Year: 5 Term: Summer 1 Topic: Nature Detectives

Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*
Texts: The Butterfly Lion by Michael Morpurgo
Writing Styles and Genres:
Balanced argument, narrative, poetry

Maths
White Rose Unit: Decimals and Percentages
White Rose Unit: Decimals

See the Long Term Plan for detailed small steps which set out the specific planned content.

Subject: Science
The children will learn to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the reproduction process in some plants and animals.
- Use classification keys to classify living things into broad groups, according to common observable characteristics.
- Give reasons for classifying plants and animals based on specific characteristics
- Plan and carry out enquiries about habitats within the school grounds.
- Report on the findings of enquiries, presenting ideas both written and orally.

Specific Planned Content Across The Curriculum

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 26 → 31)
Music - Music Express - Unit: Life Cycles
RE - Leeds Agreed Syllabus – Unit 5.3 Should we forgive others?
PSHE - You, Me and PSHE - Unit: Drug and Alcohol Education
Computing – Purple Mash – Unit: 5.1 Coding
French – Twinkl – Unit: Getting to Know You

Subject: Geography
The children will learn to:

- locate the key rivers of the world.
- describe and understand key aspects of physical geography, including: rivers.
- explain the water cycle.
- describe the key features of a river system.
- describe how water erodes a river bank.
- describe how deposition changes the shape of a river.
- describe how waterfalls are formed.
- identify how some rivers are used.

Subject: Art
The children will learn to:

- Comment on the work of Orla Kiely, using a fluent grasp of visual language
- Take inspiration from Orla Kiely's bold, simple prints that are inspired by nature
- Create original nature-inspired designs that reflect Orla Kiely's style and influence
- Develop these designs into ceramic mosaics.

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Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: **Resilience** – showing the ability to persevere and keep going, even when tasks are difficult. This will be a whole school focus through assemblies and circle/ discussion times.	Our knowledge organiser will be focused on Science: Living Things in Their Habitats. It will be used to help the children learn the essential knowledge and vocabulary that they need for the subject. We will also use quizzes to re-cap on previous learning and to show what has been learned at the end of a unit.	We will study the work of the Irish fashion designer, Orla Kiely. We will take inspiration from her simple prints and bold colours, that use the theme of nature, to create our own designs. These will then be developed into ceramic mosaics. We will carry out guided reading and writing based on Michael Morpurgo's 'The Butterfly Lion.'	In R.E, we will learn about how the Christian Community uses the partner concepts of forgiveness and reconciliation to guide their values and commitments at home and in their local area.

Assessment of Threshold Concepts

Science: Threshold Concepts –

Scientific Concepts:	Working Scientifically:
• Describe 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. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics	• Plan enquiries, including recognising and controlling variables where necessary • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.

	• Present findings in written form, displays and other presentations. • Secondary research

Art and Design: Threshold Concepts – Mosaics

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Comment on artworks with a fluent grasp of visual language	• Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.	• Take inspiration from and use some of techniques used by notable artists and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
• I can make more complex real-life problems into algorithms for a program. • I can test and debug my programs as I work. • I can convert (translate) algorithms that contain sequence, selection and repetition into code that works. • I can use sequence, selection, repetition, and some other coding structures in my code. • I can organise my code carefully for example, naming variables and using	• I can make appropriate improvements to digital work I have created. • I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers. • I can work collaboratively with others creating solutions to problems using appropriate software.	

tabs. I know this will help me debug more efficiently. • I can use logical methods to identify the cause of any bug with support to identify the specific line of code.		

Design and Technology: Threshold Concepts

Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
n/a		

Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	• I can compare and contrast water availability and usage in the UK and Kenya.	• I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. • I know that some of the Earth's bodies of water have salt water and some have fresh water. • I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation.	• I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. • I can identify local bodies of water on a map. • I can use fieldwork to observe, measure, record and present information about a local body of water.

		• I can explain why the water cycle is important for our planet. • I can draw and label a diagram of the water cycle. • I can describe some of the ways in which people need water every day to live. • I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day. • I can describe the six steps in the water treatment process. • I know what the term 'water conservation' means and why this is important. • I know that Kenya is a water-scarce country. • I can explain what hydropower is and how it can be used to contribute to a sustainable future. • I can identify the positive and negative aspects of using hydropower. • I can carry out my own research into a particular hydroelectric dam around the world.	

History: Threshold Concepts

Investigate and interpret the past:	**Build an overview of world history:**	**Understand chronology:**	**Communicate historically:**

N/A	N/A	N/A	N/A

Languages (French): Threshold Concepts					
n/a					
n/a					
Music: Threshold Concepts					
Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
	• Read a melody in staff notation.	• Create musical effects using contrasting pitch.	• Develop a structure for a vocal piece and create graphic scores. • Explore extended vocal techniques through listening to and composing 'acapella' (unaccompanied) vocal music based on graphic scores.	• Learn about the music of an early Baroque opera.	•
PE: Threshold Concepts (Highlight focus areas for Half Term)					
KS1					
Agility		Balance		Co-ordination	
Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling		Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base		Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing	

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KS2		
Cognitive	Manipulation	Physical
Anticipation	Accuracy	Agility
Evaluation	Dribbling	Control
Peer Mentoring	Fielding and Catching	Physical Processing
Tactical Variation	Passing	Power
Team Work	Shooting	Speed
Understanding Rules	Striking	Strength

PHSE: Threshold Concepts

Theme:

Pupils learn:

- about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis.
- about different influences on drug use – alcohol, tobacco and nicotine products.
- strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol.

RE: Threshold Concepts

Pupils working *towards* the age-related expectations for their year group will be able to:	Pupils working *at* the age-related expectations (ARE) for this year group will be able to:	Pupils who are *deepening and widening* their knowledge and understanding will be able to:
• Describe ways in which people show that they are sorry. • Explore and describe the practice of Confession in some Christian communities • Describe the teaching and example of Jesus about forgiving people • Make links between the teachings they study and their own views and behaviour	• Show understanding of some reasons people might feel sorry. • Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. • Respond clearly with their own ideas about importance of confession to Christians. • Describe how some modern individuals have faced the challenge of forgiveness.	• Explain some ways in which they have faced the challenges of reconciliation or forgiveness in the light of religious teachings • Explore and express their views about the consequences of forgiveness for themselves • Give a considered response to the examples of reconciliation studied suggesting how these examples have followed Christian teaching.

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