



Year 5 Summer 1

Science:

Intent: Children will understand that unsupported objects fall towards Earth because of the force of gravity. They will identify the effects of air resistance, water resistance and friction. They will also recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Sequence of lessons:

1. Can I investigate gravity?
2. Can I identify the effects of friction?
3. Can I identify the effects of air resistance Unit
4. Can I investigate water resistance?
5. Can I make and use a lever?
6. Can I use pulleys and gears as a simple machine?

Key Vocabulary: Force, gravity, earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears, balance, drag, forces, mass springs, force meter, Newton meter (N) floats

Impact: Children understand the following forces: gravity, friction, air resistance and water resistance. They understand that pulleys, levers and gears are simple machines which mean a smaller force is applied for a bigger effect.

History: Ancient Greece

Intent: To understand in what ways ancient Greece changed

Sequence of lessons:

1. Can I recall key information about democracy in Athens?
2. Can I recall key information about the Peloponnesian war?
3. Can I consider the history and design of the Parthenon?
4. Can I examine the importance of literature and theatre in Ancient Greece?
5. Can I retell the story of Odysseus?
6. Can I consider the importance of philosophy in Ancient Greece?

Key Vocabulary: democracy, citizens, voted, assembly, Pericles, Golden Age, declared war, Peloponnesian War, starve, plague, allies, surrendered, enslaved, Parthenon, architecture, architects, inspired, columns, scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, off course, Cyclops, Sirens, sailors, mast, nymph, disguised, revealed, philosophy, wisdom, philosophers, Socrates, Plato, Academy

Impact: Children can recall key facts about the Ancient Greek society and understand the changes throughout.

Geography: Volcanoes

Intent: To recognize how volcanoes affect the people and land around them

Sequence of lessons:

1. Can I name and describe the four layers of the Earth?
2. Can I describe what happens when a volcano erupts?
3. Can I explain how volcanoes are formed?
4. Can I identify the differences between an active, dormant and extinct volcano and describe the dangers of volcanoes?
5. Can I identify the impact of Mt Etna's volcanic eruptions?
6. Can I explain why people choose to be near a dangerous volcano?

Key Vocabulary: surface, mantle, crust, planet, core, scientists, oceanic crust, continental crust, iron, melted, volcano, erupting, molten, magma, lava, viscous, explosive, pressure, vent, magma chamber, composite, shield, Mount Etna, supervolcano, secondary vents, volcanic bombs, solidify, Mount Bromo, crater, active, dormant, extinct, flow, lava flow, mudflow, pyroclastic flow, smother, clog, disrupt, plumes, enrich, citrus fruits, explosives, divert, evacuated, geologist.

Impact: Children can recall what happens when a volcano erupts, how it affects the land and how this affects people.

RE: Judaism 2

Joseph, Moses and the Exodus

Intent: To understand the story of the Exodus and its importance to Jews

Sequence of lessons:

1. Can I recite the story of Joseph and his coat of many colours?
2. Can I describe how slavery began in Egypt?
3. Can I understand how Moses attempted to get the pharaoh to set his people free?
4. Can I describe the slaves last night in Egypt?
5. Can I explain what happened after the slaves left Egypt?
6. Can I state why these stories so important to Jews?

Key Vocabulary: Joseph, descended, coat of many colours, envy, dream, mauled, grieved, enslaved, servant, interpret, plenty, overseer, guilty, twelve tribes of Israel, Israelites, outnumber, whipped, mortar, adrift, bulrushes, princess, gurgling, Moses, struck, exile, herding, forty years, extraordinary, deliver, delivered, confident, stammer, slither, magicians, heart was hard, plagues, slaughter, unleavened bread, lintels, angel of death, first born, wailing, Passover, dawn, conversations, deliverer, Exodus, Red Sea, land of milk and honey, hooves, pursued, sea bed, Mount Sinai, forty days/nights, ten commandments, golden calf, idolatry, tabernacle, cherubim, Ark of the covenant, reverently, Seder, kiddush, Haggadah, Seder plate, matzah, Hallel, bitter herbs, reclining, recline

Impact: Children can explain why the story of the Exodus is so important to Jews and the lessons it teaches them for life.

Fowey Primary School: Half termly Overview



Year 5 Summer 1

Art:

Intent:

How features of installation art can communicate a message.

Sequence of lessons:

1. Can I identify and compare features of art installations?
2. Can I investigate the effect of space and scale when creating 3D art?
3. Can I problem-solve when constructing 3D artworks?
4. Can I plan an installation that communicates an idea?
5. Can I apply their knowledge of installation art and develop ideas into a finished piece?

