

Science:**Materials:**

- 1) Observe and describe what happens when solids are added to water.
- 2) Explain in terms of the size of the particle why different methods have to be used to separate them.
- 3) Classify changes as reversible or irreversible.
- 4) Describe what happens to some materials when they are heated.
- 5) Describe what happens to some materials when they are cooled *e.g. water, steam* and say whether these changes are easily reversed
- 6) Identify hazards associated with burning materials
- 7) Describe what is seen when common materials *e.g. wax, wood, natural gas* are burned
- 8) Recognise that new materials are made *e.g. ash, gases* when materials are burned.

Applications of science

Teachers should use this unit to revisit each of the topics covered in the year and complete investigations to show how the concepts could be applied.

Assessments for mastery could be formalised here.

Computing:

We are bloggers

- 1) Access online blogs.
 - 2) Write a blog post in Word using and layout in various ways.
 - 3) Upload a blog post.
 - 4) Write blogging guidelines.
 - 5) Add multimedia to a post.
- We are architects
- 6) Research a physical space.
 - 7) Use a digital camera.
 - 8) Design a 3D image.
 - 9) Add surface designs to my shape.

Trips, Visitors and Outdoor Learning:

Alan Murphy – Stone Age visitor
Cambridge University

History:**To investigate and interpret the past:**

- 1) Select suitable sources of evidence, giving reasons for choices.
- 2) Refine lines of enquiry as appropriate.
- 3) Understand that no single source of evidence gives the full answer to questions about the past

To build an overview of world History:

- 4) Describe the social ethnic cultural or religious diversity of past society
- 5) Describe the characteristic features of the past including ideas, beliefs, attitudes and experience of men, women and children .

To understand chronology

- 6) Understand the concepts of continuity and change over time representing them along with evidence on a timeline
- 7) Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- 8) Identify periods of rapid change in history and contrast them with times of relatively little change.

To communicate historically

- 9) Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.

Programme of Study

Topic: In the Beginning

Year: 5

Term: Summer

Geography: N/A

Art and Design:

- 1) Study a range of cave paintings and the materials used.
- 2) Record observations and ideas in sketch books (cave paintings) (Painting)
- 3) Improve their mastery of art and design techniques including brush strokes, colour mixing, mixing paint from natural materials and developing texture through paint.

Design Technology

- 1) Research ancient methods of dyeing fabric.
- 2) Select from a wide range of materials for their aesthetic qualities (natural dyes).
- 3) Develop their dyeing techniques using natural materials.

RE**Buddhism: The Sangha****Sikhism: The Guru Granth Sahib**

- 1) Explain the practices and lifestyles involved in belonging to a faith community.
- 2) Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles
- 3) Show an understanding of the role of a spiritual leader

Music:

1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2. Listen with attention to detail and recall sounds with increasing aural memory.
3. Use and understand staff and other musical notations.
4. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
5. Develop an understanding of the history of music.

Languages:

2. Engage in conversations, ask and answer questions; express opinions and respond to others; seek clarification and help others.
1. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
3. Use correct pronunciation in spoken work.
Write some familiar simple words from memory.
4. Have some contact with the country/countries. Recognise a children's song, rhyme or poem well known to native speakers.

National/International Links:**Physical Education:**

- 1) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- 2) Develop flexibility, strength, technique, control and balance