

Year 5 Summer 1	Our Wonderful World			Year B
<p style="text-align: center;">Intent</p>	<p style="text-align: center;">Scripture Passage</p> <p style="text-align: center;"><b>“Be who God meant you to be and you will set the world on fire.”</b></p> <p style="text-align: center;">Catherine of Sienna</p>		<p style="text-align: center;">Inspiration Quotes</p> <p style="text-align: center;">I see trees of green, red roses too. I see them bloom for me and you. And I think to myself what a wonderful world. I see skies of blue and clouds of white. The bright blessed day, the dark sacred night. And I think to myself what a wonderful world</p> <p style="text-align: center;">Louis Armstrong</p>	<p style="text-align: center;">Impact</p>
<p><b>At Our Lady of Fatima we strive to help our children understand their impact on the world and the use of all the resources around us.</b></p> <p>During this unit children will develop a deeper understanding of how to use resources around use to better care for our wonderful world – looking after God’s creation now and for those in the future</p>				<p><b>At the end of the half term children will:</b></p> <p><b>Have a deeper understanding of the impact which we, as stewards, have on the world which has been lovingly provided for us by God.</b></p> <p><b>We also know how we can reflect on the example of Jesus and His followers, as we seek to safeguard the world around us.</b></p> <p><b>We will understand how to lead on sustainability within the local community and the impact of our actions globally</b></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Relate</b> better to our needs and of those around us</p>	<p>Pentecost.</p> <p>Acts of the Apostles – Go forth and make disciples of all the nations.</p> <p>Psalm 19</p> <p>Canticle of St Francis</p>	<p>Write to communities in our local area and around the world.</p> <p>Litter Picking around the local community – involving our friends and family across the school</p>	<p>What is climate Change?</p> <p>How is it affecting our planet?</p> <p>What can we do about it?</p> <p>Why is it important that we act now?</p> <p>Who helps prevent climate change?</p> <p>Are we caretakers or owners?</p>

Our Wonderful World	
Links within our Curriculum	
<b>English</b>	Tales for other cultures – skills in writing in other styles: Anansi folk stories about how things in the world have come into bring.
<b>Maths</b>	Shape – Identify Shapes – links to identification of countries from around the world.
<b>Computing</b>	Use of concept maps and related skills to form ideas and develop ways in which we can care for the world.
<b>Religious Education</b>	<p>Pentecost – speaking in tongues – what makes us global citizens.</p> <p>Work of the Apostles – going out to the world to share and spread the word of God. Seeking to make the world better place.</p>

<p>Year 5 Summer 2</p>	<p>Food, Glorious Food</p>			<p>Year B</p>
<p>Intent</p>	<p>Scripture Passage So whether you eat or drink or whatever you do, do it all for the glory of God.  Corinthians</p>		<p>Inspirational Quote  The only thing I like better than talking about food is eating"  John Walters</p>	<p>Impact</p>
<p><i>At Our Lady of Fatima we strive to allow children to know and appreciate the bountiful produce which the Earth provides. Knowing how to care for and not waste the natural gifts of the Lord.</i></p> <p><i>Children will have a deeper understanding of the importance of healthy choices, the impact on our lives and how this affects the world around us</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the need for sustainable, accessible food sources in the world. Building upon the church's teachings around living simply.</i></p> <p><i>Understand the importance of being healthy and what we put in our body helps us physically and mentally.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Engage</b> in promoting and actively being Mentally Healthy</p>	<p>The Eucharist is central to our faith. John: "I am the Bread of Life."</p>	<p>Make your voice heard &amp; be an advocate for those who do not have access to healthy foods. Support the work of the local food bank.</p>	<p>Should we exploit nature for our own ends?</p> <p>Is there enough food for the whole world to eat?</p> <p>Is that food shared equally?</p> <p>Are GM foods ethical?</p> <p>Does GM harm the planet?</p>

<b>Food Glorious Food</b> <b>Links within our Curriculum</b>	
<b>English</b>	Chronological reports – recipes
<b>Maths</b>	Recipes – Converting units
<b>History / Geography</b>	Simple sustainable meals for those in need. Food is life – Jesus is the Bread of Life

<b>Subject</b>	<b>Content</b>
<b>Religious Education</b>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• know that the Easter Vigil is the Church’s Celebration of the Resurrection of Christ</li> <li>• know the structure of the Vigil, and will understand the meaning attached to some of the symbols used during the Vigil</li> <li>• be able to discuss the importance of Christian belief in eternal life</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>• know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit</li> <li>• know that the Holy Spirit is included in the Church’s belief in the Holy Trinity</li> <li>• be able to discuss some of the qualities of the Holy Spirit</li> </ul> <p><b>The work of the Apostles</b></p> <ul style="list-style-type: none"> <li>• have a knowledge of the work of the Apostles after Pentecost</li> <li>• understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world</li> </ul> <p><b>Marriage and Holy Orders</b></p> <ul style="list-style-type: none"> <li>• know that Marriage and Holy Orders are Sacraments of Commitment</li> <li>• recall the promises made in Marriage, and key tasks of the Archbishop, Priests and Deacons</li> <li>• explain the meaning of the Body of Christ as a term for roles and responsibilities of the Church</li> </ul>
<b>RSE</b>	<p><b>Created and Loved by God</b></p> <ul style="list-style-type: none"> <li>• In these sessions we explore an appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys’ bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.</li> </ul>
<b>English</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• identify key points when reading appropriate texts and understand the significant ideas, themes, events and characters</li> <li>• gather evidence from the text to justify opinions</li> <li>• use inference and deduction to work out the characteristics of different people from a story</li> <li>• compare fictional accounts in historical novels with a factual account</li> </ul>

