



## Year 5 Summer 2

### Science

**Intent:** Describe the changes as humans develop to old age.

#### Sequence of lessons:

1. Can I describe the life cycle of a human?
2. Can I describe the changes that happen in puberty?
3. Can I describe how eyesight changes with age?
4. Can I describe how bones change with age?

**Key Vocabulary:** adolescent adult asexual reproduction sexual reproduction fertilisation, death teenager elderly toddler reproduction puberty

**Impact:** Children understand the stages of the human life cycle including puberty and adolescence as well as deterioration of bones and eyesight into old age.

### History: Alexander the Great

**Intent:** Pupils will learn about how Alexander the Great became who he was and how Macedon was freed again.

#### Sequence of lessons:

1. Can I explain how Greece freed Macedon?
2. Can I recount how King Philip made Macedon great again?
3. Can I explain Alexander's journey from boy to king?
4. Can I retell some of Alexander's battles?
5. Can I understand how Alexander conquered Persia?
6. Can I describe the wonderful library of Persia?

#### Key Vocabulary:

Macedon puppet king hoplite Philip of Macedon captured hostage sarissa phalanx Delphi oracle prophecy prophesy league League of Corinth Bucephalus assassinated determined Gordium wagon legend pledged loyalty Issus Alexandria Gaugamela chariots retreated victor divine flew into a rage Ptolemy founded scrolls Euclid geometry astronomy astronomer Galen

**Impact:** Children will understand how Alexander conquered so much land.

### Geography: Climate and Biomes

**Intent:** Children have an understanding of varying climates and biomes around the Earth and can make comparisons between different places.

#### Sequence of lessons:

1. Can I identify the continent of Europe?
2. Can I explain what climate zones are?
3. Can I explain how the oceans affect the climate?
4. Can I explain how climates change in different biomes?
5. Can I summarise what the mediterranean climate is like?
6. Can I summarise what the temperate climate is like?

**Key Vocabulary:** continent oceans Europe Mediterranean Sea Atlantic Ocean Arctic Ocean landlocked weather climate Equator latitude tropical polar mild currents Gulf Stream biomes savanna rainforest tundra Mediterranean climate temperate climate temperature seasons.

**Impact:** Children can say how climates affect places and the way people live.

### RE: Judaism

#### The kings, the temple and living as a Jew

**Intent:** Children can recount the main Jewish stories and how Jews worship without a temple.

#### Sequence of lessons:

1. Can I retell the story of the scouts, the serpent and the wilderness?
2. Can I explain how laws, judges and a new king came to be?
3. Can I explain the battle between the two kings: Saul and David?
4. Can I describe the temple King Solomon built in Jerusalem?
5. Can I explain how Jews became captives in Babylon?
6. Can I summarise how Jews worship without a temple?

**Key Vocabulary:** high priest Sabbath report scout scouts fortified flowed with milk and honey grumble doubted venomous bronze serpent generation Jordan River blessing Torah Levi courageous prosperous spies Jericho spare faith faithful judges Samuel prophet Saul anointed The Kings, the temple & living as a Jew Core vocabulary plundered plunder disobedient David Philistines Goliath giant insults sling prevailed Jerusalem consulted alliance newborn temple suitably mount stonecutters Most Holy Place atone atone Atonement Yom Kippur Judah captives captivity Esther orphan Haman decree fast gallows

**Impact:** Children can explain how Jews today show the importance of the Jewish Temple and the kingdom of Israel.



## Design and Technology:

**Intent structures:** Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.

**Intent mechanisms:** Creating a functional pop-up book using levers, sliders, layers and spacers to create paper-based mechanisms.

### Sequence of lessons:

1. Arch and beam bridges Can I explore how to reinforce a beam (structure) to improve its strength?
2. Spaghetti truss bridges Can I build a spaghetti truss bridge?
3. Building bridges Can I build a wooden truss bridge?
4. Finalising bridges Can I complete, reinforce and evaluate my truss bridge?
5. Pop-up book page design Can I design a pop-up book?
6. Making my pop-up book Can I follow my design brief to make my pop-up book?
7. Using layers and spacers Can I use layers and spacers to cover the working of mechanisms?
8. 8/ Writing and illustrating Can I create a high-quality product suitable for a target user?

**Key Vocabulary:** criteria, design, input, mechanism, model, motion, reinforce, research, accuracy, aesthetics, arch bridge, assemble, beam bridge, bench hook/vice, corrugation, evaluate, factors, hardwood, joints, lamination, mark out, material properties

### Impact mechanisms

Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.

### Impact structures

After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.

## Fowey Primary School: Half termly Overview

### Computing:

#### Intent:

6 3D modelling : Intent: To design for a purpose in 3D using a computer aided design tool.

5.7 Concept Maps: Intent: To use mind mapping to represent concepts and develop ideas collaboratively.

#### Sequence of lessons:

##### 3D Modelling

1. Use the 2 Design and Make tool for designing a building
2. Explore the effects of moving points when designing.
3. Create a 3D model to fit certain criteria.
4. Refine and print a model.

