



Y5 Medium Term Plan Summer 2

	Science	Humanities	RE	Computing
Theme	<p>Living Things and Habitats Key Knowledge:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p> <p>Key Skills:</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>reporting and presenting findings</p>	<p>Geography - Rivers Key skills</p> <ul style="list-style-type: none"> •Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied •Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Key knowledge</p> <ul style="list-style-type: none"> •Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (rivers), and land-use patterns; and understand how some of these aspects have changed over time •Physical geography, including: rivers and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Trip: The Thames, London</p>	<p>TOPIC - Christianity Beliefs and practices</p> <p>KQ: What is the best way for a Christian to show commitment to God?</p> <p>Key skills</p> <ul style="list-style-type: none"> -can explain why one way of showing commitment may not be better than another. <p>Key knowledge</p> <ul style="list-style-type: none"> • I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. <p>(Love your neighbour, church, prayer, ceremonies, charity, Faith in action (Mother Teresa, Martin Luther King) Communion)</p>	<p>Unit 5.6 3D Modelling</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - evaluate, refine, edit, and adapt models to suit a design brief - design a 3D model to fit certain criteria <p>Key Knowledge:</p> <ul style="list-style-type: none"> - Pupils know what the 2Design and Make tool is for. - To understand that models are made for a purpose and identify audience - To know what it means to refine a design

	<p>from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>	Docklands Museum		
Week 1	<p>SK: To be able to identify a plants' reproductive systems.</p> <p>WS: To be able to use scientific diagrams and labels</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Dissect and label the parts of a flower, identifying the male and female gametes - Research the life cycle and reproduction of their flowering plant <p>Key knowledge:</p> <ul style="list-style-type: none"> - To know the meaning of reproduction - To know that animals and plants reproduce differently - To know a plants life cycle and the different stages 	<p>LO: To understand the water cycle and the distribution of water in the UK.</p> <p>Key skills:</p> <p>To use maps to follow the journey of water from source to consumption in the UK.</p> <p>Key knowledge:</p> <p>(To describe and understand key aspects of physical geography including the water cycle, and human geography including the distribution of natural resources including water)</p> <ul style="list-style-type: none"> · To recap and consolidate knowledge of the water cycle · To understand the distribution of water in the UK · To understand the treatment of water in the UK to make water safe for home use and drinking 	<p>KQ: What is the best way for a Christian to show commitment to God?</p> <p>Engagement lesson</p> <p>Is it OK to lie?</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Interpretation <p>Key knowledge:</p> <ul style="list-style-type: none"> - To know that Christians have values that will be similar to their own - To know that there are other options apart from their own - To know the story of 'The Hiding Place' and to know the morals of the story 	<p>LO: To be Introduced to the 2Design and Make tool.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Can access a program that designs and creates models <p>Key Knowledge:</p> <ul style="list-style-type: none"> - Pupils know what the 2Design and Make tool is for.
Week 2	<p>SK: To Investigate ways that plants reproduce asexually.</p> <p>WS: WS: To be able to use scientific diagrams and labels</p> <p>Key skills:</p>	<p>LO: To be able to describe the features of a river and how rivers are formed.</p>	<p>LO: To investigate the Ten Commandments and commitment</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Investigation - To be able to investigate whether the ten 	<p>LO: • To explore the effect of moving points when designing.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Able to change a variable in a model/

