



<p><b>Topic Name – Sow, Grow and Farm</b>  <b>Disposition Developing Compassion:</b> Caring for Others, Animals and the Environment.</p> 	<p><b>Year Group - Year 5 Summer 1</b>  <b>Topic Purpose Question –</b> How are different environment issues effecting farming around the world?</p>	<p><b>Curriculum Coverage: Geography</b>  <b>Topic Purpose –</b> give a growing knowledge about the world which should help pupils deepen their understanding of the interaction between human and physical processes. They should develop contextual knowledge of the location defining physical and human characteristics.</p>	<p><b>Class Novel: The Secret Garden</b>  Purpose: Topic specific vocabulary as well as reading a novel which is considered a classic in children’s literature.</p>
<p><b>Links to previous topics</b>  EYFS Ready, Steady, Grow  Year 1 Seasons  Year 1 Woodlands  Year 2 Global Gardens  Year 3 Predators of the World  Year 3 Extreme Earth  Year 4 Mountains and Rivers</p> <p><b>Links to future topics</b>  Year 5 Amazon Rainforest</p>	<p><b>Science</b>  <b>Animals including Humans</b>  Children should draw a timeline to indicate stages in the growth and development of humans.</p> <p>Children could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Describe the changes as humans develop to old age.  Activity: Look at the changes in humans from birth to old age going through the different stages of the life cycle for a human.</p>	<p><b>PSHE</b>  <b>Relationships</b>  Recognising Me  Being in an Online Community/Online Gaming  My Relationship (staying safe and happy online)  Marriage  Knife Crime and Gangs</p>	<p><b>Geography</b>  <b>Locational Knowledge</b>  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Activity: Coffee growing in Peru.  <b>Purpose Question:</b> What do you think life is like for a coffee farmer in Peru?</p> <p><b>Human Geography</b>  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Activity: How far has your food travelled?  <b>Purpose Question:</b> What transportation systems do you think are used to move food?'</p>
<p><b>Engage Stage/Memorable Experience</b></p> <p>Give the children a copy of the <a href="#">Allotments information sheet</a> to read. Discuss the information given and highlight the factors that make an allotment successful. Explain to the children that they will be visiting a local allotment to investigate the geographical hypothesis, 'The allotment is well-situated in the locality.' Use the <a href="#">Geographical hypothesis recording sheet</a> during their visit to carry out their fieldwork, talking to allotment holders to gather additional data. After the visit, allow the children time to reflect upon their data, sharing it with others and making comparisons. Invite the children to form a written conclusion that is supported by their data and evidence. Ask questions to explore the hypothesis more deeply. For example, 'Have we come to a majority conclusion? Did we gather enough evidence to be able to draw a reliable conclusion? How might we better tackle this hypothesis next time?' Encourage the children to help create a display that demonstrates their fieldwork and findings.</p> <p><b>Purpose Question:</b> Is the allotment well-situated in the locality?</p>	<p><b>All Living things and their habitats</b>  Children should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower boarder. They should find out about the work of naturalists for example David Attenborough and Jane Goodall.</p> <p>Children should find out about different types of reproduction, including sexual and asexual in plants.</p> <p>Children may try to grow new plants from different parts of the parent plant, for example seeds, stem and root cuttings.</p> <p>Describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird.  Activities: Display the <a href="#">Life cycle diagrams</a> to show the life cycles of a fox (mammal), frog (amphibian), blackbird (bird) and cabbage white butterfly (insect). Recap on what a life cycle shows and explain how they are typically displayed. Ask the children to explore the life cycles, identifying and recording any similarities and differences they observe. To deepen the children’s knowledge, challenge them to choose a different mammal, amphibian, bird or insect to research. Examples could include a newt, sparrow hawk or ladybird. Ask them to produce a diagram of their chosen animal’s life cycle, then make comparisons with one of the initial life cycle diagrams.</p>	<p><b>PE</b>  <b>Tennis – PE Hub Planning – Teacher Led</b>  To move quickly to the ball to perform a volley.  To play an overhead shot and know when you may use it.  To use different court formations during doubles play.  To refine court movement before hitting the ball.  To perform a diagonal serve.</p> <p><b>Athletics - Sports Coach led during PPA</b>  Jumps – running long jump, triple jump (hop, skip, jump)  Javelin – correct throwing technique from a 3 steps walk through.  Sprint – correct technique to sprint and competing in races.  Relay – correct position to hand over.  Long distance – technique to perform a long distance run.</p>	<p><b>Physical Geography</b>  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Activities:  Farming in the UK.</p> <p>Potato Farming in Jersey.</p> <p>Climate Zones  <b>Purpose Question:</b> Think about the varying climates in different countries around the world. How would these climates affect what could grow there?</p> <p>North and South America  <b>Purpose Question:</b> What farming would best suit these countries?</p> <p>Citrus Farming in California.</p> <p><b>Geographical Skills and Fieldwork.</b>  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.  Activity: Mapping using grid references.  <b>Purpose Questions:</b> What does the map tell you about the farmland? What type of farming do you think is in that area? What evidence is there to support your ideas?'</p> <p>Key Vocabulary: food miles, consumer, agricultural land, allotment, dairy cattle, beef cattle, soil fertility, biome (a large ecological area), equatorial, polar, temperate and tropical.</p>
<p><b>Computing</b>  <b>Creating media – introduction to vector graphics</b></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>To add, select and delete an object to a vector drawing  To move objects between the layers of a drawing  To group and ungroup selected objects  To duplicate objects using copy and paste  To modify and reposition objects  To combine options to achieve a desired effect  To create a vector drawing for a given purpose  Key Vocabulary: Vector, toolbar, Vector drawing, rotate, duplicate/copy align, modify, duplicate, reuse, reflection,</p>	<p>Describe the life process of reproduction in some plants and animals.  Activities:  Plant Life Cycle</p> <p>Dissection</p> <p><b>Working Scientifically: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</b>  Activity: Growing.  <b>Note: After about three months the life cycle of the plant will be completed and it will be ready for harvesting.</b></p> <p>Key Vocabulary: foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development, reproduction, offspring</p>	<p><b>Music</b>  <b>Taught through Junior Jam</b>  Song writing with Glockenspiels.  Level 3</p> <p><b>Oracy</b>  <b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>I think we should consider...</li> <li>I would like to start by saying...</li> <li>Let’s also think about...</li> <li>I would like to instigate the conversation by...</li> <li>We haven’t discussed yet...</li> </ul> <p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>I agree and would like to add...</li> <li>Adding onto what ___ said...</li> <li>Building on what ___ said...</li> <li>In addition to ___ point...</li> </ul>	<p><b>RE</b>  Theme: Beliefs and moral values</p> <p><b>Key Question:</b> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p> <p>Disposition: Being Accountable and Living with Integrity</p> <p><b>Key Vocabulary:</b> Karma, Samsara, Moksha, Soul, Incarnation, Reincarnation, Sadhu, Atman</p>
		<p><b>MFL Spanish</b>  <b>Taught through Language Angels.</b>  Unit: What is the weather?  My Home</p>	<p><b>DT</b>  <b>Cooking and Nutrition</b>  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  See planning on Kapow – Developing a recipe  Activity: Explain the benefits of eating seasonal foods, design menus, make the menus and evaluate why these menus are needed during those seasons.  Key Vocabulary: adaptation, cross-contamination, ingredients, nutrient, hygiene, recipe, process, enhance.</p> 

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