

Year group: 5 Term: Summer 2

Focus Subject: History

BIG Question: What History is hidden within Bodmin?



Educate
Protect
Love
Serve

Key Vocabulary: monument, well, British Empire, primary source primary evidence, secondary source, secondary evidence, evidence, analyse hypothesis, society, significant, significance, cause, causation, consequence similarity, difference, trends, interpretation

Practise at Home:

- Homework grid
- Spellings
- Maths and English tasks weekly
- IXL

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

- Gilbert's monument
- Bodmin well trail

Relationships and Health Education: Building on pupils' learning in the previous session about Catholic Social Teaching (CST), this session recaps the principles and shows how they are relevant day to day. Children will look at current news stories, applying Catholic Social Teaching to analyse the issues and come up with ways of reaching out to others and spreading God's love in their communities.

As Musicians, we will: This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

DT: As designers, we will: That mechanical and electrical systems have an input, process and output. The correct technical vocabulary for the projects they are undertaking. Accurately assemble, join and combine materials and components. Use techniques that involve a number of steps. Use a wider range of materials and components than Key Stage 1, including electrical components. Work confidently within a range of contexts, such as the home, school, leisure culture, enterprise, industry and the wider environment. How more complex electrical circuits and components can be used to create functional products.

RE: as theologians, we will:

Area of Study 1: Knowing and loving God, the Scriptures, Creation, the Trinity, Jesus Christ, Son of God, the Holy Spirit

Area of Study 2: What is the Church? One and holy, Catholic, Mission

Area of Study 3: Liturgy, Sacraments, Baptism, Confirmation, Eucharist, Reconciliation and the Anointing of the Sick, Holy Orders and Matrimony, prayer

Area of Study 4: The dignity of the human person, freedom, responsibility and conscience, the human community, love of God, love of neighbour

Children will be able to **make links** to show how feelings and beliefs about care for the earth affect their own behaviour and that of others and be able to **compare** their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth. They will be able to **give reasons** why Christians are concerned about the stewardship of creation and **make links** between scripture and the belief of caring for Creation. Children **show how** their own and others' decisions about how they care for the earth are informed by beliefs and values and be able to **describe and show understanding** of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them. They will be able to **show understanding** of how religious belief shapes life in relation to stewardship of creation and **engage with and respond** to questions of about care of creation in the light of religious teaching.



Science: As scientists, we will: Ask questions • Perform tests • Observe and measure • Gather and record data • Identify and classify ideas and present in a variety of ways • Fair test, hypothesise, predict and make scientific opinions based on evidence • Research scientific facts • Comparative classification.



English: As readers and writers, we will:

Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

MFL: As linguists, we will learn: Saying what I and others do. Saying how many and describing things Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)

PE: As athletes, we will:

Be able to hit a moving ball consistently with a rounders bat and with a cricket bat from both sides of the body, directing the ball away from the fielders. I can bowl a ball over arm and underarm accurately towards a target. Also, be able to adjust fielding positions according to the batter and throw at speed accurately towards the stumps.

Maths: As mathematicians, we will: This unit builds on children's work in Years 4 and 5 of adding and subtracting whole numbers, and multiplying and dividing whole numbers by 10, 100 and 1,000. It also extends on children's work with number patterns. By considering the place value of each digit, children will broaden their understanding of adding and subtracting using formal written methods and of multiplying and dividing decimal numbers. Before they start this unit, it is expected that children: • can add and subtract numbers with up to 4 digits • are able to solve addition and subtraction word problems • can multiply and divide whole numbers by 10, 100 and 1,000 • understand what place value means and can use a place value grid to partition a decimal number.

Art: As artists, we will:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

Computing: As programmers, we will: Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given.

Geography: As geographers, we will: N/A this half-term

History: As historians, we will: Know that the Gilbert Monument was built in 1856. In memory of Lt Gen Sir Walter Raleigh Gilbert

- The British Empire at its peaked covered a quarter of the world's land. It kept control of its colonies using a range of methods
- Bodmin has several holy wells
- The Eye Well was built in the 15th/16th century and had a reputation for healing weak and troubled eyes.
- St Guron's Well and Well House was mentioned in the Churchwardens accounts of 1519-20 and this was the town's main supply of water.
- St Petroc's Well dates from 1639 and a wooden statue of St Mary was found preserved inside the well in early 1900's believed to have been hidden from Cromwell's troops during the Civil War. It was presented to the Catholic community.