Key Vocabulary: Analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three dimensional

Impact: Children will communicate a message through installation art.

Computing:

Intent:

Children will plan out a 3D game and consider the features that make it effective.

Sequence of lessons:

1. Can I review a 3D game and begin the process of designing my own game?
2. Can I design a game environment?
3. Can I design the game quest to make it playable?
4. Can I complete and share a 3D computer generated game?
5. Can I edit and peer evaluate games?

Key Vocabulary: Animation, texture, perspective, playability, computer game, screenshot, customise, interactive, evaluation.

Impact: Children can create their own 3D quest computer game.

PE: Athletics

Intent: For children to use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Sequence of lessons:

1. Can I understand pace and apply different speeds over varying distances?
2. Can I develop fluency and co-ordination when running for speed?
3. Can I develop technique in relay changeovers?
4. Can I build momentum and power in the triple jump?
5. Can I develop throwing with force for longer distances?
6. Can I develop throwing with greater control and technique?

Key Vocabulary:

Approach, changeover, consistent, dominant, drive, event, field, force, javelin, momentum, shot put, stamina, stride, technique, track

Impact: Pupils will be able to run at the appropriate speed over longer distances or for longer periods of time. Show control at take-off and landing in.

PSHE-

Intent: To learn about creating positive relationships and to learn about online communities and their rights and responsibilities online.

Sequence of lessons:

1. Can I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities?
2. Can I understand that belonging to an online community can have positive and negative consequences?
3. Can I understand there are rights and responsibilities in an online community or social network?
4. Can I understand that there are rights and responsibilities when playing a game online?
5. Can I recognise when I am spending too much time using devices (screen time)?
6. Can I explain how to stay safe when using technology to communicate with my friends?

Key Vocabulary: personal qualities characteristics online community self esteem age restriction grooming trustworthy peer pressure privacy influences settings troll risky

Impact: To be able to make good choices online about relationships and online communities and to be able to manage risks and make good, safe choices.

Fowey Primary School: Half termly Overview



Year 5 Summer 1

MFL: French

Intent: Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.

Sequence of lessons:

1. Can I recognise that verbs take different forms and to find infinitive verbs in a dictionary?
2. Can I begin to recognise some regular verbs in the present tense?
3. Can I recognise that verbs take different forms and to find infinitive verbs in a dictionary?
4. Can I understand that some verbs do not follow regular patterns.?
5. Can I build and deliver a short presentation, choosing and using a range of action verbs?

Key Vocabulary:

Chanter courir danser dormir écrire jouer lire manger nager aimer avoir être

Impact: Create an original short text, correctly adapting a range of verbs to their appropriate form.

Music

Intent: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations

Sequence of lessons:

1. Can I explain what ragtime music is?
2. Can I play on the 'off beat' and sing a syncopated rhythm?
3. Can I play a call and then improvise a response?
4. Can I improvise or compose a scat singing performance with sounds and words?
5. Can I compose and play a jazz motif fluently, using swung quavers?
6. Can I play a swung rhythm using a tuned percussion instrument?

Key Vocabulary: Accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure

Impact:

Children can perform a looped body percussion rhythm; keeping in time with their group.

English: Reading & Writing

In English writing and English reading we will be reading the book 'Can we save the tiger?'

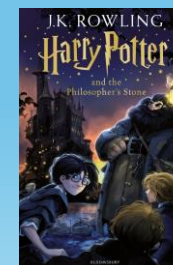


Then watching the short clip called 'Varmints.'

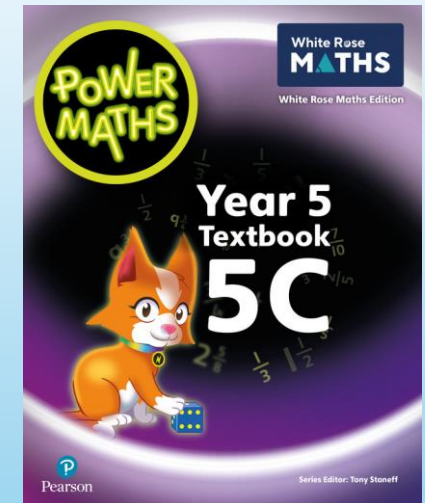


In English writing we will be writing a persuasive piece of writing and after this we will be writing an information text.

In English reading we will be focused on our VIPERS skills: vocabulary, inference, prediction, explanation, retrieval and summarising. We will be read Harry Potter and the Philosophers Stone,



Maths



Power Maths and White Rose are used to support our teaching of Maths.

This half term, children will be developing their understanding of geometry and properties of shape and position and direction. After this we will focus on decimals.