



Barrow Hedges Medium Term Topic Planner (Overview)

Year 5 Summer 1

France (Fallen Fields)

Art & Design: *Sculpture*

- To gain an understanding of and practise creating a textured relief.
- To use my sketch book to compare and discuss ideas with others.
- To create a 3D sculpture based on a sketch.
- To use mod roc to create 3D work.
- To use images which I have created, scanned and found and alter them where necessary to create my finished piece.

Music: *Motown*

Each unit in the Year 5 the music curriculum covers the following skills:

- To be able to recognise styles, find the pulse and recognise instruments with increasing confidence.
- To internalise, understand, feel and know how the dimensions of music work together.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- To create my own responses, melodies and rhythms.
- To play a classroom instrument in a group.
- To perform to each other.
- To discuss/respect and improve our work together.
- To improvise and compose my own music.

Computing: *We are Bloggers*

- To become familiar with blogs as a medium and a genre of writing.
- To create a sequence of blog posts on a theme.
- To understand the suitability and appropriateness of commenting on the posts of others.
- To add images to a blog.
- To add additional media to a blog.
- To develop a critical, reflective view of a range of media, including text.

E-safety

- To respect the personal information and privacy of others.
- To develop strategies to protect our future selves.
- To respect personal information and privacy of others.

PHSE and Relationships Education: *Good to be Me*

- To understand what is meant by being embarrassed and to share some strategies to deal with an embarrassing situation.
- To begin to understand what is meant by stereotyping.
- To begin to understand the concept of making an informed choice.

Safeguarding:

- To understand the term peer pressure.

RE: *Islam*

- To raise and engage with puzzling questions.
- To research what happens in a mosque.
- To identify the key features of a mosque.
- To understand the importance of prayer for Muslims.
- To be able to explain the Muslim ritual of prayer.



PE:

Outdoors: *OAA*

- To demonstrate the ability to work with and trust others.
- To explore various communication challenges.
- To understand the value others members can bring to a group.
- To establish designated roles within a team.
- To read an orienteering map.
- To complete an orienteering course.
- To read the scale on a map.
- To introduce measuring distances.
- To create journey trails in various locations.
- To make good decisions when planning a route.
- To journey around the school site demonstrating team work.

Outdoors: *Cricket*

- To consolidate their throwing and catching skills and use within a game situation.
- Use body to intercept a ball and return with some degree of accuracy to a person on a team.
- To be able to hold a cricket bat properly and begin to be able to strike a ball to score points.
- To begin to perform action of stationary bowling.
- To think about the part I play on a team.
- Use skills in a game situation.

History: *WWI*

- To investigate elements that led to the start of WWI and order the events chronologically on a timeline.
- To investigate what life was like on the Western Front.
- To explore the advancements of warfare that occurred during WWI.
- To explore the involvement of animals in WWI.
- To explore what life was like for the people in Britain during WWI.
- To understand the impact of WW1 on Europe and the wider world
- To investigate the end of WWI and what happened afterwards.

Geography:

No focus this half term.

MFL: *Fruit/months of the year*

- To name different fruit.
- To know the months of the year.
- To be able to describe what a text is about.
- To write about familiar topics independently.

D&T: *Wartime rationed meal*

- To research rationed food during WWI.
- To plan what would be needed to make a war rationed meal (eat well plate).
- To design a war time rationed meal.
- To prepare the meal following a recipe.
- To evaluate the finished product.

Science:

No focus this half term.