



<p>SCIENCE</p>	<p><u>Animals Including Humans</u></p> <p>To be able to describe the changes as humans develop from birth to old age.</p> <p>Children will be introduced to the new topic and discuss what they already know and want to find out about animals including humans.</p> <p><u>Enquiry question: How do humans change over time?</u></p>	<p><u>Animals Including Humans</u></p> <p>To be able to describe the changes as humans develop from birth to old age.</p> <p>Children to produce a timeline in their books about the human life cycle.</p> <p><u>Enquiry question: How do humans change over time?</u></p>	<p><u>Animals Including Humans</u></p> <p>To identify the ways that humans change during different stages of the life cycle.</p> <p>Experiment: children in groups are to visit each class and request to measure 2 children – boy and girl – from reception to year 5. They will then use this information to create a graph on the children’s heights and suggest what their results indicate.</p> <p><u>Enquiry question: How Can We Investigate Changes as We Progress Through the Lifecycle?</u></p>	<p><u>Animals Including Humans</u></p> <p>To compare the gestation period of different animals.</p> <p>Maths link lesson to statistics – to be able to interpret graphs, tables and charts and make suggestions based upon the data.</p> <p><u>Enquiry question: What Can the Size of Animals Incl. Humans Tell Us About Gestation Periods?</u></p>	<p><u>Animals Including Humans</u></p> <p>To identify the changes that happen to the body as humans become old.</p> <p>Tied into SRE</p>	<p><u>Animals Including Humans</u></p> <p>To consolidate our learning on animals including humans.</p>	
<p>ECO LINKS</p>						<p>Snow leopard conservation linked to this week’s writing about visiting India.</p>	
<p>HISTORY (Geography led term.)</p>							



<p>GEOGRAPHY</p>	<p><u>Mountains</u></p> <p><i>Where are the Worlds' major mountain ranges? What is a mountain?</i></p> <p>LI: To understand what a mountain is and where they are in the world.</p> <p>Children label a map with major mountain ranges and answer questions on them.</p>	<p><u>Mountains</u></p> <p><i>What are the physical features of mountains?</i></p> <p>LI: To draw and describe the key features of a mountain</p> <p>Children draw a mountain and label its key features. (valley, summit, foot, slope, outcrop, ridge, tree line, snow line, plateau)</p>	<p><u>Mountains</u></p> <p><i>What is the climate like in mountains?</i></p> <p>LI: To describe a mountainous climate.</p> <p>Children answer questions about the climate in mountains</p>	<p><u>Mountains</u></p> <p><i>Why do people live in mountains?</i></p> <p>LI: To carry out fieldwork on mountains.</p> <p>Odizzi lesson: https://www.oddizzi.com/teachers/going-places/everest-base-camp/</p>	<p><u>Mountains</u></p> <p><i>Why do people visit mountains? What impact does tourism have?</i></p> <p>LI – To carry out fieldwork on mountains.</p> <p>Odizzi lesson: https://www.oddizzi.com/teachers/going-places/everest-base-camp/</p>	<p><u>Mountains</u></p> <p>LI: To consolidate my knowledge on mountains</p> <p>Children to create a fact file on their chosen mountain.</p>	<p><u>Mountains</u></p> <p>Recap lesson – quiz of the last few weeks learning on mountains.</p>
<p>COMPUTING</p>	<p>Coding Unit 1.1 - Instructions</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To understand what instructions are. To predict what will happen when instructions are followed. To understand that computer programs work by following instructions called code. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can use simplified code to make their programming more efficient. Children can use variables in their code. Children can create a simple playable game. 	<p>Coding Unit 1.2 - Objects and Actions</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To use code to make a computer program. To understand what objects and actions are. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can create a program using code blocks. Children can use object and action code blocks. 	<p>Coding Unit 1.3 - Events</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To understand what an event is. To use an event to control an object. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can create a simple program using code blocks. Children can use event, object and action code blocks. 	<p>Coding Unit 1.4 - When Code Executes</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To understand what an event is. To begin to understand how code executes when a program is run. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can create a simple program using code blocks. Children can use event, object and action code blocks. Children can notice when their code executes when their program is run 	<p>Coding Unit 1.5 - Setting the Scene</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To understand what backgrounds and objects are. To understand how to use the scale attribute (property). <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can edit a scene by adding, deleting and moving objects. Children can change the size of objects using the attributes (properties) table. 	<p>Coding Unit 1.6 - Using a Plan</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To plan a computer program. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can create a design plan for their Free Code Scene program. 	<p>Coding Unit 1.6 - Using a Plan</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To make a computer program <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can use code to make the program they have designed work.
<p>ART & DESIGN</p>	<p>Mountain art</p>	<p>Mountain art</p>	<p>Mountain animal art</p>	<p>Mountain animal art</p>	<p>Leopard art</p>	<p>Leopard art</p>	<p>Link to mountain poetry</p>



