

# The French Connection (1066)



Year 5

Summer 2



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Science

WS skills and revision

History

Significant event (Battle of Hastings)

Art and Design

Sketchbook work, abstract representations

PE

Athletics/OAA

RE

Christianity: Beliefs and Practices

Computing

Handling Data: Discovering My Solar System (Science Link)/My Active Data

PSHE

Changing me

French

Ingredients, weather, seasons

Science

<b>Continuation of units, working scientifically skills and revision</b>		<b>Term: 6</b>	<b>Year: 5/6</b>
<b>Unit Learning</b>			
<b>NC Objective – Coverage Working Scientifically skills.</b>			<b>Vocabulary</b>
<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>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</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>During Summer 2 year groups will be continuing any of their units that are unfinished.</p> <p>If all are complete then they will focus on the working scientifically skills and complete work linked to those.</p>		<p>See previous units.</p>

## History

Significant event	Topic: 1066	Term: Summer 2	Year: 5
<p><b>Foundations of previous learning:</b>            Children have looked at warfare in two different periods of time – Romans and WWII.            Children have looked at events which have been significant in history (Great Fire of London) etc and the impact of these events            Children have looked at a variety of primary sources and so will be confident working with the Bayeux Tapestry            Children have previously thought about most appropriate way to show understanding of the past preparing them so also consider an audience            This unit allows children to bring together understanding of warfare, sources, cause and consequence.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	I can choose a reliable source of evidence to answer questions about the past. I can present accurate information about the past in a structured way which is appropriate to audience.	I know why the Battle of Hastings began. I know about the events that occurred throughout the battle. I know who the King was after the battle.	Battle Harold Hadrada King Harold Shield Norman Armour Retreat Bayeux Tapestry Hastings William Helmet Archer Charge Saxon cavalry
	Assessment of Skills	Assessment of Knowledge	
	I can choose a reliable source of evidence to answer questions about the past. I can present accurate information about the past in a structured way which is appropriate to audience	Why did the Battle of Hastings begin? Who were the key figures in the battle of Hastings? What key events occurred throughout the battle? Who became King after the battle?	

Art and Design

<b>Sketchbook work, abstract representations</b>		<b>Topic: 1066</b>	<b>Term: Summer 2</b>	<b>Year: 5</b>
<b>Foundations of previous learning:</b> Children will have developed their range of work recorded in sketch books and will have developed their range of artistic/visual vocabulary to discuss artwork.				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Use first hand observations and different viewpoints to develop more abstract representations Improve the quality of sketchbook work with mixed media and annotations Select and develop ideas confidently selecting suitable materials	I know how to sketch different representations I can improve my sketchbook sketches. I know the different medias I could use.	Sketch Observation Improve Pencil Viewpoint Representation quality	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	Use first hand observations and different viewpoints to develop more abstract representations Improve the quality of sketchbook work with mixed media and annotations	What can you improve your sketchbook work? What different medias could you use?		

