

Integrated topics

See topic outlines and National Curriculum overview below

| Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring 2 | Summer Term 1 | Summer Term 2 |
|--|---|---|--|---|--|
| <p>Rescue! Extreme earth Geography, Art, PSHE 5 weeks</p> <p>The Art of living (Longitudinal study introduction)</p> | <p>Minarets and mosques - Early Islamic Civilisation History, Geography, Art 5 weeks</p> | <p>To boldly go where no-one has gone before.... Science, Music, Computing 4 weeks</p> | <p>United we stand divided we fall History, English, Geog 4 weeks</p> | <p>Seasonal salad cafe DT, English 4 weeks</p> | <p>The Art of living Science, Art 4 weeks</p> |

National Curriculum Overview

- Discrete content shaded, blocked topic content not shaded See also English and Maths long term and medium term overviews

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| Science | <p><u>Properties and Changes of Materials</u> *Working scientifically - see below *Compare and group together everyday materials on the basis of their properties, including their hardness... transparency, conductivity (electrical and thermal), and response to magnets *Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> | <p><u>Properties/Changes of Materials</u> *Working scientifically - see below *Compare and group together everyday materials on the basis of their properties...<u>solubility</u> *Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution *Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating *Demonstrate that dissolving, mixing and changes of state are reversible changes *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.</p> | <p>Topic - To boldly go Earth and Space *Working scientifically - see below *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.</p> | <p><u>Forces</u> *Working scientifically - see below *Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object *Identify the effects of air resistance, water resistance and friction, that act between moving surfaces *Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> | | <p>Topic - The Art of living Living Things and their habitats *Working scientifically - see below *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> |
| | <p>Topic - The Art of living (Set up Longitudinal study) Living Things and their habitats *Working scientifically- see below *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> | | | | | <p><u>Animals, including humans</u> *Describe the changes as humans develop to old age. (link to SRE)</p> |
| | <p>Working Scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: *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 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.</p> | | | | | |
| History | | <p>Topic- Minarets and mosques Early Islamic Civilisation A non-European society that provides contrasts with British</p> | | <p>Topic - United we stand, divided we fall *Britain's settlement by Anglo-Saxons and Scots</p> | | |

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| | | <p>history –<u>early Islamic civilization</u>, including a study of Baghdad c. AD 900</p> <p><i>*begin to note connections, contrasts and trends over time and develop the appropriate use of historical terms</i></p> <p><i>*begin to develop a chronologically secure knowledge and understanding of British, local and world history</i></p> | | <p>(including Christian conversion)</p> <p><i>*The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>*begin to note connections, contrasts and trends over time and develop the appropriate use of historical terms</i></p> <p><i>*begin to develop a chronologically secure knowledge and understanding of British, local and world history</i></p> | | |
| Art (see skills progression) | <p>Topic - Rescue! Extreme earth ARTIST STUDY -John Martin</p> <p>*learn about great artists, architects and designers in history.</p> <p>PAINTING</p> <p>*To improve their mastery of art and design techniques... painting</p> <p>*Look at the work of great artists.</p> <p>*draw from imagination</p> <p>*understand the primary/ secondary colours and use black and white to mix the full range of hues and tones.</p> <p>*understand that colours are paler and more muted at a distance and use this knowledge in their work</p> | <p>Topic - Minarets and Mosques PRINTING</p> <p>*Sketch books to collect, plan and record</p> <p>*Look at the work of great artists and different cultures</p> <p>*create a complex printing block from polystyrene printing tiles based on Islamic patterns</p> <p>* tessellated prints.</p> <p>* 2 or more colours</p> <p>*impress/relief printing techniques</p> | | | <p>SCULPTURE</p> <p>3D sculpture (Clay)</p> <p>Gargoyles</p> <p>*sketch books to collect, plan and record</p> <p>*use a range of pencil grades to develop techniques in drawing(shading and hatching)</p> <p>*develop their understanding of proportion when planning a piece of art, including perspective.</p> <p>*develop skills in using clays- shaping and joining</p> <p>*produce their intricate patterns and textures in clay</p> | <p>Topic - The Art of living DRAWING</p> <p>*sketch books to collect, plan and record</p> <p>*Look at the work of great artists and different cultures</p> <p>*Use ‘Austin’s butterfly’ to inform how to approach the lesson (first-hand experience and observation)</p> <p>*Draw a mini beast using this idea.</p> |
| R.E. blocked (LD III, UC) | Freedom and Justice People of God | Incarnation (Birth narratives) | Belonging (Islam) | Sacrifice and suffering Salvation | Community (Islam) | Holy |
| Geography | <p>Topic - Rescue! Extreme earth</p> <p>*Describe and understand key aspects of <u>physical geography</u>, including: <u>rivers, volcanoes, earthquakes and the water cycle</u></p> | <p>Topic- Minarets and mosques - Early Islamic Civilisation</p> <p>Geographical skills and fieldwork</p> <p>*Use maps, atlases, globes and digital/computer mapping to</p> | | <p>Topic - United we stand, divided we fall</p> <p>Geographical skills and fieldwork</p> <p>*Use maps, atlases, globes</p> | | |

