## Year group: 5 Term: Summer 2

## Focus Subject: History

**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

**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.

## 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.

## 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]

# **BIG Question: What History is hidden within Bodmin?**

## Practise at Home:

Homework grid

PE: As athletes, we will:

consistently with a rounders bat

and with a cricket bat from both

sides of the body, directing the

underarm accurately towards a

target. Also, be able to adjust

fielding positions according to

the batter and throw at speed

accurately towards the stumps.

ball away from the fielders. I can

Be able to hit a moving ball

bowl a ball over arm and

- Spellings
- Maths and English tasks weekly ٠
- IXL

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.

Science: As scientists, we will: Ask guestions • 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.

> 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.



Learnina:

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• Gilbert's monument

Bodmin well trail

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.

## 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





## Cultural Capital/Trips/Local Area and Opportunities for Outdoor

Protect

Love

Serve

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.

## English: As readers and writers, we will:

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 guestion (including with combien)

> 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.

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Dates	W/C	W/C	W/C	W/C	W/C	W/C	W/C
	5 <sup>th</sup> June	12 <sup>th</sup> June	19 <sup>th</sup> June	26 <sup>th</sup> June	<sup>3rd</sup> July	11 <sup>th</sup> July	17 <sup>th</sup> July
Events	Mon: INSET (writing moderation)	Mon: Gospel liturgy		Mon: Come and see twilight	Mon:	Mon: Gospel liturgy	Mon: Year 6 play
	Tue:	Tue: ECT meeting			Tue: school review	Tue: Parent volunteer	Wed: Graduation
	Wed: British values assembly	Wed: British values assembly			Wed: Transition day	reader	
					Thurs: REPORT DEADLINE	Wed: British values assembly	
Class novel:	Treasure Island	Treasure Island	Treasure Island	Treasure Island	Treasure Island	Treasure Island	Treasure Island
Whole class							
reading	The Nowhere Emporium	The Nowhere Emporium	The Nowhere Emporium	The Nowhere Emporium	The Nowhere Emporium	The Nowhere Emporium	The Nowhere Emporium
Genre:	Treasure Island	Treasure Island	Treasure Island	Treasure Island	Newspaper report	Newspaper report	Poetry
	(finding tale)	(finding tale)	(finding tale)	(finding tale)			
English	Cold write	Identify features	Short burst wiriting	Invention	Cold write	Edit and improve final draft	The smugglers song
	Imitation	Explore examples	Character description	Plan	Short burst writing	Final draft	
	Actions/roleplay	Hot seating	Setting description	First draft	Plan		
	Role on the wall		Plan	Edit and improve	First draft		
			Make small changes	Final draft			
			Innovation				
Spelling	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed
Grammar	GPS Focus	GPS Focus	GPS Focus	GPS Focus	GPS Focus	GPS Focus	GPS Focus
	Nouns	Determiners	Subordinate clauses	Present tense	Formal tone	How adverbials	Recap
	Verbs	Simple, compound and	Relative clauses	Adverbs	Rhetorical questions	When adverbials	
	Adverbs	complex sentences	Parenthesis	Brackets	Fronted adverbials	Where adverbials	
	Expanded noun phrases	Coordinating conjunctions	Modal verbs		Inverted commas and rules of dialogue		
		Subordinating Conjunctions					
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	Unit 12: Decimals	Unit 12: Decimals	Unit 12: Decimals	Unit 12: Decimals	Unit 13: Geometry – properties of	Unit 13: Geometry –	Unit 14: Measure
Maths	Adding and subtracting decimals (1) Adding and subtracting decimals (2) Adding and subtracting decimals (3) Adding and subtracting decimals (4) Adding and subtracting decimals (5)	Adding and subtracting decimals (6) Adding and subtracting decimals (7) Adding and subtracting decimals (8) Decimal sequencing	Problem solving decimals (1) Problem solving (2) Multiplying decimals by 10 Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10	Dividing decimals by 10, 100 and 1,000 End of unit assessment/arithmetic Unit 13: Geometry – properties of shape (1) Measuring angles in degrees Measuring with a protractor (1)	shape (1) Measuring with a protractor (2) Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating lengths and angles in shapes	properties of shape (2) Recognising and drawing parallel lines Recognising and drawing perpendicular lines Reasoning about parallel and perpendicular lines Regular and irregular polygons Reasoning about 3D shapes	Converting units Metric units (1) Metric units (2) Metric units (3) Metric units (4) Imperial units of length
Science	What are everyday materials made from?	Whys is recycling important?	What is a life cycle assessment?	What happens when fuels are burnt?	What is global warming?	What is climate change?	ASSESSMENT