## Physical Education

Athletics		Term: Summer 2	Year: 5
<b>Foundations of previous learning:</b>			
<p>Year 1:</p> <p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.</p> <p>Take part in activities and work with others to complete a task.</p> <p>Demonstrate the five basic jumps on their own, e.g a series of hops, and in combination, e.g hop, one two, two two, showing control at take-off and landing.</p> <p>Run continuously for about one minute and, when required, show the difference between running at speed and jogging.</p> <p>Throw with increasing accuracy and co-ordination into targets set at different distances.</p> <p>Use different techniques, speed and effort to meet challenges set for running, jumping and throwing.</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p> <p>Identify and describe different running, jumping and throwing actions.</p> <p>Explain what is successful and what they have to do to perform better.</p> <p>To identify and show their understanding.</p> <p>To perform as an individual and as part of a team.</p> <p><i>Assessment: Control speed of running, strength of throws and jumping technique in athletics.</i></p>		<p>Year 2:</p> <p>Take part in running games (relays etc) and run as fast as I can in the process.</p> <p>Throw and kick a ball in different ways, and decide where to stand to make the game difficult for the other team.</p> <p>Take part in activities and work with others to complete a task.</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control</p> <p>Show good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.</p> <p>Choose and use tactics to suit different situations</p> <p>React to situations in a way that helps their partners and makes it difficult for their opponents.</p> <p>Know how to score and keep the rules of the game</p> <p>Understand and describe changes to their heart rate when playing different games</p> <p>Begin to anticipate what they will feel like after playing games</p> <p>Watch and describe performances accurately</p> <p>Recognise what is successful</p> <p>Copy actions and ideas, and use the information they collect to improve their skills</p> <p>To identify and show their understanding</p> <p>To perform as part of a team</p> <p><i>Assessment: Use different techniques, speed and effort to meet challenges set for running, jumping and throwing in athletics.</i></p>	
<p>Year 3/4 Cycle 1</p> <p>Run consistently and smoothly at different speeds</p> <p>Demonstrate different combinations of jumps, showing control, co-ordination and consistency</p> <p>Throw a range of implements into a target area with consistency and accuracy</p> <p>Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment</p> <p>Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action</p> <p>Identify when their body is cool, warm and hot</p> <p>Recognise and record that their body works differently in different types of challenges and events</p> <p>Carry out stretching and warm up activities safely</p> <p>Watch and describe specific aspects of running, jumping and throwing styles</p> <p>Suggest, with guidance, a target for improving distance or height</p> <p><i>Assessment: Show control, co-ordination, consistency and accuracy in athletics challenges.</i></p>		<p>Year 3/ Cycle 2</p> <p>To run consistently and smoothly at different speeds</p> <p>To demonstrate different combinations of jumps, showing control, co-ordination and consistency</p> <p>To throw a range of implements into a target area with consistency and accuracy</p> <p>To pace their effort well in different types of event so that they can keep going steadily and maintain the quality</p> <p>Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment</p> <p>Describe specific aspects of running, jumping and throwing styles</p> <p>Suggest, with guidance, a target for improving distance or height</p> <p><i>Assessment: Choose the best style of running, jumping or throwing and select the right equipment for athletics challenges.</i></p>	
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>		<b>Vocabulary</b>
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Sustain their pace over longer distances, e.g sprint for seven seconds, run for one or two minutes.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>Organise themselves in small groups safely, and take turns and different roles.</p> <p>Know and understand the basic principles of relay takeovers.</p> <p>Take part well in a relay event.</p> <p>Perform a range of warm up activities.</p> <p>Explain how warming up can affect their performance.</p> <p>Say why some activities can improve strength, power or stamina, and explain how these can help their performance</p> <p>Watch a partner's athletic performance and identify their main performances.</p> <p>Identify parts of the performance that need to be practiced and refined, and suggesting other types of activities.</p>		<p>Pace</p> <p>Run</p> <p>Jump</p> <p>Javelin</p> <p>Shot put</p> <p>Long jump</p> <p>Triple jump</p> <p>Sprint</p> <p>Strength</p> <p>Power</p>
	<b>Assessment</b>		
	<p>Run, throw and jump with increased power, accuracy, pace, control and efficiency in athletics challenges.</p>		

Religious Education

Topic: Christianity: Beliefs and practices		Year: 5	Term: Summer 2	
<p><b>Foundations of previous learning:</b>            To know how Sikhs show their commitment to God.            To know how Muslims show their commitment to their faith – prayer.            To understand what it means to be committed and how difficult this could be.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p><b>What is the best way for a Christian to show commitment to God?</b></p> <ul style="list-style-type: none"> <li>To understand how Christians show their commitment to God and to evaluate if there is a best way.</li> </ul>	<p><b>Thinking about religion and belief</b>            Explain connections between questions, beliefs, values and practices in different belief systems            Explain how and why differences in belief are expressed.  <b>Enquiring, investigating and interpreting</b>            Suggest lines of enquiry to address questions raised by the study of religions and beliefs            Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence            Recognise and explain diversity within religious expression, using appropriate concepts.  <b>Beliefs and teachings (what people believe)</b>            Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities  <b>Practices and lifestyle (what people do)</b>            Explain how selected features of religious life and practice make a difference to the lives of individuals and communities  <b>Expression and language (how people express themselves)</b>            Explain how some forms of religious expression are used differently by individuals and communities  <b>Identity and experience (making sense of who we are)</b>            Make informed responses to questions of identity and experience in the light of their learning  <b>Meaning and purpose (making sense of life)</b>            Make informed responses to questions of meaning and purpose in the light of their learning  <b>Values and commitments (making sense of right and wrong)</b>            Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>To know that Christians can show their commitment in different ways.            To understand that Christians follow The Ten Commandments.            To understand what benefits Christians believe being committed to God will bring.            To know how other religions/non-religious people may demonstrate commitment.</p>	<p>Ten Comandments            Confirmation            Lord's Prayer            Galation            Neighbour            Church            Committed            Holy spirit            Kindness            Love            Joy            Peace            Patience            Faithfulness            Gentleness            Self control</p>	
		Assessment of Skills	Assessment of Knowledge	
		<p>I can show an understanding of why people show commitment in different ways.            I can explain why I think some ways of showing commitment to god would be better for some Christians than others.</p>	<p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p>	

