



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 5 Summer 2

#### World at Work

##### RE:

- To know the inspirational writing Sikhs follow and how it is treated.
- To find out about Sikh beliefs about God.
- To know where Sikhs go to worship.
- To recognise how the practices of the Gurdwara symbolise equality.
- To know how and why Sikhs celebrate the Festival of Baisakhi.

##### Music: World Music

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 Web Developers*

- To plan a website for a specific audience.
- To understand some elements of how search engines select and rank results.
- To question the plausibility and quality of information.
- To add media files to a webpage.
- To review and improve a website.
- To publish a website.

##### E-safety

- To develop their understanding of online safety and responsible use of technology.
- To know that information I find on the internet can often be inaccurate or biased and develop strategies for identifying the origin of a website.

##### Art & Design: *Observational drawings*

- To learn how to use perspective within observational drawing.
- To compare and discuss ideas with others.
- To identify and draw objects, using marks and lines to produce a drawing of a landmarks from the local area.
- To combine the elements of line, form and shape to paint a recognisable image.
- To learn the techniques of drawing with a brush and ink.
- To learn how to use a range of colourwash techniques when applying watercolour.
- To use images which have been created, scanned and found; altering them where necessary to create art.
- To use a range of mixed media to create art depicting a message/ mood or feeling.



##### PE:

Indoors: **Badminton**

Outdoors: **Athletics**

- To understand what they are capable of achieving with their bodies by gaining a baseline level of fitness.
- To decide which throwing technique is best for the vortex throw.
- To experiment with different types of one and two footed jumps.
- To explore different ways of jumping for height and distance.
- To decide which jumping technique is best for the long jump.
- To understand the difference between sprinting and running for sustained periods.
- To understand the importance of fitness and exercise on the body.

##### History:

No focus this half term.

##### D&T:

No focus this half term.

##### Geography: Working Planet

- To revise knowledge and understanding of continents, countries, capital cities, oceans and seas.
- To find out about the economic activity of the UK and link it with Carshalton.
- Explore land use in the local area (ideally using field work) and create a sketch map to show this.\*
- To compare how local land is used in the rest of the UK using OS maps.
- Investigate different settlements of the UK and use this to help describe the type of settlement Barrow Hedges is located in.
- To investigate the links between global, national and local weather patterns and climate zones.
- To understand how climate zones and biomes affect where food is grown.
- To understand how energy usage and distribution affects the environment.
- To locate and describe vegetation belts.

\*groups could take a different part of the area surrounding school and then create one big map

##### MFL:

- To talk about a range of subjects drawing on my knowledge of different words and phrases.
- To describe what a text is about.
- To write about familiar topics independently.

##### PHSE/Relationships Education/Citizenship:

- To consider social and moral dilemmas that we come across in everyday life. e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues.
- To understand the role of voluntary, community and pressure groups.

##### Safeguarding:

- To know why some people choose to smoke.
- To stay safe on my bicycle.
- To know how to stay safe when using a mobile phone.

##### Relationships Education

- To describe the changes in human from birth to adulthood.
- To know the physical and emotional changes in my body as I approach puberty and how to deal with them.
- To I know how to manage requests of images for myself and others and I know what is and isn't appropriate.
- To know who to talk to if I feel uncomfortable about a request.
- To know that some cultural practices are not allowed in the UK.
- To know that some actions are a crime (eg FGM).

##### Science – **Animals, including humans**

- I can describe the changes as humans develop to old age.
- I can create a timeline to indicate the stages of growth in humans.