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| | <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>*Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (<i>Local river study</i>).</p> <p>*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)</p> | <p>locate countries and describe features studied</p> <p>*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 United Kingdom and the wider world</p> <p>*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)</p> <p>Fieldwork - <u>Stubbington Study Centre</u> Use fieldwork to observe, measure, record and present the...physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | | <p>and digital/computer mapping to locate countries and describe features studied</p> | | |
| Music (Music Express scheme) | Unit: At the movies | | Topic - To boldly go.... Unit: Solar System | | Unit: Life Cycles | |
| | On-going singing (weekly whole school) - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, expression) | | | | | |
| D.T. | | | | <p>Design, Make, Evaluate</p> <p>*Apply their understanding of computing to program, monitor and control their products.</p> <p><i>Delivered through computing unit (Lego Wedo – Levers and Pulleys & Science)</i></p> | | <p>TOPIC - Seasonal salad cafe</p> <p>Cooking and nutrition:</p> <p>*Design, Make, Evaluate</p> <p>*Understand seasonality, and know where and how a variety of ingredients are grown, <u>reared, caught and processed</u></p> |
| Computing (suggested activities given linked to topics) | <p>E-Safety- Keeping safe online</p> <p>Coding Crab Maze and report</p> <p>*design, write and debug programs that accomplish</p> | <p>Poetry stop-frame animation</p> <p>*select, use and combine a variety of software (including internet services) on a range of digital devices to design and</p> | <p>Topic - To boldly go...</p> <p>Earth and Space Research</p> <p>*use search technologies effectively, appreciate how</p> | <p>Coding Crumbles (Levers and Pulleys) - also DT</p> <p>*design, write and debug programs that accomplish specific goals, including</p> | <p>Living things – Design a database</p> <p>*select, use and combine a variety of software (including internet services)</p> | <p>Scratch Counting Machine</p> <p>*design, write and debug programs that accomplish specific goals, including controlling or simulating</p> |

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| | <p>specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>*use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | <p>create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | <p>results are selected and ranked, and be discerning in evaluating digital content</p> <p>Video editing</p> <p>*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</p> | <p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>*use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | <p>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</p> <p>What is a network? (1 lesson)</p> <p>*understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> | <p>physical systems; solve problems by decomposing them into smaller parts</p> <p>*use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |
| Esafety (SWGfL scheme) | Strong Passwords | How to Cite a Site | Digital Citizenship Pledge (Safer Internet Day) | Picture Perfect | You've Won a Prize | |
| <p>*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>*understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> | | | | | | |
| P.E. | Dance - extreme earth theme Games – Net/wall activities, Tennis/cardio tennis | Gym - Health and Fitness (circuits) Games – Invasion games (football/tag rugby) | Gym – Flight – control and balance Games – Invasion games (hockey) | Gym – Supporting and bridges Games – Invasion games (netball) | Indoor - Dance - Haka Games – Striking and fielding (Rounders & Cricket) | Gym – balances, linking sequences Games - Athletics |
| French ('Early Start French') | Rooms in School Classroom objects Numbers 40 - 200 ongoing | Places in Town | Where I live | Directions | What's the time? | What I the weather like? |
| PSHE (HIAS S.O.W) | Topic -Rescue! Extreme earth Looking at the world | Who decides | Risks and pressures | Being involved in my community | We're all different | It's my body |

