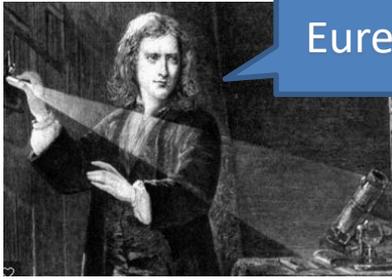


Summer Term One



Eureka!



Year Five Summer Term One Overview

Imagine a life without understanding the force of gravity, without being able to understand the world as we know it, without being understand motion: this world described seems confusing and undiscovered. This half-term the children will explore the world of a man who, despite his difficult entry into the world, made some life changing discoveries. They will visit the Science Museum to learn first-hand about this incredible person and how what he discovered has had an astronomical impact on the how we understand the world we live in.

English

Programme of study includes: word reading, comprehension, transcription, handwriting and presentation, composition and vocabulary, grammar and punctuation.

The process of writing includes:

Introduce meaningful opportunity to write,
Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

Inspiration:

- Skellig by David Almond
- Dangle - a short film
- The Just So Stories by Rudyard Kipling

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Class Reading Books: Isaac Newton and Cosmic by Frank Cottrell Boyce

Geography

Physical geography

- to describe and understand key aspects of physical geography, including: volcanoes
- to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

Themes raised in the class text:

Family, sickness and death
Bereavement
New life
Angels
Friendship

RRS: 17, 24, 29 and 31

Religious education:

Place of worship trip to an Islamic mosque in Fulham.

French

- Families and different jobs that people do
- Dialogue between people and customers in cafes or shops

History

Achievements of the earliest civilisation - an overview of where and when the first civilisations appeared and a depth study of one, e.g. Mayans

Eureka!

Computing

Kodu

- to work with variables
- to use selection in programs, e.g. if...then... statements

Physical Education

Athletics, cricket, folk dance and Latin/ballroom:

- to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency
- to develop and perform sequences and compositions using appropriate movements to express ideas and emotions
- to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance
- to recognise the benefits of practice and reflection for improving personal and group performance

Science

Learning Objectives:

Scientific Enquiry Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

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.

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through daily lessons. Alongside this, the children will apply their maths skills across the curriculum, for example they will compare, describe and solve practical multi step problems when evaluating their models of moving products. Whilst learning about volcanoes around the globe, they will apply their knowledge of converting units of measure.



Music

Exploring composition and performance

- to play and perform in solo and ensemble contexts
- to improvise and compose for a range of purposes
- to listen with attention to detail and recall sounds with increasing aural memory
- to appreciate and understand a wide range of high-quality live and recorded music

Art and Design Technology

Design Technology:

Design

- to 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
- to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided-design.

Make

- to 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

Evaluate

- to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- to understand and use mechanical systems, e.g. gears, pulleys, cams, levers and linkages

Art and Design

Working towards exhibiting their favourite art work which demonstrates the four step approach.