## Computing

Discovering My Solar System (Science Link)/My Active Data		Topic: Handling Data	Year: 5	Term: Summer 2	
<p><b>Foundations of previous learning:</b> Children from Year 4 are be able to...</p> <ul style="list-style-type: none"> <li>organise data in different ways.</li> <li>collect data and identify where it could be inaccurate.</li> <li>plan, create and search a database to answer questions.</li> <li>choose the best way to present data to my friends.</li> <li>use a data logger to record and share my readings with my friends.</li> </ul>					
<b>Unit Learning</b>					
NC Objective - Coverage		Skills	Knowledge	Vocabulary	
<p>To 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, including collecting, analysing, evaluating and presenting data and information</p>		<p><b>Information Technology:</b> Prepare and present information in a range of forms using ICT. To use formulas to change a spreadsheet model. Understand computer systems and hardware by identifying and defining their functions. Create data collection forms and enter data from these accurately.</p>	<p><b>Discovering My Solar System (Science Link)</b> To use a database (or spreadsheet) to collect and record data. To choose an appropriate tool to help me collect data. To present data in an appropriate way. To search a database using different operators to refine my search. To talk about mistakes in data and suggest how it could be checked.</p> <p><b>My Active Data</b> To use a spreadsheet and database to collect and record data. To choose an appropriate tool to help me collect data. To present data in an appropriate way.</p>	<p>Anomaly Average Chart Collect Complex questions Data Database Data logger Decision tree Formulae Field Graph Hypothesis Information</p>	<p>Interrogate Interpret Investigate Model Plausible Predict Questions Record Results Tally Sort Venn diagram</p>
		<b>Assessment of Skills/Assessment of Knowledge</b>			
		<p><b>Discovering My Solar System (Science Link)</b> Can you use a database to answer complex questions? Can you identify the data you will need to complete the categories? <b>Can you present my findings and compare them to others?</b> <b>Can you talk about the purpose of a database?</b></p> <p><b>My Active Data</b> Can you plan how you will record the data you collect? <b>Can you check the results of an investigation and identify any results which may not be reliable?</b> Can you explain what the data we collected tells us?</p>			

<b>Changing me</b>		<b>Jigsaw</b>	<b>Year: 5</b>	<b>Term: Summer 2</b>
<p><b>Foundations of previous learning:</b>          Y1 - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina; I respect my body and understand which parts are private          Y2 - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private, I can tell you what I like/don't like about being a boy/girl          Y3 – I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up, I recognise how I feel about these changes happening to me and know how to cope with these feelings          Y4 - I can identify what I am looking forward to when I am in Year 5, I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>				
<b>Unit Learning</b>				
<b>Themes (Puzzle pieces)</b>		<b>Outcomes</b>		<b>Vocabulary</b>
Self and body image Puberty for girls Puberty for boys Conception Looking ahead Looking ahead to y6		I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty is a natural process that happens to everybody and that it will be ok for me I can describe how boys’ and girls’ bodies change during puberty I can express how I feel about the changes that will happen to me during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring I can identify what I am looking forward to when I am in Year 6 I can start to think about changes I will make when I am in Year 6 and know how to go about this		Self image Body image Self esteem Changes Puberty Physical Emotional Boys Girls Bodies Conception IVF Reproduce Teenager
		<b>Assessment</b>		
		I can describe how boys’ and girls’ bodies change during puberty  I can express how I feel about the changes that will happen to me during puberty		



MFL

Ingredients, weather, seasons	Lessons 15-20	Year: 5	Term: Summer 2
<p><b>Foundations of previous learning:</b>            Y3: numbers 0-10, how to say yes and no, be able to greet someone, follow classroom instructions and know the names of some characters in the nativity play, Be able to ask for and state age and know colours in French, names of fruit and food items, days of the week and months of the year.            Y4: Parts of the body, adjectives, how to ask for French translation, zoo animals, some letters of the alphabet, quantifiers, Members of the family, possessive adjectives, ask and answer questions about family members, vocabulary for story and pets, Dictionary skills, playground song and activity, hobbies, opinions, numbers 12-31, two weather expressions, quantifiers and clothes items for packing a suitcase            Y5 Autumn term: Buildings on the high street, directions, how to ask where places are, pause words and times of the day            Y5 Spring term: Future tense, Numbers 31-50, Comparisons, Food and Breakfast items</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Watch and understand a demonstration in French</p> <p>Order sentence cards in French</p> <p>Write words and phrases</p> <p>Identify dates</p> <p>Describe the weather</p> <p>Identify rhyming words and make up a rhyming poem</p> <p>Use simple sentence to create a presentation</p> <p>Discuss similarities and differences.</p> <p>Learn and sing a French song</p> <p>Take part in a quiz.</p>	<p>Ingredients for a French desert</p> <p>Weather</p> <p>Seasons</p> <p>Saying where you live</p>	<p>Le buerre</p> <p>Le sucre</p> <p>Des ouefs</p> <p>Le sel</p> <p>Il fait froid</p> <p>Il fait chaud</p> <p>Il fait beau</p> <p>Il fait mauvais</p> <p>Il y a du soleil</p> <p>Il y a du vent</p> <p>Il y a du brouillard</p> <p>Il pleut</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
		<p>Use accurate pronunciation and expression when reading aloud.</p> <p>Identify rhyming words and make up a rhyming poem</p>	<p>What desert is this?</p> <p>What is the weather like?</p> <p>What season is it?</p> <p>Where do you live?</p>