Integrated topic overview outlines

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| Rescue! Extreme earth | Geography, Art, PSHE | AUTUMN TERM 5 weeks | Main project outcome: Practical response to support those affected by natural disasters |
| <p>Rationale: Through this topic children will learn more about the water cycle and the distribution of water across the world, considering why droughts and flooding occur and what effects these can have on a local and global scale. They will carry out fieldwork to observe, measure and record the physical features of a river in the local area and relate this to their understanding of the water cycle, floods and droughts. Children will learn about tectonic plates and how the movement of these can cause earthquakes and will explore the effect of earthquakes on people and landscapes. They will identify areas around the world that are more susceptible to earthquakes and the reasons for this, using maps, atlases, globes and digital/computer mapping to locate countries. They will then identify the differences between a mountain and a volcano before looking at how volcanoes are formed, what happens when they erupt and the differences between active, dormant and extinct volcanoes. Children will study the paintings of John Martin to identify how artists can represent extreme weather conditions and will use this to inspire their own paintings. Throughout this topic children will develop their understanding 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).</p> <p>As children learn more about the effects of natural disasters they will consider the humanitarian efforts to support those affected by them, including the different charities and organisations providing relief to people affected across the world such as Christian Aid, CAFOD, Jewish, Muslim. Finally children will decide as a class or in groups on a practical response to help those affected by natural disasters around the world which could include raising awareness, fundraising to support a chosen charity etc.</p> | | | |
| <p>Available support for planning: Plan Bee - Extreme earth (cross-curricular topic Y5/6); Plan Bee - Extreme earth (Geography focus) - parts of these units relevant</p> | | | |
| <p>National Curriculum Statutory Content</p> | | | |
| <p>Geography *Describe and understand key aspects of <u>physical geography, including: rivers, volcanoes, earthquakes and the water cycle</u> *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (<i>Local river study</i>). *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)</p> | <p>Art ARTIST STUDY -John Martin *learn about great artists, architects and designers in history PAINTING *to improve their mastery of art and design techniques... painting ... *look at the work of great artists *draw from imagination *understand the primary/ secondary colours and use black and white to mix the full range of hues and tones. *understand that colours are paler and more muted at a distance and use this knowledge in their work</p> <p>PSHE Looking at the world (HIAS unit) *Research, discuss and debate topical issues, problems and events * Know the variety of communities to which they simultaneously belong - family, school, local, national, European and worldwide - and the interdependence of individuals, groups and communities *Uses different modes of communication to express personal and group views about social and environmental issues *Show a willingness to move on a personal position after considering new information or perspectives *Know about public service provision, locally and nationally (and globally) and that this is not 'free'</p> | | |

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| Minarets and Mosques | History, Art, Geography | AUTUMN TERM 5 weeks | Main project outcome: Presentation or publication |
| <p>Rationale: Children will use a range of sources of evidence, maps, atlases and globes to track the development and history of an early Islamic civilisation – the great city of Baghdad. They will compare and contrast these developments with Western Europe at the same time, learn about the spread of Islam through the Middle East and beyond, and examine trade and everyday life in Baghdad. Children will consider the effects of religion on culture and architecture, exploring and create tessellating patterns using printing techniques (impress/relief). They will create their own timeline to summarise the period studied and will discover the legacy of early Islam and the continuing influences we see today. Finally children will work collaboratively to create a presentation or publication for a chosen audience that will help to build tolerance and respect for the religious beliefs of others through sharing their learning.</p> | | | |
| <p>Available support for planning: Hamilton - Early Islamic Civilisation</p> | | | |
| <p>National Curriculum Statutory Content</p> | | | |
| <p>History A non-European society that provides contrasts with British history –<u>early Islamic civilization</u>, including a study of Baghdad c. AD 900</p> <ul style="list-style-type: none"> begin to note connections, contrasts and trends over time and develop the appropriate use of historical terms begin to develop a chronologically secure knowledge and understanding of British, local and world history | <p>Art PRINTING</p> <ul style="list-style-type: none"> *Sketch books to collect, plan and record *Look at the work of great artists and different cultures *Create a complex printing block from polystyrene printing tiles based on Islamic patterns * Tessellated prints, 2 or more colours *Impress/relief printing techniques <p>Geography Geographical skills and fieldwork</p> <ul style="list-style-type: none"> *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *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 United Kingdom and the wider world *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) | | |

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| To boldly go where no-one has gone before | Science, Music, Computing | SPRING TERM 4 weeks | Main project outcome: Stargazer TV episode for a movie premiere |
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Rationale:

Children will work collaboratively to research and create their own ‘Stargazing’ TV programme, commissioned by Professor Brian Cox. They will base the content for the programme on their own experimental evidence gathered through working scientifically (some of which will be recorded to be included in the programme) and also based on research into current astrological thinking. They will refine their ability to use search technologies effectively, in particular becoming more discerning in evaluating the potential usefulness and relevance of digital content. In preparation for recording their own programmes, children will analyse the narration and presentation techniques and styles used by presenters to inform their own narration and presentation. They will listen to Holst’s ‘The Planet Suite’ and other music inspired by the solar system and select appropriate pieces to incorporate as the soundtrack for their TV programme. Children will use video editing software to create their programme which they will then share at a movie premiere for invited guests.

Available support for planning: Hamilton - ‘Space Presenters’

National Curriculum Content

Science Earth and Space

- *Working scientifically (see NC Overview)
- *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.