##### Concept Maps

1. Understand the need for visual representation when generating and discussing complex ideas.
2. Create a concept map using the correct vocabulary.
3. Understand how a concept map can be used to retell stories and information.
4. Create a collaborative concept map and present to an audience

**Key Vocabulary:** 2D, 3D, CAD, Design brief, pattern fill, 3D printing, net shape, 3D printing. Concept, Concept Map, Nodes, story mode, presentation mode, connection, collaborate.

### Impact:

Children can create a purposeful 3D design using a Computer Aided Design tool.

Children can create and present a concept map to others.

### PE:

**Intent:** For children to use running, jumping, throwing and catching in isolation and in combination. To play competitive games and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### Sequence of lessons:

1. Can I develop throwing and catching and apply them relevantly to the situation?
2. Can I develop bowling accuracy and perform the skill within the rules of the game?
3. Can I develop batting skills, identify when I am successful and what I need to do to improve?
4. Can I develop fielding techniques and begin to use these under pressure?
5. Can I understand the need for tactics and identify when to use them?
6. Can I apply skills and knowledge to compete in a tournament. Using tactics identified?

#### Key Vocabulary:

Backing up, close catch, compete, decision, deep catch, limit, long barrier, no ball, retrieve, short barrier, situation, stance, tactic, tournament.

**Impact:** Use a variety of throwing techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with some success in game situations. Strike a ball using a wider range of skills. Apply these with some success under pressure. Understand the need for tactics and can identify when to use them in different situations.

### PSHE-

**Intent:** Children will learn about their bodies and how they change through puberty. They will also develop an understanding on how conception happens as well as their growing responsibilities as they grow up.

#### Sequence of lessons:

1. I am aware of my own self-image and how my body image fits into that.
2. I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
3. I can describe how boys' and girls' bodies change during puberty
4. 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
5. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
6. I can identify what I am looking forward to when I move to my next class.

#### Key Vocabulary:

**Impact:** Children will have an understanding of how their bodies will change and their responsibilities as they grow up.

# Fowey Primary School: Half termly Overview



## Year 5 Summer 2

### MFL: French

**Intent:** Children will develop an understanding of language around different types of families in French and give a short description.

#### Sequence of lessons:

1. Can I recognise and use phrases to say if I have a brother or sister?
2. Can I name different family members on a family tree?
3. Can I build descriptive sentences into a short paragraph?
4. Can I understand and express simple opinions?
5. Can I plan and prepare a short presentation about my family?

**Key Vocabulary:** mon frère ma sœur  
fils/fille unique mon père ma mère mes  
parents mon grand-père ma grand-mère  
mon oncle ma tante mon cousin ma  
cousine

**Impact:** Children will be able to describe their own family in French.

### 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. Develop an understanding of the history of music.

#### Sequence of lessons:

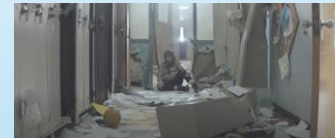
1. Can I understand the history of musical theatre?
2. Can I identify character songs and action songs?
3. Can I create a musical theatre scene?
4. Can I rehearse a musical theatre scene?
5. Can I perform a musical theatre scene?

**Key Vocabulary:** action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions

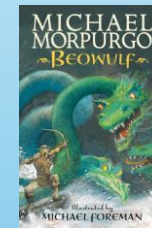
**Impact:** Children will explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

### English: Reading & Writing

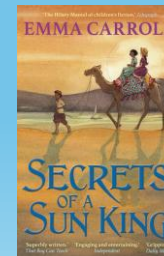
In English writing we will be watching the short video linked to the song 'Titanium,' and writing a newspaper article.



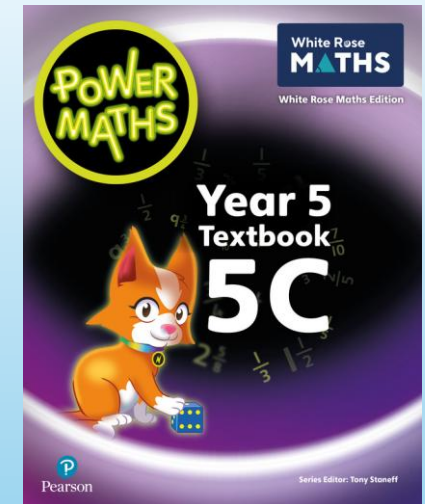
We will then be writing a narrative based on the book 'Beowulf,' by Michael Morpurgo.



In English reading we will be focused on our comprehension skills: vocabulary, inference, prediction, explanation, retrieval and summarising. We will be read Secrets of a Sun King by Emma Carroll.



### Maths



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

This half term, children will be developing their understanding of decimals, negative numbers, measure-converting units and measure- volume.