Year 5 – Summer

English – Percy Jackson

Guided Reading – Girl of Ink and Stars

Class text – Percy Jackson (finish) /2nd Percy Jackson

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils **must** be exposed to this) Tier 2	Key vocabulary (All pupils **must** be exposed to this) Tier 3	Links to previous and future learning
History	• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;	• To understand the history of Baghdad in contrast with British history. • Demonstrate a full understanding of how the early Islamic civilisation shaped world history. • Evaluate and assess the impact and significance of some prominent Muslim scholars and compare their achievements to those of their predecessors and contemporaries	• Created Islamic art • Influences they had on modern day life. • Look at the shape and style of the Baghdad city (the round city) and draw a plan or map of the city. • Writing about trade routes and the silk road.	Islam Science Architecture Mathematicians Influence Lifestyles Non-European Compare Contrast Predecessors Contemporaries	civilisation scholars	Y4 Links to and ancient civilization ancient Egypt.
Geography	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	• Understand the different areas around the globe and how it is split up. • Understand why and how different time zones work around the globe, including how we have daytime and others have night time at the same time.	Map of different timezones around the world Use atlas to identify biomes around the world including Baghdad. Locating different hemispheres and understanding the differences between the two.	Ocean sea land mass climate northern Southern Continent	longitude latitude hemisphere Greenwich Meridian Equator	Y4 links to physical geography and biomes. Y4 Rainforest climate
Art and Design	• about great artists, architects and designers in history	• To learn about great artists, architects and designers in history. Focus on the artist below. • Artist Focus- Nabil Anani (Islamic art)	• Create a collage in the style of Nabil Anani • To look at Islamic architecture and patterns and creating work based on this. (Outdoor)			Y4 Collage of Egyptian death masks
Design and Technology		•	•			

R.E.	Islam	• What does it mean to be a Muslim in Britain today?: To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad • To describe and reflect on the significance of the Holy Qur'an to Muslims • To describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils • To make connections between the key functions of the mosque and the beliefs of Muslims	• Visit to Hanley Mosque to ask questions and discuss what we have learnt.			
P.S.H.E/R.S.E	•	• To know where to go for help (online/offline) • To know some ways of managing uncomfortable feelings • To understand the impact of a boost-up or put-down • To understand that sometimes friendships end • To be aware of anti-social behaviour and the consequences of crime • To know why we need rules and laws • To be aware of the legal system and local courts • To understand the process of voting and debating and to have a say in the school community	•			
Computing	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	• To explore 3D modelling. • To create a collaborative concept map and present this to an audience.	• To use 3D modelling to create our own car to be printed and constructed.	• print • construct • modelling • audience • programs • systems • data	collaborative concept debug decomposing analyse evaluate	

Science	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	• Create a catapult. Experiment with the length of the lever. (Outdoor) • Top trumps with the planets • Present using objects how the moon, earth and sun move in relation to one another.	space planets day night Sun rotation satellite levers pulleys gears mechanisms	Earth Moon Sun Terra Firma Mars	
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	• Sing and perform Dancing in the street. Mowtown. • The History of Mowtown • Add instruments to Dancing in the Street • Improvise with Dancing in the Street • Compose with the song Dancing in the Street. • Listen and appraise classical music. • Music Explorer descant recorder. • Simple and compound rhythms. • Expression and dynamics	•	listen appraise recorder simple compound rhythm compose	Mowtown expression dynamics	

Languages	• listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing	• Learn prepositions. Describe the beach scene where objects are. • Describe what is happening on the beach. Learn related beach vocabulary. Link to colours, 'the sea is blue.' Create sentences linked to the weather. • Revise the weather and seasons. Link sentences about the weather and the seasons • Learn vocabulary related to music. Use dictionaries to look up unknown words. Express opinions using 'porque'. • Revise numbers to 100 • Cultural: listen to flamenco music and watch flamenco dancing.	•	• Translate • listen	
P.E	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Athletics: Can sustain pace over long periods and change pace effectively to finish a race • Can throw with power and accuracy (Pull throw) • Can develop jumping techniques (Long and High) • Will be able to use these skills when competing against others. • Cricket: Can throw accurately using overarm technique with power choosing the correct target • Can demonstrate a basic overarm bowling technique towards a batter • Grip the bat correctly and strike the ball consistently into space. • Will be able to use a range of fielding techniques and these skills in a kwick cricket game.	•	• Throw • Catch • Jump • Run • Power • Bowl • Batting • Fielding •	accurate forward drive overarm efficient baton relay	