



# Year 5 - Summer MTP

Subject	Geography Redevelop the town centre (unit works well as a block)	History Local history	RE Why do people use rituals in their lives?	PSHCE Su1: How can drugs common to everyday life affect health? Su2: What jobs would we like?	Science Properties and changes of materials
<b>Content to cover</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Name and locate cities of the UK, identifying human characteristics and land use patterns</li> <li><input type="checkbox"/> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links</li> <li><input type="checkbox"/> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps to build their knowledge of the UK</li> <li><input type="checkbox"/> Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know and understand the history of these islands as a coherent, chronological narrative</li> <li><input type="checkbox"/> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create own structure accounts</li> <li><input type="checkbox"/> A local history study</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How Christians show commitment, belonging and religious identity are expressed through rituals and ceremonies e.g. first communion, confirmation, membership ceremony</li> <li><input type="checkbox"/> In some Buddhist communities, observing strict rules of behaviour (precepts) such as being vegetarian</li> <li><input type="checkbox"/> The importance of music, dance, artefacts, Mantras, food, stories, customs in celebrations and worship</li> <li><input type="checkbox"/> How Islamic beliefs are expressed through individual and communal commitment to and celebration of Id-ul_Adha (following Hajj) and Id-ul_Fitr (following Ramadan)</li> <li><input type="checkbox"/> How Sikh beliefs and feelings are expressed through Baisakhi</li> <li><input type="checkbox"/> The Amrit ceremony as an expression of commitment, belonging and identity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking</li> <li><input type="checkbox"/> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li><input type="checkbox"/> Simple self-care techniques, including the importance of rest, time spent with friends and family and benefits of hobbies and interests</li> <li><input type="checkbox"/> Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li><input type="checkbox"/> What sorts of boundaries are appropriate in friendships with peers and others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li><input type="checkbox"/> Use knowledge of solid, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li><input type="checkbox"/> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li><input type="checkbox"/> Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li><input type="checkbox"/> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>
<b>Intent</b>	In depth look at the local area and town regeneration	How Spennymoor became a town and its local significance historically	Different religions' rituals linked to key stages of life (e.g. birth, death, etc.)	Su1: legal/ illegal drugs Su2: skills for a range of jobs	Group materials by their properties and understand the difference between reversible/ irreversible changes
<b>Proposed sequence-</b> not necessarily one bullet point per lesson  (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce project – ask children what they need to know/ do</li> <li><input type="checkbox"/> Map work – plot walk to and around town (OS maps and aerial photos)</li> <li><input type="checkbox"/> Visit the town – collect data about shops, type, closed, etc. &amp; number of people who walk past a certain point</li> <li><input type="checkbox"/> Create a class survey to send home on Parentmail</li> <li><input type="checkbox"/> Split class into team and allow them to decide if they want to redevelop the high street or build an out of town shopping centre (research local out of town shopping centres) – create a presentation to get their pitch approved</li> <li><input type="checkbox"/> Design the new area</li> <li><input type="checkbox"/> Create a model</li> <li><input type="checkbox"/> Present</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plot Spennymoor on old maps and the surrounding villages. Several villages had claim over the moor and eventually it was all owned by Merrington Priory to become.</li> <li><input type="checkbox"/> Normans invaded the area and took over the area (William the Conqueror)</li> <li><input type="checkbox"/> Battle of Neville's Cross</li> <li><input type="checkbox"/> 1600–1700s the land was redistributed between local gentry (local mines were beginning to arise)</li> <li><input type="checkbox"/> 1800s still very little, but between 1839-1858 the modern village of Spennymoor started to emerge</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recap key features of the religions taught so far</li> <li><input type="checkbox"/> Birth</li> <li><input type="checkbox"/> Rites of passage</li> <li><input type="checkbox"/> Love</li> <li><input type="checkbox"/> Death</li> <li><input type="checkbox"/> Festivals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li><input