	<p>- Identify and be able to explain the ways that plants can reproduce asexually, both naturally and artificially</p> <p>- Set up an investigation into artificial asexual reproduction in flowering plants</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know that asexual reproduction is reproduction that does not involve sex cells and requires one parent. - to know that asexual reproduction will result in offspring that is identical - to know that sexual reproduction involves sex cells and requires 2 parents. - to know that sexual reproduction will result in offspring with genetic variance. - To be able to identify common plants that reproduce asexually e.g. potatoes, daffodils, bacteria, 	<p>Key skills:</p> <p>To interpret a range of geographical information: looking at photos, data and maps of rivers</p> <p>To communicate geographical information in a variety of ways: to present the features of a river in a annotated diagrams and written definitions</p> <p>To use atlases and maps to describe features studied: to identify features of major rivers on maps, atlases and Google Earth</p> <p>Key knowledge:</p> <p>(To describe and understand key aspects of physical geography including rivers)</p> <p>To be able to identify and describe:</p> <ul style="list-style-type: none"> - the source of a river - the upper, middle and lower course sections - the estuary / mouth 	<p>commandments have elements of commitment and how this is portrayed.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> - To know the 10 commandments - To know how the commandments show commitment - To know that we have our own beliefs that also show commitment in different ways 	<p>design</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know what a 3d model is - To know what a template is
<p>Week 3</p>	<p>SKLO: To investigate Insect and Amphibian Life Cycles</p> <p>WSLO::To be able to use scientific diagrams and labels</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - to be able to draw the life cycles of two insects and an amphibian To be able to identify the different steps in a life cycle for an insect and an amphibian - to be able to compare the life cycles on two different types of animal 	<p>LO: To understand the processes of erosion and deposition and the formation of waterfalls.</p> <p>Key skills:</p> <p>To use maps, atlases and Google Earth to locate the features studied (waterfalls).</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> - To define, describe and understand the key physical processes of erosion (The removal of 	<p>LO: To investigate the idea of commitment</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Investigation <p>Key knowledge:</p> <ul style="list-style-type: none"> - To understand and investigate the meaning of 'Love thy neighbour' and what it means to them - To understand how christians are committed to god e.g going to church, reading the bible, being christened/holy communion, following the word of god, praying to 	<p>LO:To design a 3D model to fit certain criteria.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To edit models <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To understand that models are made for a purpose and identify audience

	<p>- Research the life cycle of insects and amphibians noting that they reproduce sexually</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> - To know the life cycle on an insect - To know the life cycle of an amphibian - To know the meaning of reproducing sexually. 	<p>weathered sediment or rocks by the forces of wind, water, and ice.), transportation (It is the movement of eroded material in the medium of air, water or ice.) and deposition (Laying down of sediment transported by wind, water, or ice)</p> <ul style="list-style-type: none"> - To describe and understand the formation of oxbow lakes (Oxbow lakes are created when meanders are cut off from the rest of the channel because of lateral stream erosion.) - To understand how waterfalls are formed and their key characteristics (A waterfall is a sudden drop along the river course. It forms when there are horizontal bands of resistant rock (hard rock) positioned over exposed, less resistant rock (soft rock).looking closely at Niagara Falls and Angel Falls 	<p>god, celebrating and involved in religious festivals e.g. Easter,</p> <ul style="list-style-type: none"> - To understand and identify their own commitments and how it can be applied to their own lives. 	
<p>Week 4</p>	<p>SK: To investigate Mammal and Bird Life Cycles</p> <p>WS:To be able to use scientific diagrams and labels</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - to be able to draw the life cycle of a mammal - to be able to draw the life cycle of a bird - To be able to identify the different steps of life cycles for birds and for mammals - to be able to compare the life cycles on two different types of animal 	<p>LO: To understand flooding and its prevention in the United Kingdom.</p> <p>Key skills:</p> <p>To use maps and atlases to locate the key locations studied (Gloucestershire).</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> - To understand the theory of flooding; why and how rivers succumb to overbank flow 	<p>LO: To research Martin Luther King Jr/Mother Teresa</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Investigation <p>Key knowledge:</p> <ul style="list-style-type: none"> - To know who MLK is (Leader of the civil rights movement in America during the 1950/60s) - To know who Mother Teresa is (A Catholic nun and missionary who devoted her life to looking after the sick and poor) 	<p>LO:To refine and print a model.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To create a 2D net - <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know that 2D models are a scaled down version of the idea - To know what it means to refine a design

