

COMPUTING – CRUMBLE

The children will learn how to design and write computer programs that accomplish a specific goal. The children will use the program *Crumble* to create a program that controls physical systems. This program will animate a space scene, that the children create, using different outputs. They will use logical reasoning to explain how some algorithms are working. They will also have the opportunity to debug and solve problems by detecting and correcting errors in algorithms.

MFL – WEATHER

The children will be learning how to say and describe the different weather conditions in French. They will play games to embed this knowledge. They will use this knowledge to ask questions about the weather. They will apply their new skills, as well as using the correct pronunciation, to have a conversation about the weather. The children will link this new knowledge with their previous knowledge of hobbies to describe how the weather may change their plans.

SCIENCE – EARTH AND SPACE

The children will name the eight planets in the solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune) and describe the movement of the Earth and other planets in relation to the sun. They will learn how to describe the movement of the moon relative to the Earth and use the idea of the Earth's rotation to explain day and night. They will create their own shadow clock and use these to carry out more complex scientific experiments. Detailed diagrams and line graphs will be drawn to show the children's findings.

GEOGRAPHY – BIOMES AND VEGETATION BELTS

The children will then learn the names of different biomes (rainforests, deserts, savannah, woodlands, grasslands and tundra) and locate them on maps of the world. The children will then describe and understand key aspects of biomes and vegetation belts. They will look at how animals and plants are adapted to survive in various biomes and compare the climate of a woodland and rainforest to understand the differences of biomes around the world. They will realise that biomes are large areas of the planet with similar landscapes, plants, animals and climate.

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RE – OUR COMMUNITY

The children will consider what places of worship we can find in Hemsworth (St Helen's Church, Hemsworth Christian Fellowship, Hemsworth Methodist Church) and the faiths that are represented. They will begin to understand why people might call themselves atheists or agnostics. Finally, they will use census information to find out about more about the religious make up of Hemsworth. Using this information, they can compare Hemsworth to how different faiths are represented nationally.

HISTORY – SPACE EXPLORATION

The children will begin by constructing time lines to show how space exploration has developed from the 1950s to the present day. They will recognise that probes and animals were sent into space before humans. They will write a diary entry from the perspective of Neil Armstrong when he completed the mission to the moon, thinking carefully about the impact of this mission on the world. They will look at how USA and the Soviet Union competed against each other in the Space Race before showing how they worked together, along with other countries, to build the international space station.

DT – SPACE BUGGIES

The children will begin by exploring a range of moving toys. They will analyse features such as: axles, wheels, motors and control fittings. They will then learn how to make and secure a basic chassis before considering the proportion, size and net design of their own space buggy. Next, they will explore how they will make their buddy function on its own by looking at a range of transmission systems, switches, lights and buzzers and how these could be incorporated into their final product. Finally, they will test their buggy and evaluate the effectiveness of their toy.

MUSIC – POP

The children will recap on the key musical terms that they learnt in the spring term by playing different games. The children will use dynamics flashcards to play instruments in various ways. Next, they will compose and perform melodies using four or five notes. Finally, the children will develop an understanding of the history of music. They will discover and learn about the Baroque, Classical, Romantic and Modern periods. They will play activities to help them order these key periods on a timeline.

ART – STARRY NIGHT

The children will appraise a range of work by Van Gogh before focussing on 'Starry Night.' They will explore the different colours within the painting before learning how to create different shades and tints of a colour using black and blue paint. They will apply these skills and use this style to create their own starry night images using famous skylines from around the globe. Next, the children will compare the use of colour and line in 'The Tree of Life' by Gustav Klimt's. They will use their skills to create their own representations of this piece, using black ink.

OUTDOOR PE – ATHLETICS

Throughout this unit, children will continue to work on a range of athletics skills and will describe the short-term effects on their body when they exercise. They will understand how athletic activities can develop stamina, strength and suppleness and the positive effects of this. They will recognise the effects produced by a standing start, a falling start and a reaction start on their sprinting speed. They will work on a variety of throwing techniques and jumping combinations. They will take part in a variety of games to develop their control and accuracy.

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RELATIONSHIPS AND HEALTH

The children will learn about how viruses are spread and understand how germs are passed. They will understand how viruses can be treated. The children will revise what they learnt about first aid in Year 4 when dealing with a cut before considering how to support someone with a head injury. They will act out the key steps to help them remember this. A visit from the school nurse will allow the children to remember the key facts about puberty and the changing adolescent body.

INDOOR PE – VOLCANOES

In gymnastics, the children will identify and use spinning, rotation and rolling around three different axes. They will use these movements to create sequences which show an understanding of speed, level and direction. They will be encouraged to adapt, refine and improve specific skills. In dance, the children will use props to create sequences which represent a volcano eruption and the lava flow. They will create the different sections so that they show clear changes in moods and dynamics. They will remember and perform the whole dance.