type="checkbox"/> that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li><input type="checkbox"/> how laws surrounding the use of drugs exist to protect them and others</li> <li><input type="checkbox"/> why people choose to use or not use different drugs</li> <li><input type="checkbox"/> how people can prevent or reduce the risks associated with them</li> <li><input type="checkbox"/> that for some people, drug use can become a habit which is difficult to break</li> <li><input type="checkbox"/> how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li><input type="checkbox"/> How to ask for help from a trusted adult if they have any worries or concerns about drugs</li> <li><input type="checkbox"/> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li><input type="checkbox"/> that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li><input type="checkbox"/> about the skills, attributes, qualifications and training needed for different jobs</li> <li><input type="checkbox"/> that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li><input type="checkbox"/> how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li><input type="checkbox"/> how to question and challenge stereotypes about the types of jobs people can do</li> <li><input type="checkbox"/> How they might choose a career/ job for themselves when they are older , why they would choose it and what might influence their decision</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grouping materials by their properties (recap the properties that children already know)</li> <li><input type="checkbox"/> Testing materials to see if they are water soluble (pupils to design test and be in charge of finding whether their material is soluble—feed back to class)</li> <li><input type="checkbox"/> What is a solution? How can a substance be recovered from a solution? (evaporation)</li> <li><input type="checkbox"/> Reversible changes (link back to dissolving) mainly looking at changes of state</li> <li><input type="checkbox"/> Irreversible changes (new material is made)</li> <li><input type="checkbox"/> Recap solids, liquids, gases (quickly) and create a filter to clean water (separate a mixture)</li> <li><input type="checkbox"/> Link the properties of materials to their purpose—eco/ recycling link</li> </ul>



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Subject	<b>Computing</b> 1: 3D modelling, 2: Concept maps 3: Word processing (Microsoft Word)	<b>D.T.</b> Su1: Celebrating culture and seasonality Su2: Combining different fabric shapes	<b>Art</b> Curved Architecture Lino printing	<b>Spanish</b>	<b>Music</b>	<b>PE</b> Games and OAA
<b>Content to cover</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design, write and debug programs to accomplish specific goals</li> <li><input type="checkbox"/> Use sequence, selection and repetition in programs; work with variable and various forms of input and output</li> <li><input type="checkbox"/> Use logical reasoning to explain how some simple algorithms work (detect and correct errors)</li> <li><input type="checkbox"/> Understand computer networks, including the internet</li> <li><input type="checkbox"/> Use search technologies effectively</li> <li><input type="checkbox"/> Select, use and combine a variety of software on a range of devices</li> <li><input type="checkbox"/> Use technology safely, respectfully and responsibly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply the principles of a healthy and varied diet</li> <li><input type="checkbox"/> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li><input type="checkbox"/> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li><input type="checkbox"/> Use research and develop criteria</li> <li><input type="checkbox"/> Design innovative, functional and appealing products</li> <li><input type="checkbox"/> Generate, develop and communicate ideas</li> <li><input type="checkbox"/> Select from a wider range of tools, materials and components</li> <li><input type="checkbox"/> Investigate and analyse a range of existing products</li> <li><input type="checkbox"/> Consider how to improve work</li> <li><input type="checkbox"/> Understand the impact of key events and individuals</li> <li><input type="checkbox"/> Strengthen, stiffen and reinforce</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create sketch books to record their observations and use them to review and revisit ideas</li> <li><input type="checkbox"/> Improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials [lino, paint, paper, card]</li> <li><input type="checkbox"/> Learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Listen attentively and show understanding by joining in and responding</li> <li><input type="checkbox"/> Link the spelling, sound and meaning of words</li> <li><input type="checkbox"/> Engage in conversations</li> <li><input type="checkbox"/> Speak in sentences</li> <li><input type="checkbox"/> Accurate pronunciation and intonation</li> <li><input type="checkbox"/> Present orally and read carefully</li> <li><input type="checkbox"/> Appreciate stories, songs, poems and rhymes in the language</li> <li><input type="checkbox"/> Broaden vocabulary, including through using a dictionary</li> <li><input type="checkbox"/> Write and adapt phrases from memory</li> <li><input type="checkbox"/> Describe people, places, things and actions orally and in writing</li> <li><input type="checkbox"/> Understand basic grammar</li> </ul>	<p><b>We are following the DMS model curriculum for Music which is currently being reviewed to reflect the DfE's model music curriculum.