



## Year 5 Medium Term Plan Spring 2

	Science	Humanities	RE	Computing
<b>Theme</b>	<p>Theme: Animals including Humans Key skills: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>Key knowledge: describe the changes as humans develop to old age</p> <p>Enrichment: None</p> <p>Trips: Natural History Museum</p> <p>Visitors</p>	<p>Theme: GREECE VS UK Key skills •Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied •Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world •Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Key knowledge •Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America •Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Describe and understand key aspects of: • Physical geography, including: climate zones, rivers, mountains, 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. Enrichment: Trips</p>	<p>TOPIC - Christianity Easter (Salvation)</p> <p>Key question for this enquiry: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Key skills - I can give an example of someone with a strong sense of purpose for their life and give my opinions on this</p> <p>Key knowledge I know the events in Holy Week</p> <p>I know (and have an opinion of) whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p>Unit 5.4 Databases</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Pupils know the term 'database' (a tool that allows us to store and then sort information)</li> <li>• To create an individual and collaborative database</li> <li>• To design and enter information accurately onto a database</li> <li>• To use search functionality</li> <li>• To use graphical tools, table views and search for appropriate content</li> <li>•</li> </ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable</li> </ul>

		Visitors		ble behaviour; identify a range of ways to report concerns about content and contact.
<b>Week 1</b>	<p>LO: To describe what I already know about 'animals, including humans'</p> <p>Key skills To recall previous information</p> <p>To generate questions</p> <p>Key knowledge Knowledge covered in previous years</p>	<p>LO: To Locate Europe on a world map and identify some of its characteristics.</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- To be able to use a map accurately</li> <li>- To be able to identify Europe and the UK on a map.</li> </ul> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>- To know that the UK is in Europe</li> <li>- To know that Europe is a continent</li> <li>- To know that Europe is in the Northern Hemisphere.</li> <li>- To know that Europe consists of many countries.</li> </ul>	<p>LO: To explore the concept of destiny</p> <p>Key Skills</p> <ul style="list-style-type: none"> <li>- Investigation of the concept of destiny and control over one's own life</li> <li>- Interpretation of their own belief and understanding of destiny, and concept of predetermination and free will</li> </ul> <p>Key knowledge</p> <ul style="list-style-type: none"> <li>- What do you have most control over in your life?</li> <li>- When would you expect to have complete control over your own life, a purpose for your life</li> </ul>	<p>LO:• To learn how to search for information in a database.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>● Pupils can search a database to answer questions correctly.</li> </ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>● Pupils know the term 'database' (a tool that allows us to store and then sort information)</li> <li>● Pupils understand the different ways to search a database.</li> <li>● Pupils know how to keep themselves safe on the internet (reporting/informing a trusted adult/ using reputable sources)</li> </ul>

<h2 style="text-align: center;">Week 2</h2>	<p>LO: To investigate the different gestation periods of animals</p> <p>To record complex data using a scatter graph Key skills To communicate data using a scatter graph</p> <p>To present conclusions</p> <p>To use evidence to refute or support an idea</p> <p>Key knowledge Gestation periods of animals</p> <p>Relationship between size and gestation period</p>	<p>LO: To Locate some of Europe's countries and capitals, and find out more about them.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>- To be able to use a map accurately</li> <li>- To be able to locate some countries in Europe</li> <li>- To identify key cities in Europe.</li> <li>- To be able to research information on cities in Europe.</li> </ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>- To know that the UK is in Europe</li> <li>- To know that Europe is in the Northern Hemisphere.</li> <li>- To know that Europe consists of many countries.</li> <li>- To know the significance of some cities across Europe.</li> </ul>	<p>Lo: To explore the intention of God's plan for Jesus</p> <p>Key skills</p> <ul style="list-style-type: none"> <li>- Investigation of God's plan for Jesus, according to what we already know about Him</li> <li>- Interpretation of what we already know about Jesus, looking at different viewpoints, building on Autumn 2 Christmas unit</li> </ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>- What do we think was God's plan for Jesus' life, according to Christianity?</li> <li>- What do you think of this plan</li> <li>- What might it say about God?</li> </ul>	<p>LO:• To contribute to a class database.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>● Pupils can design an avatar for a class database.</li> <li>● Pupils can successfully enter information into a class database.</li> </ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>● Pupils know the term 'database' (a tool that allows us to store and then sort information</li> <li>● Pupils understand the different ways to search a database.</li> <li>● Pupils know how to keep themselves safe on the internet (reporting/informing a trusted adult/ using reputable sources)</li> </ul>
<h2 style="text-align: center;">Week 3</h2>	<p>LO: To understand how the weight of a baby changes</p> <p>To compare data and draw</p>	<p>LO: To Explore different European cuisine.</p> <p>Key skills:</p>	<p>LO: To explore Jesus' knowledge and understanding of God's plan</p> <p>Key skills :</p> <ul style="list-style-type: none"> <li>- Investigation of Christian</li> </ul>	<p>Lesson 3 and 4</p> <p>LO: To create a database around a chosen topic.</p>

