

SCIENCE

EARTH AND SPACE

Pupils should be taught to:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night.

Work Scientifically

- How is the size of shadow affected by the time of day/distance from light source/brightness of light source?
- How does the position of the Sun change during the day?
- How does the shape of the moon appear to change over a month?
- How does day length change through a term/year?
- How does air temperature change through a term/year?

Compare

The time of day at different places on the Earth through internet links and direct communication;

Create

Simple models of the solar system;

Construct

Simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day;

Find out

Why some people think that structures such as Stonehenge might have been used as astronomical clocks.

Other teaching ideas

- Discuss why different parts of the school are sunny/shady at different times of the day
- Draw around the shadow of a child in the same place at different times of the day
- Keep a record of how the position of sun changes through the day
- Design and make a sundial
- Make 3D models of Earth, Moon and Sun from plasticine, papier mache, fruit or balloons
- Discuss a moving model of the Earth, Moon and Sun
- Use a globe and a spotlight to discuss day and night
- Use a globe and a spotlight to discuss the year

PHYSICAL EDUCATION

Athletics

- 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 2

ARTS

Art – Painting – Still life

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- 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
- Mix and match colours to create atmosphere and light effects
- Be able to identify primary secondary, complementary and contrasting colours
- Work with complementary colours

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

The Environment.

This unit is all about the environment and it begins with a song about the weather.

Pupils will learn how to talk about what they like to do in the garden and about the creatures that live there.

They will also learn some useful vocabulary linked to rubbish and recycling.

The final lesson of the unit is a story which draws together vocabulary from throughout the unit. By the end children will be able to:

- Understand and use articles, selecting them according to the gender and number of the nouns, with some accuracy.
- Use the third person singular form of the present tense to describe what an animal eats.
- Prepare from memory, and present, a short weather report, using sentence structures, with a little help.
- Write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns.