

## **SCIENCE**

### **All Living Things**

Pupils should be taught to:

- explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

### **Working Scientifically**

- What do seeds require in order to germinate?
- How does the ovary of a flower change as the flower wilts?
- Which animals have the longest gestation period?

### **Observe and compare**

The life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times),

**Ask pertinent questions and suggesting reasons**  
for similarities and differences.

### **Grow new plants**

From different parts of the parent plant, for example seeds, stem and root cuttings, tubers, bulbs.

### **Observe**

Changes in an animal over a period of time (for example, by hatching and rearing chicks),

### **Compare**

How different animals reproduce and grow.

Other teaching ideas

- Make a poster that explains pollination, fertilization, seed production, seed dispersal, germination and plant growth
- Research which creatures carry pollen from flower to flower and why.
- List things that aid seed dispersal

Explore differences in life cycles between different types of animals.

## **PHYSICAL EDUCATION**

### **Rounders/Cricket**

- Display an understanding of fair play, working well with others and leading a medium sized group
- Field, defend and attack tactically by anticipating the direction of play.
- Utilise new skills in competitive situations, as an individual or part of a team
- Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run.

## **COMPUTING**

### **3D Modelling**

- To be introduced to 2Design and Make.
- To explore the effect of moving points when designing.
- To understand designing for a purpose.
- To understand printing and making.

### **E-safety Sessions**

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

# YEAR 5 SUMMER 1

## **ARTS**

### **Drama – Shakespeare (Computing, Animation)**

- Explore characters from different times and cultures.
- Research a role/playwright.
- Use dramatic techniques to convey meaning.
- Use voice and movement to convey character.

### **Music – WOPs – Flutes and Clarinets**

- Begin to recognise major and minor keys
- *Use notation for crotchets, minims, semibreves and quavers*
- Begin to recognise common time signatures
- Use strong contrasts in dynamics to add light and shade
- Alter tempi for mood effects
- Compare acoustic and electric sounds
- *Develop an understanding of how chords can be used as an accompaniment*
- Recognise, sing and play a round

## **HUMANITIES**

### **Mountains**

**Various enquiries including;**  
**How are they formed?**  
**What are the uses of a mountain?**  
**What are the famous mountains?**

Case Study.

Using artefacts, art work, maps and sources.

## **FRENCH**

Children will learn vocabulary:

- About the four seasons and activities that might be done during these times of year.
- How to say the date, which is useful for a variety of situations.

This unit rounds off with some useful arts and craft vocabulary and instructions in French for how to make a lantern for Chinese New Year.

By the end children should be able to:

- Understand the meaning of the pronoun 'on' in sentences relating to the date.
- Respond to questions requiring a more complex opinion, using sentences models from the lesson.
- Understand a set of French instructions to help make a Chinese lantern.
- Recognise and use adjectives, understanding that they need to change according to a noun's gender and number.
- Understand that French sentence structure often differs from in English and use adjectives that go after the noun in French appropriately and with a little help.