DESIGN TECH	Art Term	Art Term	Art Term	Art Term	Art Term	Art Term	Art Term
PE	<p><u>CRICKET</u> LI- To use Perseverance whilst learning to bat and bowl</p> <p><u>OAA</u> LI- To use teamwork to participate in group activities (Line up /Numbers/Alphabet)</p>	<p><u>CRICKET</u> LI- To use Teamwork when fielding</p> <p><u>OAA</u> LI- To use teamwork to participate in group activities (All Aboard/Tangled/Cross the swamp)</p>	<p><u>CRICKET INTRA-</u> LI- To use Aspiration in a game of cricket</p>	<p><u>ROUNDERS-</u> LI- To use Perseverance whilst learning to bat and bowl</p> <p><u>OAA</u> LI- To use teamwork to participate in group activities (Blindfold games)</p>	<p><u>ROUNDERS-</u> LI- To use Teamwork when fielding</p> <p><u>OAA</u> LI- To use teamwork to participate in group activities (Blindfold Trail)</p>	<p><u>ROUNDERS INTRA-</u> LI- To use Aspiration in a game of rounders</p>	<p><u>OAA</u> LI- To use teamwork to participate in group activities (Treasure hunt)</p>
PMFL	<p><u>Salut</u> The environment The weather</p>	<p><u>Salut</u> The environment The pond</p>	<p><u>Salut</u> The environment The garden</p>	<p><u>Salut</u> The environment In the garden</p>	<p><u>Salut</u> The environment Rubbish</p>	<p><u>Salut</u> The environment Problems in the pond</p>	<p><u>Salut</u> The environment Catch up</p>
MUSIC	<p><u>Music</u> Ukuleles and singing</p>	<p><u>Music</u> Ukuleles and singing</p>	<p><u>Music</u> Ukuleles and singing</p>	<p><u>Music</u> Ukuleles and singing</p>	<p><u>Music</u> Ukuleles and singing</p>	<p><u>Music</u> Ukuleles and singing</p>	<p><u>Music</u> Ukuleles and singing</p>
RE	<p><u>RE</u> If God is everywhere why go to a place of worship? LI : What is a place of worship? What is it for?</p>	<p><u>RE</u> If God is everywhere why go to a place of worship? LI: What is a Christian place of worship? What is it for?</p>	<p><u>RE</u> If God is everywhere why go to a place of worship? LI: What is a Hindu place of worship? What is it for?</p>	<p><u>RE</u> If God is everywhere why go to a place of worship? LI: What is a Jewish place of worship? What is it for?</p>	<p><u>RE</u> If God is everywhere why go to a place of worship? LI: Are people more important than the place?</p>	<p><u>RE</u> If God is everywhere why go to a place of worship? LI: What is a place of worship? What is it for?</p>	<p><u>RE</u> If God is everywhere why go to a place of worship? LI : What does a place of worship mean to believers?</p>



PSHE	<p>RSE Kapow Lesson 1- Online Friendships https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/safety-and-the-changing-body/lesson-1-online-friendships-2/</p>	<p>RSE Kapow Lesson 2- Staying safe online https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/safety-and-the-changing-body/lesson-2-staying-safe-online-2/</p>	<p>RSE Kapow Lesson 3- Puberty</p> <p>Discuss why puberty happens at different rates and empathising with this fact – Learn about preparation of a woman’s body for birth, changes in a boy’s body</p>	<p>RSE Kapow Lesson 3- Puberty</p> <p>Discuss why puberty happens at different rates and empathising with this fact – Learn about preparation of a woman’s body for birth, changes in a boy’s body</p>	<p>RSE Growing into adulthood and preparing for reproduction</p> <p>Menstrual cycle and premenstrual tension</p> <p>Erections</p> <p>Use Kapow to support</p>	<p>RSE Growing into adulthood and preparing for reproduction</p> <p>Sanitary protection, personal hygiene during menstruation and predicting periods.</p> <p>Wet dreams.</p> <p>Use Kapow to support</p>	<p>RSE Growing into adulthood and preparing for reproduction</p> <p>Shaving, washing and hygiene.</p>
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