

YEAR 5 : Summer 2 THE CIRCLE OF LIFE (Life cycles and development)

<p>Events Daily Move a Mile Sports Day</p> <p>EVENTS TO BE MAPPED BY CLASS TEACHERS</p>	<p>RE & Values Creation stories and the ultimate questions they raise</p> <p>June – Happiness / Pride July – Simplicity / Respect</p>	<p>Science – Life Cycles Animals, including humans: Describe the changes as humans develop to old age. Identify ways in which the appearance of humans changes as they get older. Identify some characteristics that will not change with age. Recognise stages in growth and development of humans including puberty.</p> <p>Living Things and Habitats: sequence the life cycles of a variety of plants and animals recognise the similarities in the life cycles of plants, animals and humans describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird name the parts of a flower describe the functions of some parts of a flower describe the main functions of parts of a plant involved in reproduction describe the processes of sexual and asexual reproduction in plants name the parts of the human reproductive system describe the simple functions of parts of the human reproductive system describe the life process of reproduction in some plants and animals compare methods of seed dispersal know that most animals reproduce by sexual reproduction compare internal and external fertilisation in animals explain that living things need to reproduce if the species is to survive compare gestation periods (pregnancy) of different animals explain what is unusual about the life cycle of a kangaroo or koala</p>
<p>New Technologies – Sound Works To understand digital sound has an important role to play in building atmosphere, presenting ideas and influencing audience mood. To investigate the history of sound recording and understand how the technology has developed. To understand that sound-editing and music creation software enables us to create, record and adapt sounds. To understand that sound recordings or broadcasts should be planned to improve their impact. To understand that there are complex rules around copyright, ownership and plagiarism which we should observe. To understand that sound recordings can be exported and used in other applications. To understand how sound files can be organised as podcasts and shared over the internet, and to consider the eSafety and copyright implications of doing this. To understand simple music compositions can be programmed. To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures. To save drafts of their work, using these to support critical review. To be proactive in keeping electronic and other data secure and protecting personal information when entering data online. To understand some of the ways they can use to report concerns about content and contact.</p>		<p>Geography: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Art: Drawing Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p>Lines, Marks, Tone, Form & Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p>Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon.</p>

PE

Athletics

Beginning to build a variety of running techniques and use with confidence.

Can perform a running jump with more than one component.

e.g. hop skip jump (triple jump)

Beginning to record peers performances, and evaluate these.

Demonstrates accuracy and confidence in throwing and catching activities.

Describes good athletic performance using correct vocabulary.

Can use equipment safely and with good control.

Evaluation

Watches and describes performances accurately.

Learn from others how they can improve their skills.

Comment on tactics and techniques to help improve performances.

Make suggestions on how to improve their work, commenting on similarities and differences.

Healthy Lifestyle

Can describe the effect exercise has on the body

Can explain the importance of exercise and a healthy lifestyle.

Understands the need to warm up and cool down.

Music -

Show control, phrasing and expression in singing.

Compose and perform melodies using four or five notes.

Use a variety of different musical devices including melody, rhythms and chords.

Record own compositions.

Know how pulse, rhythm and pitch fit together.

Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).

Listening and applying knowledge and understanding

Use these words to identify strengths and weaknesses in own and others' music

Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).

Describe different purposes of music in history/ other cultures

Singing Assembly

Show control, phrasing and expression in singing.

Hold part in a round (pitch/structure).

Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.

Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

Show an awareness of how paintings are created ie. Composition

Painting

Develop a painting from a drawing

Carry out preliminary studies, trying out different media and materials and mixing appropriate colours

Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music

Colour

Mix and match colours to create atmosphere and light effects

Be able to identify primary secondary, complementary and contrasting colours

Work with complementary colours

Digital Media

Record, collect and store visual information using digital cameras, video recorders

Present recorded visual images using software e.g. Photostory, PowerPoint

Use a graphics package to create and manipulate new images

Be able to Import an image (scanned, retrieved, taken) into a graphics package

Understand that a digital image is created by layering

Create layered images from original ideas (sketch books etc.)

MFL (French)

Understand the main points from a spoken passage made up of familiar language.

Ask and answer simple questions

Talk about personal interests.

Know how to pronounce some letter strings.

Understands the main point(s) from a short written text.

Match sound to print by reading aloud familiar words and phrases.

Use a book or glossary to find out the meanings of new words.

Write a few short sentences with support using already learnt .

Spell words that are readily understandable.

Respect and understand cultural diversity.

Understand how symbols, objects and pictures can represent a country.

