



Barrow Hedges Medium Term Topic Planner (Overview)

Year 5 Summer 1

France (Fallen Fields)

Art & Design: *Sculpture*

- To identify and draw objects and use marks and lines to produce texture.
- To gain understanding of what a textured relief is.
- To be able to work collaboratively.
- To use sketches to compare and discuss ideas with others.
- To design and make a 3D textured relief.
- To use mod Roc creatively and effectively to produce a textured relief.
- To create a tonal colourwash.

Music: *Music of WW1*

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 begin to understand what is meant by stereotyping.
- To know that there are different types of relationships.
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Safeguarding:

- To begin to understand the concept of making an informed choice.
- To know how search engines work including how they can be used to target advertisements and give misinformation.
- To know how to manage requests images of myself and others and to know what is appropriate and what is not.

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:

Indoors: *Dance – moves cheer dance*

- To be able to perform basic cheer dance motions
- To be able to perform basic cheer dance jumps.
- To compose my own dances in a creative way.
- To learn a dance and perform dances with repetitive structures.
- To show that my dance shows clarity, fluency, accuracy and consistency.
- To work as a group to evaluate my own and others' cheer dance performance.

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: *WW1*

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

- To research rationed food during WW1.
- 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:

- I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- I can know that some materials will dissolve in liquid to form a solution.
- I can describe how to recover a substance from a solution.
- I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- I can demonstrate how some materials can be separated.
- I can demonstrate that dissolving, mixing and changes of state are reversible changes.
- I can explain how some changes result in the formation of a new material and that this is usually irreversible.
- I can give evidenced reasons why materials should not be used for specific purposes.