Dates	W/C 5 th June	W/C 12 th June	W/C 19 th June	W/C 26 th June	W/C 3 rd July	W/C 11 th July	W/C 17 th July
Events	Mon: INSET (writing moderation) Tue: Wed: British values assembly	Mon: Gospel liturgy Tue: ECT meeting Wed: British values assembly		Mon: Come and see twilight	Mon: Tue: school review Wed: Transition day Thurs: REPORT DEADLINE	Mon: Gospel liturgy Tue: Parent volunteer reader Wed: British values assembly	Mon: Year 6 play Wed: Graduation
Class novel: Whole class reading	Treasure Island The Nowhere Emporium	Treasure Island The Nowhere Emporium	Treasure Island The Nowhere Emporium	Treasure Island The Nowhere Emporium	Treasure Island The Nowhere Emporium	Treasure Island The Nowhere Emporium	Treasure Island The Nowhere Emporium
Genre:	Treasure Island (finding tale)	Treasure Island (finding tale)	Treasure Island (finding tale)	Treasure Island (finding tale)	Newspaper report	Newspaper report	Poetry
English	Cold write Imitation Actions/roleplay Role on the wall	Identify features Explore examples Hot seating	Short burst writing Character description Setting description Plan Make small changes Innovation	Invention Plan First draft Edit and improve Final draft	Cold write Short burst writing Plan First draft	Edit and improve final draft Final draft	<u>The smugglers song</u>
Spelling	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed
Grammar	GPS Focus Nouns Verbs Adverbs Expanded noun phrases	GPS Focus Determiners Simple, compound and complex sentences Coordinating conjunctions Subordinating Conjunctions	GPS Focus Subordinate clauses Relative clauses Parenthesis Modal verbs	GPS Focus Present tense Adverbs Brackets	GPS Focus Formal tone Rhetorical questions Fronted adverbials Inverted commas and rules of dialogue	GPS Focus How adverbials When adverbials Where adverbials	GPS Focus Recap

<p>Maths</p>	<p>Unit 12: Decimals</p> <p>Adding and subtracting decimals (1)</p> <p>Adding and subtracting decimals (2)</p> <p>Adding and subtracting decimals (3)</p> <p>Adding and subtracting decimals (4)</p> <p>Adding and subtracting decimals (5)</p>	<p>Unit 12: Decimals</p> <p>Adding and subtracting decimals (6)</p> <p>Adding and subtracting decimals (7)</p> <p>Adding and subtracting decimals (8)</p> <p>Decimal sequencing</p>	<p>Unit 12: Decimals</p> <p>Problem solving decimals (1)</p> <p>Problem solving (2)</p> <p>Multiplying decimals by 10</p> <p>Multiplying decimals by 10, 100 and 1,000</p> <p>Dividing decimals by 10</p>	<p>Unit 12: Decimals</p> <p>Dividing decimals by 10, 100 and 1,000</p> <p>End of unit assessment/arithmetic</p> <p>Unit 13: Geometry – properties of shape (1)</p> <p>Measuring angles in degrees</p> <p>Measuring with a protractor (1)</p>	<p>Unit 13: Geometry – properties of shape (1)</p> <p>Measuring with a protractor (2)</p> <p>Drawing lines and angles accurately</p> <p>Calculating angles on a straight line</p> <p>Calculating angles around a point</p> <p>Calculating lengths and angles in shapes</p>	<p>Unit 13: Geometry – properties of shape (2)</p> <p>Recognising and drawing parallel lines</p> <p>Recognising and drawing perpendicular lines</p> <p>Reasoning about parallel and perpendicular lines</p> <p>Regular and irregular polygons</p> <p>Reasoning about 3D shapes</p>	<p>Unit 14: Measure</p> <p>Converting units</p> <p>Metric units (1)</p> <p>Metric units (2)</p> <p>Metric units (3)</p> <p>Metric units (4)</p> <p>Imperial units of length</p>
<p>Science</p>	<p>What are everyday materials made from?</p>	<p>Whys is recycling important?</p>	<p>What is a life cycle assessment?</p>	<p>What happens when fuels are burnt?</p>	<p>What is global warming?</p>	<p>What is climate change?</p>	<p>ASSESSMENT</p>