Ret     LIARNING FOCUS 1: The Vender Gold's Story 3 page 63, Gold wants Christians to the and say with people who believe in God behave in this way. Desagn pactage entitle who believe in God behave in this way. Desagn pactage who believe in God behave in this way. Desagn pactage who believe in God behave in this way. Desagn pactage who be bear and the ward of bear and the ward of bear and the short time who her caube be used in doal ward chronic ward of bear and the short time who her caube be and the short time who her caube be and the short time who her caube be and the short time who her group if you who her group if you who the bear and the short time who her group if you who the bear and the short time her time the the and the short time the the and the short time the the and ther the the and the short time the the and the short time the the an		LEARNING FOCUS 4: Using	LEARNING FOCUS 6: God	Other faith: ISLAM	EXPLORE	LEARNING FOCUS 2: The task of stewardship –caring for God's	LEARNIN
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## NING FOCUS 4:

re called to

ardship.

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!

## NING FOCUS 5:

g for God's people.

Hold a prayer writing workshop. Invite the children to write a prayer/s

### LEARNING FOCUS

### 6:

Being good stewards

of all the resources

entrusted to us.

Plan and produce some publicity materials informing people why Christians feel it is important to steward God's creation wisely. Use some scripture passages.

RESPOND

					informed by what they have seen and learnt. Write thoughts on large <i>post it notes</i> and display for discussion.	
					LEARNING FOCUS 3:	
					Ways to be stewards of	
					God's creation.	
					Invite the children to write a school magazine article, radio interview or website news page on the Niger or Bangladesh case studies, giving reasons for the actions of those who supported them because of their beliefs.	
Music		Musicianship options		singing	Composing and improvising	
		listening		playing		
Art	Explore artists Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.	Design Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief.	2d to 3d Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach he cut out pieces together.	2d to 3d Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach he cut out pieces together.	2d to 3d Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach he cut out pieces together.	Share, Reflect, Pupils w in a clea around are in a they like and eac Pupils w teams to work us Ipads.
DT	Developing an idea.	Exploring the use of new and emerging technology used in products.	Planning to make an end product.	Making a final prototype.	Making a final prototype: electrical system.	Critically
PE	Go Active - Cricket AC – Striking and fielding	Go Active - Cricket AC – Striking and fielding	Go Active - Cricket AC – Striking and fielding	Go Active - Cricket AC – Striking and fielding	Go Active - Cricket AC – Striking and fielding	Go AC – S

about caring for other people in God's creation. Make a book of prayers or add them to your tree of stewardship.	
Performing	
2,	
ct, Discuss	
s will display their work clear space and walk and the work as if they a gallery, sharing what like about their own each other's work. s will work in pairs or s to document their using cameras or 5.	
ally evaluate the end uct.	
Go Active - Cricket – Striking and fielding	Go Active - Cricket AC – Striking and fielding

Computing	Exploring conditions	Selecting outcomes	Asking questions	Designing a quiz	Testing a quiz	Eval
	<ul> <li>To explain how selection is used in computer programs <ul> <li>I can recall how conditions are used in selection</li> <li>I can identify conditions in a program</li> <li>I can modify a condition in a program</li> </ul> </li> </ul>	To relate that a conditional statement connects a condition to an outcome • 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	<ul> <li>To explain how selection directs the flow of a program</li> <li>I can explain that program flow can branch according to a condition</li> <li>I can design the flow of a program that contains 'if then else'</li> <li>I can show that a condition can direct program flow in one of two ways</li> </ul>	<ul> <li>To design a program that uses selection <ul> <li>I can outline a given task</li> <li>I can use a design format to outline my project</li> <li>I can identify the outcome of user input in an algorithm</li> </ul> </li> </ul>	<ul> <li>To create a program that uses selection <ul> <li>I can implement my algorithm to create the first section of my program</li> <li>I can test my program</li> <li>I can share my program with others</li> </ul> </li> </ul>	To evalua
History or Geography	Where is Gilbert's Monument? 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.	Where is Gilbert's Monument? 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.	Should we still commemorate Sir Walter Raleigh Gilbert today? 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?	What are the wells of Bodmin? 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.	What are the wells of Bodmin? 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.	
PSHE/ RSE	Catholic Social Teaching	Reaching Out				

aluating a quiz uate my program 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	
What are the wells of Bodmin? 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.	ASSESSMENT