	<p>conclusions</p> <p>Key skills To record data in tables</p> <p>To present conclusions</p> <p>To use evidence to refute or support an idea</p> <p>Key knowledge Changing weight of babies</p> <p>Relationship between age and mass of baby</p>	<ul style="list-style-type: none"> <li>- To be able to identify european cuisines</li> <li>- To be able to discuss differences and similarities between different european countries cuisines</li> </ul> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>- To know that Europe is a diverse continent</li> <li>- To know the differences between different countries</li> <li>- To know some influences on some european country cuisine</li> </ul>	<p>belief as to Jesus' understanding of His purpose on Earth</p> <ul style="list-style-type: none"> <li>- Interpretation of these beliefs; why do chn think Christians believe this? Do chn think he understood his purpose?</li> </ul> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>- Was Jesus aware of God's plan?</li> <li>- Was Jesus aware of his own purpose for Christianity?</li> <li>- What evidence is there to show this?</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>● Pupils can create their own database on a chosen topic.</li> <li>● Pupils can add records to their database</li> </ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>● Pupils know what a database field is and can correctly add field information.</li> <li>● Pupils understand how to word questions so that they can be effectively answered using a search of their database.</li> </ul>
<b>Week 4</b>	<p>LO: To research the different phases of the human life cycle</p> <p>To report the findings of my research</p> <p>Key skills To research phases of human life</p> <p>Present data orally and on a timeline</p> <p>Key knowledge To know the phases of a human's life</p>	<p>LO: To identify the mediterranean and its characteristics</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- To be able to identify the mediterranean sea on a map</li> <li>- To identify the countries that surround the mediterranean</li> </ul> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>- To know what pull and push factors are</li> <li>- To know the different types of tourism</li> <li>- To know the different uses of the mediterranean</li> </ul>	<p>LO: To explore the Bible and what it says about Jesus' awareness</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- Investigation of Bible passages referring to Jesus' awareness of God's plan</li> <li>- Analysis of validity of the Bible passages investigated, and what these suggest about Jesus' awareness</li> </ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>- What the bible says about whether Jesus was aware of God's plan</li> <li>- Which argument has more evidence, for or against Jesus' awareness?</li> </ul>	
<b>Week 5</b>	<p>LO: To be able to describe changes during puberty</p> <p>To record data using scientific diagrams</p> <p>Key skills</p>	<p>LO: To be able to research facts on Athens (Greece)</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- To be able to identify Greece on a map</li> <li>- To be able to use the internet to search for</li> </ul>	<p>LO: To evaluate Christian beliefs about the crucifixion and resurrection</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- Analysis of Bible passages on crucifixion and resurrection of Christ over</li> </ul>	<p>Use the next 2 lessons to complete this unit.</p> <p>Children to ensure they have the evidence for this unit.</p> <p>Edit and improve their work</p>

	<p>To record using scientific diagrams</p> <p>To use key scientific vocabulary</p> <p>Key knowledge To know what happens to the human body during puberty</p>	<p>specific information</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>- To know that Greece is in Europe</li> <li>- To know the bodies of water that surround Greece.</li> <li>- To know the human geography of Greece, in particular Athens</li> <li>- To know the significance of Greece in Modern history.</li> <li>- To know how to keep safe online.</li> </ul>	<p>Easter</p> <ul style="list-style-type: none"> <li>- Evaluation of truth and validity of these passages - why do chn think Christians believe this happened?</li> </ul> <p>Key Knowledge :</p> <ul style="list-style-type: none"> <li>- Why did Jesus stay in Jerusalem if He knew he was destined to die?</li> <li>- Do Christians believe God intended for Jesus to be crucified</li> <li>- What do you think about the Christian belief that the crucifixion and resurrection were Jesus' purpose?</li> </ul>	
<p><b>Week 6</b></p>	<p>LO: To communicate what I have learned about 'Animals, including Humans'</p> <p>Key skills Mind-mapping</p> <p>Summarising ideas and knowledge</p> <p>Key knowledge Previous knowledge in topic</p>	<p>LO: To Compare life in Athens with my life and my local area.</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- To be able to identify Greece on a map</li> <li>- To be able to identify Athens on a map</li> <li>- To be able to compare physical and human geography of Athens with London</li> <li>- To be able to identify local area on a map.</li> </ul> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>- To know what physical geography is</li> <li>- To know what human geography is</li> <li>- To know where Greece/Athens is on a map</li> </ul>	<p>LO: To discuss and evaluate the plan in my own life</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>- Evaluation of what they have learned over the unit</li> <li>- Reflection on what they have learned and linking to the first lesson in unit - have their views changed on destiny and free will? Do they now believe they have a plan for their own life?</li> </ul> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>- Do you have a purpose for your life?</li> <li>- Where does destiny fit in?</li> <li>- Can you choose your own destiny, or is this predetermined?</li> </ul>	<p>LO:</p> <p>Key Skills:</p> <p>Key Knowledge:</p>