<p style="text-align: center;">RE</p>	<p>LEARNING FOCUS 4: Using freedom for good.</p> <ul style="list-style-type: none"> ➤ Using the reading from <i>God's Story 3</i> page 63, explain how you think God wants Christians to live and say why people who believe in God behave in this way. Design a poster entitled 'Be one of God's people!' to illustrate this. <p>LEARNING FOCUS 5: The Beatitudes.</p> <ul style="list-style-type: none"> ➤ Write your own modern version of the Beatitudes which show how they could be used to shape the attitudes and lives of Christians today. 	<p>LEARNING FOCUS 6: God is loving and merciful.</p> <ul style="list-style-type: none"> ➤ Take time to be still then use the reading from Amos to read slowly to enable the pupils to reflect on the reading line by line. You could use this method: <ul style="list-style-type: none"> ○ First read it through slowly, pause for a short time and read it again. ○ Read a third time and then choose a word or phrase which has touched your heart. ○ Share your word or phrase with the group if you wish to. <p>(This is based on Lectio Divina.) Then quietly, write your own Act of Contrition including the words: <i>God is loving and merciful.</i></p> <p style="text-align: center;">RESPOND</p>	<p>Other faith: ISLAM</p>	<p>EXPLORE</p> <p>LEARNING FOCUS 1: The wonders of God's creation.</p> <ul style="list-style-type: none"> ➤ Invite the children to write a prayer or poem of their own starting each line with 'We praise you Lord ...' making links between the Genesis story and belief in God as Creator of all. Illustrate the prayers/poems for display or publish using IT using appropriate fonts and inserting pictures to show aspects of nature. 	<p>LEARNING FOCUS 2: The task of stewardship –caring for God's creation.</p> <ul style="list-style-type: none"> ➤ Divide the class into groups. On each table place a big sheet of flip chart paper with one of the following questions. <ul style="list-style-type: none"> ○ Why do you think it is important to show respect for and be stewards of God's creation? ○ Do you think that people respect the environment? ○ Give reasons/examples for your answers. ○ In what ways could you encourage people to show greater respect for and stewardship of the environment and God's creation? ○ What actions would you like your school to take, to care for the environment and creation? ○ How have people damaged God's creation? <p>For 5 minutes each group will discuss and note the key points from their learning. In carousel style the groups move round the tables every 5 minutes, until they are back at their first table, adding to each sheet.</p> <p>Quiet pause for reflection: invite children to go round the tables reflecting on how their decisions and those of others regarding stewardship of creation are</p>	<p>LEARNING FOCUS 4:</p> <p>We are called to Stewardship.</p> <ul style="list-style-type: none"> ➤ Individually, write to parents/teachers /parish showing why it is important for all the children in the school to be stewards of the school environment and giving suggestions about how they can work together to make changes. Encourage children to include Psalm 104, Genesis Laudato Si (See CAFOD resources) and Christian values and beliefs. The scripts could be used as an assembly presentation, presented to the parish or be recorded/videoed for your school website! <p>LEARNING FOCUS 5: Caring for God's people.</p> <ul style="list-style-type: none"> ➤ Hold a prayer writing workshop. Invite the children to write a prayer/s 	<p>LEARNING FOCUS 6:</p> <p>Being good stewards of all the resources entrusted to us.</p> <p>Plan and produce some publicity materials informing people why Christians feel it is important to steward God's creation wisely. Use some scripture passages.</p> <p style="text-align: center;">RESPOND</p>
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Computing	<p>Exploring conditions</p> <p>To explain how selection is used in computer programs</p> <ul style="list-style-type: none"> I can recall how conditions are used in selection I can identify conditions in a program I can modify a condition in a program 	<p>Selecting outcomes</p> <p>To relate that a conditional statement connects a condition to an outcome</p> <ul style="list-style-type: none"> I can use selection in an infinite loop to check a condition I can identify the condition and outcomes in an 'if... then... else... ' statement I can create a program that uses selection to produce different outcomes 	<p>Asking questions</p> <p>To explain how selection directs the flow of a program</p> <ul style="list-style-type: none"> I can explain that program flow can branch according to a condition I can design the flow of a program that contains 'if... then... else... ' statement I can show that a condition can direct program flow in one of two ways 	<p>Designing a quiz</p> <p>To design a program that uses selection</p> <ul style="list-style-type: none"> I can outline a given task I can use a design format to outline my project I can identify the outcome of user input in an algorithm 	<p>Testing a quiz</p> <p>To create a program that uses selection</p> <ul style="list-style-type: none"> I can implement my algorithm to create the first section of my program I can test my program I can share my program with others 	<p>Evaluating a quiz</p> <p>To evaluate my program</p> <ul style="list-style-type: none"> I can identify ways the program could be improved I can identify the setup code I need in my program I can extend my program further 	
History or Geography	<p>Where is Gilbert's Monument?</p> <p>Visit the monument and look for clues about when it was built and who it commemorates. Use the internet to research further the life of Sir Walter Raleigh Gilbert. Create a fact file about his life and why we remember him today.</p>	<p>Where is Gilbert's Monument?</p> <p>Visit the monument and look for clues about when it was built and who it commemorates. Use the internet to research further the life of Sir Walter Raleigh Gilbert. Create a fact file about his life and why we remember him today.</p>	<p>Should we still commemorate Sir Walter Raleigh Gilbert today?</p> <p>Explore the British East India Army and its part in the British Empire. Have a class debate about in modern times should we still commemorate Sir Walter Raleigh Gilbert?</p>	<p>What are the wells of Bodmin?</p> <p>Visit some of the wells of Bodmin – using the Bodmin Well Trail. Why were these wells built? How were they used? Create fact files on each of the wells that were visited.</p>	<p>What are the wells of Bodmin?</p> <p>Visit some of the wells of Bodmin – using the Bodmin Well Trail. Why were these wells built? How were they used? Create fact files on each of the wells that were visited.</p>	<p>What are the wells of Bodmin?</p> <p>Visit some of the wells of Bodmin – using the Bodmin Well Trail. Why were these wells built? How were they used? Create fact files on each of the wells that were visited.</p>	<p>ASSESSMENT</p>
PSHE/ RSE	<p>Catholic Social Teaching</p>	<p>Reaching Out</p>					