



Y5 Summer 1 Medium Term Plan

	Science	Humanities	RE	Computing
Theme	<p>Theme: Earth and Space</p> <p>Key skills: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>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:</p> <p>describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>describe the movement of the moon relative to the Earth</p> <p>describe the sun, Earth and moon as approximately spherical bodies</p>	<p>Theme: Ancient Greece</p> <p>Key skills Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time Develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key knowledge Who were the Ancient Greeks? Democracy Olympics Gods and goddesses Battle of Troy Trojan War</p>	<p>TOPIC - Sikhism</p> <p>Key question for this enquiry: What is the best way for a Sikh to show commitment to God?</p> <p>Key skills: - I can start to express what I think about the best way a Sikh could show commitment to God</p> <p>- I can explain why one way of showing commitment may not be better than another.</p> <p>Key knowledge: I know how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others ('Sewa' -means helping other, 5 Ks in their lives, Gurdwara- prayer and worship there)</p>	<p>Unit 5.5 Game Creator</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - can combine text, sound, and graphic components within a 2DIY3D game. <p>Key Knowledge:</p> <ul style="list-style-type: none"> - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - analyse what makes a successful computer game

	<p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Trips: Greenwich Observatory</p>	<p>Comparison with today- impact on western life.</p> <p>Enrichment: N/A</p> <p>Trips: British Museum</p> <p>Visitors: N/A</p>		
<p>Week 1</p>	<p>LO: To describe what I already know about 'Earth and Space'</p> <p>Key skills To generate questions</p> <p>Key knowledge Knowledge covered in previous years</p> <ul style="list-style-type: none"> • Moon revolves around the Earth • Sun is at the centre of the Solar System • Planets have different orbits around the Sun • Different orbits take different amounts of time • Moon does not generate its own light, rather reflects the light from the Sun 	<p>LO: To explore the structure of Ancient Greek society</p> <p>Key skills: They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Key knowledge: Greek city-states</p> <p>Ancient Greek role in forming democracy, and what this looked like</p> <ul style="list-style-type: none"> • Ancient Greece was formed from a number of city-states, eg Athens, Sparta, Corinth, Boeotia etc • Each city state had its own army, and would often go to war with each other • People would gather in the city square to debate issues, and a consensus would be reached from there, like modern democracy • 2 most powerful were 	<p>LO: To understand that there are different factors that affect our everyday choices</p> <p>Key Skills Investigation: factors that affect everyday choices</p> <p>Analysis: how strong the effect is</p> <p>Key knowledge: Factors affecting everyday choices</p> <p>Sikh turbans and compulsory motorcycle helmets</p> <p>Change in the law to allow Sikhs to wear turbans instead</p>	<p>LO: To review and analyse a computer game</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To describe some of the elements that make a successful game. - To begin the process of designing their own game. <p>Key Knowledge:</p> <ul style="list-style-type: none"> - Know what a game is - Know the main requirements of a game

		Athens and Sparta, held influence over much of the rest of Greece		
Week 2	<p>LO: To identify and explain how distance from the Sun affects a planet's atmosphere</p> <p>To report and present findings from enquiries</p> <p>Key skills 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</p> <ul style="list-style-type: none"> • Closer to the sun, warmer the atmosphere • Venus' atmosphere is so hot it can melt lead • Neptune has frozen surface - not enough heat to melt ice caps • Earth is in the 'Goldilocks' zone - just the right temperature to support life, and not evaporate water 	<p>LO: To explore the Ancient Greek pantheon</p> <p>Key Skills: Develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Key Knowledge: Greek Gods and realms of influence</p> <p>Influence of Greek pantheon on others, particularly Roman</p> <p>[Roman equivalents]</p> <ul style="list-style-type: none"> • Zeus, King of Gods, son of Kronos the titan [jupiter] • Ares, god of war [mars] • deess of wisdom, patron goddess of Athens [minerva] • Hades, god of Death, son of Kronos [pluto] • Poseidon, god of the sea, son of Kronos [neptune] 	<p>LO: To understand the 5Ks and what they represent</p> <p>Key skills: Investigation: 5Ks and what they represent</p> <p>Analysis: what they mean to Sikhs</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Kangha - comb • Kirpan - sword • Kara - bracelet • Kachera - shorts • Kesh - uncut hair 	<p>LO: To design the game environment.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Pupils can design the setting for their game so that it fits with the selected theme. - Pupils can upload images or use the drawing tools to create the walls, floor, and roof. <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know what a game environment is
Week 3	<p>LO: To be able to describe the movement of the planets relative to the Sun.</p> <p>To record data using scientific diagrams.</p> <p>Key skills recording data and results of increasing complexity using</p>	<p>LO: To identify the key events leading to the Trojan War</p> <p>Key skills: They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed</p>	<p>LO: To analyse how the treatment of the Guru Granth Sahib shows respect to God</p> <p>Key skills : Analysis: how treatment of the Holy Book demonstrates respect for God</p> <p>Key knowledge: Sikh treatment of their Holy Book How this shows respect for God</p>	<p>LO: To design the game quest to make it a playable game</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Pupils can design characters for their game. - Pupils can decide upon, and change, the animations and sounds that the characters

