophie McKenzie

The Blitz Bus - Glen Blackwell

PE

Athletic skills

Use running, jumping, throwing and catching in insolation and in combination.

Orienteering and Team Building

Striking and fielding skills

Play competitive games and apply basic principles suitable for attaching and defending.