

## RSHE – CONSENT

“Send me a Selfie”

- 1) Why do people ask to send selfies? Why would you send?
- 2) Scenario – how can you identify when it's not safe?
- 3) Consent
- 4) Active listening when people share concerns.
- 5) Sharing your concerns with a trusted person.

**No outsiders** - Y5 lesson 5 – Learn to appreciate artistic freedom.



# St. Cecilia's Catholic Primary School

## Topic Map: Year 5 , Summer Term 1



## Design Technology & Art and Design Summer Project:

**Enquiry Question: “How can an artist who lived in the 19th century influence modern fashion?”**

### In Dt the children will:

Research using surveys, interviews etc.  
Identify needs wants , generate innovative ideas drawing on research.  
Select and use appropriate tools and choose materials based on properties.  
Evaluate product considering the views of others. Fitness for purpose.

### In Art & Design children will:

Use a variety of source material exploring properties of visual elements - line, tone, pattern, texture etc.  
Explore light tone and texture in portraits.  
Consistently create mood and tone in paintings, explore emotion  
Plan a sculpture through drawing.  
Choose a range of tools to add detail to clay sculpture.  
Show human emotion through sculpture.  
Use sketch books to develop ideas independently. Research Van Gogh.

### Crucial Knowledge children must remember:

Recognise and replicate the art work of Vincent Van Gogh.  
Understand how fashion is designed and produced.  
Choosing the correct tools and materials to produce a sculpture, a hat and a garment.  
Understand the ethics of fast fashion.  
Encourage aspirations linked to careers in fashion.  
Recognise intended moods and emotions

## Physical Education:

### Tennis

To develop returning the ball using a forehand groundstroke.  
To develop returning the ball using a backhand groundstroke.  
To work cooperatively with a partner to keep a continuous rally.  
To develop the underarm serve and understand the rules of serving.  
To develop the volley and understand when to use it.  
To use a variety of strokes to outwit an opponent.

### Dance

THEME: Dance by Chance: To create a dance using a random structure and perform the actions showing quality and control.  
To understand how changing the dynamics of an action changes the appearance of the performance. To understand and use relationships and space to change how a performance looks.  
THEME: Snapshot: To work with a group to create poses and link them together using transitions. To use choreographing devices when working as a group.  
THEME: Rock 'n' Roll: To copy and repeat movements in the style of Rock 'n' Roll. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.

## History

**Can we thank the Ancient Greeks for the lives we live today?**

- Identify achievements of the ancient Greeks and know that some are still relevant today.
- Describe similarities between the life of the Ancient Greeks and Brits today
- use sources to draw conclusions about Ancient Greece
- Explain how they feel the achievements of the Ancient Greeks affect modern day Britain

## Class Read:

**Title:** Journey to Jo'burg

**Curriculum links:** History, RSHE

**Writing opportunities:** Letters, narrative writing, arguments.

## Religious Education:

### 7) Pentecost- Serving

**‘Transformation’**

**Big question – How can energy transform?**

Celebration of The Spirit's transforming power.

## Computing

**Computer Science:** Conditionals and Functions, through Code Studio Course E: Lesson 16/17.

Physical Computing - Micro:bits

**Digital literacy & Online safety:** My Media Choices Keeping Games Fun and Healthy

**IT & Digital Literacy:** Modelling, Music and Media Podcasting

## Mathematics:

### Unit I2 – Geometry – properties of shapes

Understand and use degrees  
Measure acute angles  
Measure angles up to 180°  
Draw lines and angles accurately  
Calculate angles around a point  
Calculate angles on a straight line  
Lengths and angles in shapes  
Regular and irregular polygons  
Parallel lines  
Perpendicular lines  
Investigate lines  
3D shapes  
End of unit check

### Unit I3 – Geometry – position and direction

Read and plot coordinates  
Problem solving with coordinates  
Translate shapes  
Translate points  
Reflection  
Reflection in horizontal and vertical lines  
End of unit check

### Unit I4 – Decimals

Add and subtract decimals within 1 (1)  
Add and subtract decimals within 1 (2)  
Complements to 1  
Add and subtract decimals across 1  
Add decimals with the same number of decimal places  
Subtract decimals with the same number of decimal places  
Add decimals with a different number of decimal places

## English

**Vehicle Text:** When we Walked on the Moon

### Writing Outcome & Purpose:

Narrative: Exploration  
Narrative Purpose: To narrate

Recount: Formal Mission Log  
Purpose: To recount

### Grammar: Word

Build on previous year & focus on: Develop an understanding of the use of verb prefixes

### Grammar: Sentence

Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely  
Develop understanding of relative clauses

### Grammar: Text

Build on previous year & focus on: Use a range of sentence types for impact and cohesion

### Punctuation

Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)

## Science

### FORCES

- Explore gravity and the life and works of Isaac Newton.
- Examine the connection between air resistance and parachutes.
- Explore factors which affect water resistance.
- Investigate the effects of friction on different surfaces.
- Investigate mechanisms – levers and pulleys.
- Investigate mechanisms – gears.

## Music

### Getting Down

Children will work together as a class to explore the use of ostinatos in music composition. They will listen and respond to a wide range of music. As a class they will create their own ostinatos using the pentatonic scale. And use these to create a longer class composition and performance.