	<p>scientific diagrams and labels,</p> <p>Key knowledge</p> <ul style="list-style-type: none"> - Sun at the centre of the Solar System - Order of the 8 planets - Distance from Earth to Sun = 149.43million km 	<p>responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key knowledge: Events leading to Trojan War</p> <ul style="list-style-type: none"> • Menelaus, King of Sparta • Helen of Troy, Menelaus' wife • Paris of Troy • Achilles • Paris' visit to Sparta and stealing of Helen • Greeks send 1,000 ships to 'rescue' Helen 	<ul style="list-style-type: none"> • Cover their head when praying • Book is kept in a separate room • Placed on a raised plinth/throne • Remove shoes before entering room • Bowing head to the ground 	<p>make.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know what a game quest is (A quest, or mission, is a task in video games that a player-controlled character, party, or group of characters may complete in order to gain a reward -) - To know how to make a game 'playable'
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Week 4

LO:
To be able to describe the movement of the Moon relative to the Earth.

To report and present findings from enquiries

Key skills
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

Key knowledge
Moon orbits the Earth
Moon reflects the light from the Sun
Different phases of the Moon

LO:
To identify the key events during the Trojan War, and the aftermath

Key skills:
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Key knowledge:
Key events during and after Trojan War

- Troy under siege from the Greeks
- Trojan hero, Hector, decimates Greek army
- Achilles sends Trojans back into the city, but Greeks cannot enter
- Giant wooden horse appears as a 'gift'
- Trojans bring horse into the city
- Greeks come out of horse at night and sack Troy; Achilles dies to a poisoned arrow in his heel

LO:
To understand how equality shows commitment to God

Key skills:
Investigation: equality in religion and culture

Analysis: how equality demonstrates commitment to God

Key Knowledge:
Sikh belief in equality

Sikh marriage ritual and how this demonstrates equality

- There is no distinction between men and women within the gurdwara or the community.
- Men and women can take part in all aspects of worship.
- All men and women can lead worship by reading the Guru Granth Sahib and playing music.
- All individuals are equal within the sangat.
- Anyone who wishes to can be initiated into the Sikh faith and become part of the Khalsa. Sikhs do this by taking part in the Amrit Sanskar ceremony and becoming an Amritdhari Sikh

LO: To finish and share the game.

Key Skills:

- Pupils can make their game more unique by selecting the appropriate options to maximise playability.
- Pupils can write informative instructions for their game so that other people can play

Key Knowledge:

- To know how to advertise to a specific audience
- To know how to share a program

Week 5

LO:
To explain why the Sun seems to move across the sky

To be able to plan a scientific enquiry to answer a question.

Key skills
To be able to plan a scientific enquiry to answer a question.

Key knowledge
To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

- Movement of the Earth creates day and night
- Earth orbits the sun, creating seasons
- Earth rotates on axis, creating day and night

LO:
To explore the beginning of the Olympic games

Key skills:
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Key knowledge:
Beginning of the Olympic games

How the Olympics have changed over time

- Ancient games were held every four years at the pantheon of Zeus
- Originally held as religious festivals to show praise for the Gods
- City states sent representatives to the Games to show superiority
- Ended in 393 AD when Roman emperor Theodosius ! ordered all Pagan practices eliminated

LO:
To evaluate the best way for Sikhs to show respect for God

Key skills:
Analysis: what is the best way for a Sikh to show respect for God?

Evaluation: everything they have learned so far about Sikhism

Key Knowledge :
How Sikhs show respect for God

- Book is kept in a separate room
- Remove shoes before entering room
- Bowing head to the ground
- There is no distinction between men and women within the gurdwara or the community.
- Men and women can take part in all aspects of worship.
- All individuals are equal within the sangat.

LO: To self- and peer-evaluate.

Key Skills:

- Pupils can evaluate their own and peers' games to help improve their design for the future.

Key Knowledge:

- Know what makes a game successful and use this to evaluate their own and others

Week 6

LO:
To communicate what I have learned about 'Earth and Space'

Key skills
Mind-mapping

Summarising ideas and knowledge

- Movement of the Earth creates day and night
- Earth rotates on axis, creating day and night
- Different phases of the Moon
- Sun at the centre of the Solar System
- Order of the 8 planets
- Venus' atmosphere is so hot it can melt lead

LO:
To analyse the impact Ancient Greece had on modern society

Key skills:
They should note connections, contrasts and trends over time

Develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

Key knowledge:
Impact of Greek society on modern society, eg democracy, influence of pantheon etc

LO:
To evaluate my understanding of commitment

Key Skills:
Evaluation: understanding commitment, key concept in this unit

Key knowledge:
Know what commitment is

How they do/can show commitment

- Commitment is saying/showing you will do something and see it through to the end
- Spend time
- Be resilient to the task
- Collaborate to ensure it is completed