</b></p> <p><b>Planning will be added as it is released by DMS through the year.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop competence to excel in a broad range of physical activities</li> <li><input type="checkbox"/> Are physically active for sustained periods of time</li> <li><input type="checkbox"/> Engage in competitive sports and activities</li> <li><input type="checkbox"/> Lead healthy, active lives</li> <li><input type="checkbox"/> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li><input type="checkbox"/> Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
<b>Intent</b>	Apply skills to a range of software products within Purple Mash	Su1: different stitches, fastenings & finishings Su2: dough based product	Explore curved architecture Create lino prints to reflect an influential designer's work.	To be able to speak and write confidently	<input type="checkbox"/>	To understand the importance of tactics and navigate using a map and compass (8 points)
<b>Proposed sequence</b> e- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introducing 2Design and Make</li> <li><input type="checkbox"/> Moving points</li> <li><input type="checkbox"/> Designing for a purpose</li> <li><input type="checkbox"/> Printing and making</li> <li><input type="checkbox"/> Introduction to concept mapping</li> <li><input type="checkbox"/> Using 2Connect</li> <li><input type="checkbox"/> 2Connect story mode</li> <li><input type="checkbox"/> Collaborative concept mapping</li> <li><input type="checkbox"/> Making a document from a blank page</li> <li><input type="checkbox"/> Inserting images (considering Copyright)</li> <li><input type="checkbox"/> Editing images in word</li> <li><input type="checkbox"/> Adding the text</li> <li><input type="checkbox"/> Finishing touches</li> <li><input type="checkbox"/> Presenting information using tables</li> <li><input type="checkbox"/> Writing a letter using a template</li> <li><input type="checkbox"/> Presenting information—newspaper</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate seasonal produce within our school garden</li> <li><input type="checkbox"/> Sensory evaluations of existing products</li> <li><input type="checkbox"/> Plan which snack to make and create a design specification</li> <li><input type="checkbox"/> List the ingredients and equipment needed – create a recipe</li> <li><input type="checkbox"/> Skills/ techniques: mixing, rubbing in, kneading</li> <li><input type="checkbox"/> Prepare, cook and finish products</li> <li><input type="checkbox"/> Eat and evaluate the snack against design specification</li> <li><input type="checkbox"/> Research, investigate and disassemble existing products</li> <li><input type="checkbox"/> Investigate different stiches and fastenings – practise joining a range of fabrics and test strength</li> <li><input type="checkbox"/> Create a 2D paper pattern with seam allowance</li> <li><input type="checkbox"/> Develop ideas through research, working drawings, computer-aided design, discussion, paper mock-ups and modelling</li> <li><input type="checkbox"/> With the purpose and user in mind, develop design specifications</li> <li><input type="checkbox"/> Create a clear step-by-step plan</li> <li><input type="checkbox"/> Constantly self-evaluate and make changes if the product does not fit the design specifications</li> <li><input type="checkbox"/> Test and evaluate the final product</li> </ul>	Architecture <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the work of Zaha Hadid, both in art work and architecture.</li> <li><input type="checkbox"/> Compare to other architects - what makes her work unique?</li> <li><input type="checkbox"/> Design own building in her style, using paper and card to construct</li> </ul> Lino printing <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore work of Mackintosh - use of line and shape</li> <li><input type="checkbox"/> Explore lino printing and model cutting shapes and exploring effects</li> <li><input type="checkbox"/> Create own design in designer's style</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extend sentences by using connectives and express opinions</li> <li><input type="checkbox"/> Breakfast</li> <li><input type="checkbox"/> Weather.</li> <li><input type="checkbox"/> Seasons.</li> <li><input type="checkbox"/> Use more complex sentences to write a weather report. Write a paragraph describing the weather during different seasons using adverbs of frequency</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> Please refer to the PE progression document for specific skills taught