	<p>Key knowledge</p> <ul style="list-style-type: none"> - To know the difference between a mammal (warm blooded vertebrate that gives birth to live young) and bird (warm blooded egg laying vertebrate, with wings/beak/feathers) - To know that mammals and birds have different life cycles - To understand that mammals and birds reproduce sexually 	<ul style="list-style-type: none"> · To understand the reasons for flooding (heavy or prolonged rainfall, topography of the landscape, morphology of rocks and soil, human activity) · To examine a case study of a flood in the UK (Gloucestershire 2007) and its effects in the physical environment and its surrounding community 	<ul style="list-style-type: none"> - To know how people have shown their christian faith and how it has helped the wider community (e.g. through charities, through harvest festivals, look at local community activities) 	
<p>Week 5</p>	<p>SK: To understand gestation and growth in animals</p> <p>WS:</p> <p>Key skills:</p> <ul style="list-style-type: none"> - To be able to group animals into their reproductive groups - To be able to explain typical gestation periods for mammals, birds, insects, amphibians, fish. - To be able to explain the typical growth processes for mammals, birds, common insects, amphibians and fish. - To be able to identify the different stages of gestation in mammals <p>Key knowledge:</p> <ul style="list-style-type: none"> - To know the meaning of gestation (the process or period of developing inside the womb between conception and birth) 	<p>LO: To be able to name and locate major rivers in the UK and around the world.</p> <p>Key skills:</p> <p>To be able to identify major rivers in the UK and other countries around the world by using research, digital/computer maps, atlases and globes.</p> <p>Key knowledge:</p> <p>(To describe and understand key aspects of physical geography including rivers, to understand geographical similarities and differences of a region of the UK, a European country and a region within North or South America)</p> <ul style="list-style-type: none"> · The names and locations of the 3 longest rivers in the UK (River Severn, River Thames, River Trent) and the world (the Nile, the Amazon, the Yangtze) · To understand the uses of 	<p>LO: Does attending church every Sunday show commitment to God?</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Analysis <p>Key knowledge:</p> <ul style="list-style-type: none"> - To understand how people show commitment in different ways e.g. going to church weekly, praying, daily, reading the bible, treating others how they would like to be treated, - to understand the tradition of baptism/christenings. Why they are significant (shows commitment to their faith and beliefs) 	<p>LO:</p> <p>Key Skills:</p> <p>Key Knowledge:</p>

	<ul style="list-style-type: none"> - To know the meaning of growth (The gradual increase in size, brain development, muscle etc) - To know that different animals have different gestation periods e.g Humans 266, rats 21 days 	<p>rivers and why people might choose to live near to them (water sources, trade links)</p> <ul style="list-style-type: none"> - To understand how humans' relationships with rivers have changed over time 		
<h2 style="text-align: center;">Week 6</h2>	<p>SK: To investigate vegetative reproduction</p> <p>WS: To be able to plan the correct enquiry to answer a question.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Children learn that, unlike animals, pieces broken off from plants can grow into another individual organism. - By cutting up a plant such as a potato or tomato plant, children investigate which parts will grow into a new individual <p>Key knowledge:</p> <ul style="list-style-type: none"> - To know which parts of a plant hold the reproductive organs (pollen, ovule, ovary, pollen tube) - To understand how plants are grown for mass consumption and how new plants can be grown from different vegetation e. GMO products, 	<p>LO: To describe and understand the features and functions of the River Thames</p> <p>Key skills:</p> <p>To use OS maps to investigate the features of the Thames and its surrounding landscape, both rural and urban. To use keys, contour lines and grid references (four and six figure) to interrogate evidence about the Thames.</p> <p>Key knowledge:</p> <p>(To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features including rivers)</p> <ul style="list-style-type: none"> - To be able to apply knowledge of rivers to a particular river and its surroundings (the Thames) - To understand how the River Thames and its functions have changed physically over time e. g The Thames is now used mostly for tourism whereas it was previously used as a key part of transporting goods, used for sewage. - To understand the why the 	<p>Assessment</p> <p>KQ: What is the best way for a Christian to show commitment to God?</p>	<p>LO:</p> <p>Key Skills:</p> <p>Key Knowledge:</p>

		Thames is liable to flooding, and explore the Thames Barrier and its mechanisms. (e.g. melting of the the ice caps, causing more water to be in the north sea, which will increase tidal surges)		
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