
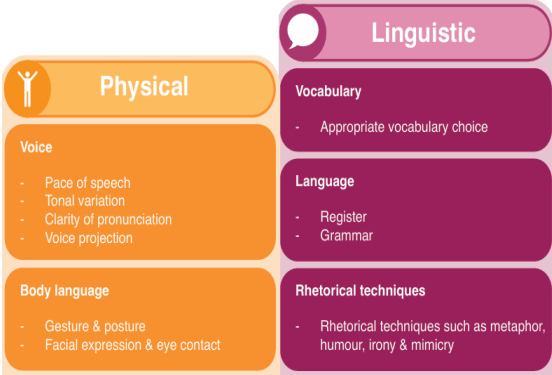


<p><b>Topic Name – Industry Diposition Developing Community:</b> Being Modest and Listening to Others</p> 	<p><b>Year Group - Year 5 Summer 2</b> <b>Topic Purpose Question –</b> How did industry help shape the Birmingham of today?</p>	<p><b>Curriculum Coverage: History</b> <b>Topic Purpose –</b> to develop a secure knowledge and understanding of local history, establishing a clear narrative. This in-depth study of the local area should trace how different aspects of history are reflected in the local area and why these are significant locally today.</p>	<p><b>Class Novel: Street Child</b> Purpose: Topic specific vocabulary as well as reading a novel which is considered a modern classic in children’s literature. The book also tackles moral issues faced by the children during Victorian times.</p>
<p><b>Links to previous topics.</b> Yr 2 Handsworth Now and Then Yr2 Explores.</p> <p><b>Links to future topics.</b> Yr6 Who am I?</p>	<p><b>Science</b> <b>Forces</b> Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example by observing the effect of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists such as Galileo Galilei and Isaac Newton helped develop the theory of gravitation (revisiting prior knowledge).</p>	<p><b>History</b> A local History Study</p> <ol style="list-style-type: none"> <li>How did Birmingham begin?</li> <li>How did Birmingham grow and become a city?</li> <li>What different trades were taking place in Birmingham and how did this impact the growth of the city?</li> <li>Who were the three ‘Golden Boys’ of Birmingham and what impact did they have on the city?</li> <li>In what ways did Joseph Chamberlain support the social reform in Birmingham?</li> </ol>	<p><b>Design Technology</b> <b>Digital World – Monitoring devices.</b></p> <p><b>Design:</b> Researching (books, internet) for a particular (user’s) animal’s needs. Developing design criteria based on research. Generating multiple housing ideas using building bricks. Understanding what a virtual model is and the pros and cons of traditional and CAD modelling. Placing and manoeuvring 3D objects, using CAD. Changing the properties of, or combining one or more 3D objects, using CAD.</p>
<p><b>Engage Stage/Memorable Experience</b></p> <p>Trip to Black Country Museum - Pewter Casting workshop.</p>	<p>Pupils could work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.</p>	<p><b>Chronology:</b> Confidently uses some key dates as important markers of events.</p> <p><b>Cause and Consequence:</b> Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.</p>	<p><b>Make:</b> Understanding the functional and aesthetic properties of plastics. Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range.</p>
<p><b>PSHE</b> <b>Changing Me.</b> Self-Image and Body Image Looking Ahead 2 Puberty Talk –Boys/Girls Changes* *-requires parental permission and nurse led.</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p><b>Key Vocabulary:</b> air resistance, water resistance, friction, gravity, newton, levers, pulleys, gears</p>	<p><b>Change and Continuity:</b> Can describe changes within and between periods, and societies. <b>Key Vocabulary:</b> Expansion, cross-reference, political, industry, industrialisation, mayor, canal.</p> <hr/> <p><b>RE</b> Theme: Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity Disposition: Cultivating Inclusion, Identity and Belonging <b>Key Vocabulary:</b> Commitment, Gifts of the holy spirit, Prayer, Lord’s prayer, Confirmation, Holy spirit, Holy communion</p>	<p><b>Evaluation:</b> Stating an event or fact from the last 100 years of plastic history. Explain how plastic is affecting planet Earth and suggesting ways to make more sustainable choices. Explaining key functions in my program (audible alert, visuals). Explaining how my product would be useful for an animal carer including programmed features.</p> <p><b>Key Vocabulary:</b> CAD, monitoring device, programming comment, sensor, sustainability, synthetic, thermometer, ungroup, variable, versatile</p>
<p><b>Music</b> Led by Junior Jam during PPA Song writing with Glockenspiels. Level 3</p>	<p><b>PE</b> <b>OAA led by the teacher.</b> To explore different ways of communicating with a blindfolded partner. To navigate a space and record information accurately To use memory and observation to navigate To use clear communication to recreate a shape as a team. To use creativity and problem-solving to build the tallest marshmallow tower</p>	<p><b>Computing</b> Programming B – Selection in quizzes Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. To choose a condition to use in a program. To create a condition-controlled loop. To use a condition in an ‘if... then...’ statement to start an action.</p>	<p><b>Oracy</b></p> <div data-bbox="1574 1066 2123 1441">  <p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>Vocabulary <ul style="list-style-type: none"> <li>- Appropriate vocabulary choice</li> </ul> </li> <li>Language <ul style="list-style-type: none"> <li>- Register</li> <li>- Grammar</li> </ul> </li> <li>Rhetorical techniques <ul style="list-style-type: none"> <li>- Rhetorical techniques such as metaphor, humour, irony &amp; mimicry</li> </ul> </li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Voice <ul style="list-style-type: none"> <li>- Pace of speech</li> <li>- Tonal variation</li> <li>- Clarity of pronunciation</li> <li>- Voice projection</li> </ul> </li> <li>Body language <ul style="list-style-type: none"> <li>- Gesture &amp; posture</li> <li>- Facial expression &amp; eye contact</li> </ul> </li> </ul> </div>
<p><b>MFL-Spanish</b> <b>Planning through Language Angels.</b></p> <p>Unit: My Home</p>	<p>To send and interpret messages using Morse Code. <b>Key Vocabulary:</b> Challenge, plan, trust, solve, team, design, instructions, extend, orient, morse code, decipher, individual, signal.</p> <p><b>Cricket led by the sports coach</b> To work with a partner to score runs. To throw accurately over short distances to get batters out. To track and move with the ball to catch it effectively as the wicketkeeper. To attempt to overarm bowl using the correct grip. To play a forward defensive shot. To set a field in a game to limit the runs scored by a batter. <b>Key Vocabulary:</b> accuracy, rise of the ball, anticipating, forward defensive shot, setting a field, on-side, off-side, flexibility, cardiovascular endurance, power.</p>	<p><b>Key Vocabulary:</b> Selection, condition, true, false, count-controlled loop, outcomes, conditional statement (the linking together of a condition and outcomes), algorithm, program.</p> 