- compare the language in older texts with modern standard English
- appreciate bias in persuasive writing, including articles and advertisements

### **Writing:**

#### **Historical stories**

- understand that specific vocabulary is required for writing historical stories
- understand that facts can be learnt from a fiction book
- discuss anachronisms in historical stories
- recognise that sentences contain one or more clauses
- investigate the use of commas in sentences.

#### **Modern classic fiction**

- develop an awareness of verb choice and make good choices
- recognise and use fronted adverbials and modal verbs in own writing
- recognise authorial intent in their own writing

#### **Instructions and explanations**

- list features of explanation texts and instruction texts
- add correctly punctuated parentheses to simple sentences

#### **Non-chronological reports and journalistic writing**

- list features of no-chronological reports
- use colons and semicolons (and bullet points) in sentences
- identify the passive form of some active sentences
- understand what is meant by a paragraph

#### **Narrative poems**

- investigate historical vocabulary used in poem
- write sentences including adverbials
- describe the structure of a stanza in a poem
- understand the use of the perfect form to bring attention to the consequences of a prior event

#### **Grammar, Punctuation and Spelling**

- use connectives to link clauses within sentences and to link sentences in longer texts

	<ul style="list-style-type: none"> <li>• investigate clauses through identifying the main clause in a sentence and investigating sentences which contain more than one clause</li> <li>• ensure that when using pronouns, it is clear to what or who they refer</li> <li>• aware of the differences between spoken and written language</li> </ul>
<b>Mathematics</b>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• solve problems involving number up to three decimal places</li> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li> </ul> <p><b>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• identify 3D shapes, including cubes and other cuboids, from 2D representations</li> <li>• use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> <li>• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>• draw given angles, and measure them in degrees (o)</li> <li>• identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> </ul> <p><b>Converting Units</b></p> <ul style="list-style-type: none"> <li>• convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]</li> <li>• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>• solve problems involving converting between units of time</li> </ul> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>• estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>• use all four operations to solve problems involving measure</li> </ul>

<p><b>Physics</b></p>	<p><b>Forces and mechanical devices</b></p> <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction</li> <li>• recognise that some mechanisms, including levers pulleys and gears, allow a smaller force to have a greater effect</li> </ul>
<p><b>Computing</b></p>	<p><b>Unit 7 – Concept Maps</b></p> <p><b>Introduction to Concept Mapping</b></p> <ul style="list-style-type: none"> <li>• Children can make connections between thoughts and ideas.</li> <li>• Children can see the importance of recording concept maps visually.</li> </ul> <p><b>Using 2Connect</b></p> <ul style="list-style-type: none"> <li>• Children understand what is meant by ‘concept maps’, ‘stage’, ‘nodes’ and ‘connections.’</li> <li>• Children can create a basic concept map.</li> </ul> <p><b>2Connect Story Mode</b></p> <ul style="list-style-type: none"> <li>• Children have used 2Connect Story Mode to create an informative text.</li> </ul> <p><b>Collaborative Concept Maps</b></p> <ul style="list-style-type: none"> <li>• Children have used 2Connect collaboratively to create a concept map.</li> <li>• Children have used Presentation Mode to present their concept maps to an audience.</li> </ul> <p><b>Unit 8 – Word Processing (with Microsoft Word)</b></p> <p><b>Making a Document from a Blank Page</b></p> <ul style="list-style-type: none"> <li>• Children know what a word processing tool is for.</li> <li>• Children will be able to create a word processing document altering the look of the text and navigating around the document.</li> </ul> <p><b>Inserting Images: Considering Copyright</b></p> <ul style="list-style-type: none"> <li>• Children know how to add images to a word document.</li> <li>• Children can edit images to reduce their file size.</li> <li>• Children know the correct way to search for images that they are permitted to reuse.</li> <li>• Children know how to attribute the original artist of an image.</li> </ul>

### **Editing Images in Word**

- Children can edit their images within Word to best present them alongside text.
- Children understand wrapping of images and text.

### **Adding the Text**

- Children can add appropriate text to their document, formatting in a suitable way.
- Children can use a style set in Word.
- Children can use bullet points and numbering.

### **Finishing Touches**

- Children can add text boxes and shapes.
- Children can consider paragraph formatting such as line spacing, drop capitals.
- Children can add hyperlinks to an external website.
- Children can add an automated contents page.

### **Presenting Information Using Tables**

- Children can add tables to present information.
- Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns.
- Children can add word art for a heading.

