

ICT – STAYING SAFE

They will begin by using a film clip from *Harriet the Spy* as a stimulus for an in-depth exploration of e-safety issues. The clip will demonstrate some key factors for being SMART online or when using mobile technology. Whilst learning the rules for being SMART, they will consider the reliability of information on the internet, whether they should always accept emails or open files and why some information should remain private. They will then use these tips to create their own web-page to advise other children on how they can stay safe online.

MFL – KEEPING HEALTHY

The children will learn to read and write a range of sports in French before learning how to use the correct vocabulary to express their likes and dislikes about these. They will then apply this knowledge to prepare a keep fit plan for the week ahead. Next, they will use a bilingual dictionary to locate the French words for a range of healthy foods and will use these within a conversation. They will then design a healthy, balanced meal and label their chosen food items in French.

SCIENCE – LIVING THINGS AND FORCES

The children will begin by describing the life cycles of mammals, amphibians, insects and birds. They will work scientifically by comparing the life cycles of plants and animals in our local area with other plants and animals around the world. Next, the children will study forces such as Gravity and will learn how Newton and Galilei helped to develop the theory of gravitation. They will investigate the effects of water resistance, air resistance and friction before exploring how mechanisms such as pulleys and gears allow a small force to have a greater effect.

GEOGRAPHY – BRAZIL

The children will study the brief given to the architect, John Roberts, who is currently designing the stadium for the Brazilian Olympics in 2016. Using this as a stimulus, they will locate Brazil and its neighbouring countries using atlases before planning his air journey there. They will help him to look for potential locations for the stadium whilst considering the human and physical features of these using maps. They will produce their own detailed sketch maps of their proposed stadiums and the surrounding area and consider its effect on the environment.

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RE – PRAYER AND MEDITATION

The children will begin by considering what meditation is and what it means to Buddhists. They will compare the prayer rituals of Buddhists and Christians before studying their important prayers for special occasions. They will use this study to inspire their own poetry linked to their own beliefs. They will study the five precepts of Buddhism and consider whether they could live by such rules. They will discuss our school rules and consider why these can help to minimise conflict.

HISTORY – THE INCAS

The children will begin by studying a timeline of the early South American tribes before considering Manco Capac and the Inca's story of creation. They will investigate how The Incas managed to survive in the Andes Mountains by using historical sources and artefacts to find out about their clothing, food and housing. They will write reports on their religious festivals and learn why 'Inti' was so important. They will write newspaper reports about the discovery of Machu Picchu by Hirman Bingham in 1911 and write diary extracts about visiting the Inca trail today.

DT – INCAN MASKS

The children will use research to produce detailed, annotated sketches of Incan sun masks. Following this, they will design their own mask. Next, they will explore a range of common, mouldable materials that could be used to create a mask, such as: clay and salt dough. They will learn and refine different ways to decorate and finish materials like these. Next, they will follow and evaluate a range of recipes to make their own salt dough before selecting their favourite to use to make their final product. They will then use acrylic paint to decorate their mask.

MUSIC – MOVIE MUSIC

This term, the children will explore and compare music from 1920s animated films to present day movies. They will learn common techniques for creating soundtracks and film scores. They will look at graphic representations of musical sound effects, explore changing tempo to reflect different actions and discuss how music can be used to suggest a mood. They will perform sound effects for a silent animation. Using this knowledge, they will create their own cue scores and select instruments to compose a soundtrack for their own jungle movie!

ART – HENRI ROUSSEAU

To begin with, the children will study a range of jungle paintings by Henri Rousseau. They will recognise and discuss his 'child-like' style. Following this study, they will create their own paintings which feature different Amazonian animals in a tropical storm! The children will then look at the tile artwork found on the Lapa stairs in Rio De'Janeiro. They will learn the story behind the artwork before considering the different tile designs from all over the world. They will use tile paints to create their own tile which represents their chosen country of the world.

OUTDOOR PE – TAG RUGBY

To begin with, the children will work with a coach from Castleford Tigers to develop their understanding of handling and passing the ball to maintain possession in rugby. They will work on kicking effectively and will apply and develop these skills within competitive games. Next, they will learn the skills and rules for rounders. They will work on their batting skills before looking at being an effective fielder. The children will practise throwing and receiving the ball over long and short distances with increasing accuracy. They will apply these skills within a tournament.

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PSHCE – GOING FOR GOALS

The children will explore resilience and persistence. They will suggest ways to bounce back or maintain effort through difficult experiences or after a mistake or failure.

ENRICHMENT

They will visit Chester Zoo where they will take a virtual tour into the depths of the rainforest before observing the Amazonian animals on the rainforest trail.

INDOOR PE – THE RAINFOREST

In Dance, the children will use a range of compositional devices, such as: motif development, repetition and group organisation to create a dance sequence to represent the destruction and regeneration of the rainforest. They will evaluate, refine and develop their work. In Gymnastics, the children will identify five basic jumps and demonstrate a variety of clear body shapes in the air. They will learn how to take off and land safely in different directions and join their ideas to compose a simple sequence using a range of apparatus.