Computing

- *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
- *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Music Music Express Unit - Solar System

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| United we stand, divided we fall? | History, Geography | SPRING TERM 4 weeks | Main project outcome: Historical writing for a website |
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Rationale:

As historians tasked with producing a new information page for a website, children will use a range of sources of evidence to find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. They will learn how to locate and record relevant information from their research efficiently, learning how to use a variety of techniques to help sort and organise the information they find (e.g. charts, target maps, bullet points, mind maps). Children will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. They will use map skills to identify the different locations that they learn about and will read Viking myths and legends. Finally children will explore the advent of Christianity to the British Isles through Anglo-Saxon art and writing, place names and through finding out about key Anglo-Saxon figures such as the Venerable Bede.

Available support for planning: Plan Bee - ‘Vikings vs Anglo-Saxons’ (for parts of this topic)

National Curriculum Statutory Content

History

- *Britain’s settlement by Anglo-Saxons and Scots (including Christian conversion)
- *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- *begin to note connections, contrasts and trends over time and develop the appropriate use of historical terms*
- *begin to develop a chronologically secure knowledge and understanding of British, local and world history*

Geography

- Geographical skills and fieldwork
- *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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| Seasonal salad cafe | DT, English | SUMMER TERM 4 weeks | Main project outcome: Design and make a salad and related marketing |
| <p>Rationale: Through this project children will learn about how a café/restaurant operates and will consider the responsibility to minimise food waste when preparing food commercially and at home, including finding out how groups within the community are attempting to tackle food waste (e.g. visiting the Munch Community Fridge, based at Park Community School). Children will learn about different types of salads and ingredients used in salads around the world (e.g. Nicoise, Caesar, Tabbouleh) and will learn about healthy eating (with a focus on fibre). In particular, they will learn about seasonality and how a variety of ingredients are reared, caught and processed, gaining an insight into where their food comes from. They will practise using food preparation skills, including the bridge hold and claw grip, safely and hygienically and design and make a salad for an intended customer. As part of this project children will develop the skills to produce marketing and promotional materials for their salad.</p> | | | |
| <p>Available support for planning: Food a fact for life (BNF planning and resources for Y5, Serve a salad) http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=22&sectionId=118&contentId=780</p> | | | |
| <p>National Curriculum Statutory Content</p> | | | |
| <p>DT Cooking and nutrition: *Design, Make, Evaluate *Understand seasonality, and know where and how a variety of ingredients are grown, <u>reared, caught and processed</u></p> | <p>English (Composition) <u>Plan their writing by:</u> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own *noting and developing initial ideas, drawing on reading and research where necessary <u>Draft and write by:</u> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *using a wide range of devices to build cohesion within and across paragraphs *using further organisational and presentational devices to structure text <u>Evaluate and edit by:</u> *assessing the effectiveness of their own and others' writing *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *ensuring the consistent and correct use of tense throughout a piece of writing *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register *proof-read for spelling and punctuation errors</p> | | |

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| <p>The art of living (including longitudinal study)</p> | <p>Science, Art</p> | <p>SUMMER TERM 4 weeks</p> | <p>Main project outcome: Animal/plant life cycle annotated scientific illustrations</p> |
| <p>Rationale: Through this topic children will create an inspirational and informative collection of scientific illustrations on the theme of animal and plant life cycles for their own artist’s portfolio. Working scientifically throughout the year as part of a longitudinal study they observe and compare first-hand the life cycles of some of the plants and animals living in the local environment and at Stubbington Study Centre, describing the differences in the life cycles that they learn about. They will hone their skills as natural scientists and learn about some significant naturalists and animal behaviourists, exploring the importance and impact of their work within the scientific community. Children will collect observational drawings and sketches to inform their own scientific illustrations and will develop their mastery of key art skills as they create accurate and eye catching illustrations that tell the life cycle story of a range of nature’s wonders during the summer term.</p> | | | |
| <p>Available support for planning: Hamilton Year 5 Summer 1: Living Things and their Habitats - The Art of Living</p> | | | |
| <p>National Curriculum Content</p> | | | |
| <p>Science Living Things and their habitats *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird *Describe the life process of reproduction in some plants and animals. Notes and guidance (non-statutory) - Longitudinal study throughout the year *Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. *Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment ...asking pertinent questions and suggesting reasons for similarities and differences. They might observe changes in an animal over a period of time...comparing how different animals reproduce and grow.</p> | | <p>Art DRAWING *Sketch books to collect, plan and record *Look at the work of great artists and different cultures *Use ‘Austin’s butterfly’ to inform how to approach the lesson *Draw a mini beast using this idea. *If have time, develop the drawing into a Morriseau style picture, using Brusho to produce the vibrant colours</p> | |