### **Writing a Letter Using a Template**

- Children can use a Word template and edit it appropriately.

### **Presenting Information - Newspaper**

- Children can format a page using a combination of images, headers and columns

## **Creative Curriculum**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

## **Summer 1: Sport and Leisure/ Teamwork**

**Main focus: Olympic Games and it's legacy**

- make comparisons between aspects of periods of history and the present day
- understand that the type of information available depends on the period studied
- evaluate the usefulness of a variety of sources
- compare sources of information available for the study of different times in the past

**Secondary Focus:**

- explore the physical or human features of a region of the UK
- understand how humans affect the environment
- identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night

## **Summer 2: Beside the Seaside**

**Beside the Seaside**

**Main focus: Art and Design- Textiles**

## **Summer 1: Our Wonderful World**

**Main focus: Olympic Games and it's Legacy**

- make comparisons between aspects of periods of history and the present day
- understand that the type of information available depends on the period studied
- evaluate the usefulness of a variety of sources
- compare sources of information available for the study of different times in the past

**Secondary Focus:**

- explore the physical or human features of a region of the UK
- understand how humans affect the environment
- identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night

## **Summer 2: Food Glorious Food**

**Main focus: Design Technology– Cooking and Healthy Eating**

	<p>Use the seaside as a stimulus to develop an understanding of working with textiles to create a collage</p> <ul style="list-style-type: none"> <li>• collect ideas in a sketch book with more developed observation skills and control</li> <li>• use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> <li>• use colours to express mood, divide foreground from background or demonstrate tones</li> <li>• add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</li> <li>• use stitching to add detail</li> <li>• experiment with using layers and overlays to create new colours/textures</li> <li>• evaluate his/her work against their intended outcome</li> <li>• research and discuss various artists, and explore one artist in detail</li> </ul>	<ul style="list-style-type: none"> <li>• understand the main food groups and the different nutrients that are important for health</li> <li>• understand how a variety of ingredients are grown, reared, caught and processed to make them safe and tasty to eat</li> <li>• select appropriate ingredients and use a wide range of techniques to combine them</li> <li>• use his/her research into existing products and his/her market research to inform the design of his/her own innovative product</li> <li>• produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques</li> <li>• make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</li> </ul>	
<p><b>Physical Education</b></p>	<p><b>Strike and Field Games</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To explore the use of space during games.</li> <li>• Choose appropriate positioning when fielding.</li> </ul>		

	<ul style="list-style-type: none"> <li>• To strike a ball/object using both hands and feet.</li> <li>• To retrieve, intercept and stop a ball when fielding.</li> <li>• To develop the range and consistency of their skills.</li> </ul> <p><b>Athletics</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To develop knowledge of the triple jump technique.</li> <li>• To begin a sprint in the crouching position.</li> <li>• To throw a discus with developing technique.</li> <li>• Develop the basic skills for acceleration.</li> <li>• To develop knowledge of how to gain &amp; maintain fitness.</li> </ul>
<b>MFL</b>	<p><b>Clothes</b></p> <p>Repeat and recognise the vocabulary for a variety of clothes in French.</p> <ul style="list-style-type: none"> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Use the verb PORTER in French with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> <li>• Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>• Use the possessives with increased accuracy</li> </ul> <p><b>Romans</b></p> <ul style="list-style-type: none"> <li>• Understand the key facts of the history of Ancient Rome in French.</li> <li>• Say and spell the days of the week in French.</li> <li>• Name some/all the most famous Roman inventions in French.</li> <li>• Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.</li> </ul>
<b>PSHE</b>	<p><b>MyHappyMind</b> <b>Topics Relate &amp; Engage</b></p>

	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• What their top 5 strengths are and which virtue they fall under.</li> <li>• That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus.</li> <li>• That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A-P happy, calm and relaxed.</li> <li>• That you are more likely to see different strengths and perspectives positively when Team H-A-P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives.</li> <li>• That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good.</li> <li>• Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships.</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot.</li> <li>• When they engage in something and feel good, Team H-A-P love it because Dopamine is released in the brain, making it easier for us to succeed.</li> <li>• Why their engagement levels may drop if their Amygdala takes over.</li> <li>• How their feelings affect their ability to do well in an activity and how Cortisol or Dopamine is released.</li> <li>• About the difference between a team and individual goal and how it is just as important to work as a team to set goals.</li> <li>• Why the skill of perseverance is critical when working as part of a group.</li> <li>• How understanding other people's character strengths can also help in team goals.</li> </ul>
<p><b>Music</b></p>	<hr/> <p>Summer 1  <b>Unit:</b> Dancing In The Street</p> <p><b>Style:</b> Motown</p> <p><b>Topic and cross-curricular links:</b> The history of Motown and its importance in the development of Popular music. Civil rights.</p> <p><b>Links to other units:</b>  Happy - KS2/ages 7-11 (Scheme Year 6)</p>

Summer 2

**Unit:** Reflect, Rewind and Replay

**Style:** Western Classical music and your choice from Year 5

**Topic and cross-curricular links:** Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music