Topic Name – Industry
Diposition Developing Community:
Being Modest and Listening to Others

Year Group - Year 5 Summer 2
Topic Purpose Question – How did industry help shape the Birmingham of today?

Curriculum Coverage: History
Topic Purpose – 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.

Class Novel: Street Child
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.

Links to previous topics.
Yr 2 Handsworth Now and Then
Yr2 Explores.

Links to future topics.
Yr6 Who am I?

Engage Stage/Memorable Experience

Trip to Black Country Museum - Pewter Casting workshop.

PSHE
Changing Me.
Self-Image and Body Image
Looking Ahead 2
Puberty Talk –Boys/Girls Changes*
*-requires parental permission and nurse led.

Science
Forces
Pupils should explore failing 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).

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.

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.

Key Vocabulary: air resistance, water resistance, friction, gravity, newton, levers, pulleys, gears

History
A local History Study

1. How did Birmingham begin?
2. How did Birmingham grow and become a city?
3. What different trades were taking place in Birmingham and how did this impact the growth of the city?
4. Who were the three 'Golden Boys' of Birmingham and what impact did they have on the city?
5. In what ways did Joseph Chamberlain support the social reform in Birmingham?

Chronology:
Confidently uses some key dates as important markers of events.

Cause and Consequence:
Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.

Change and Continuity:
Can describe changes within and between periods, and societies.

Key Vocabulary: Expansion, cross-reference, political, industry, industrialisation, mayor, canal.

RE
Theme:
Beliefs and Practices

Key Question:
What is the best way for a Christian to show commitment to God?

Religion: Christianity

Disposition: Cultivating Inclusion, Identity and Belonging

Design Technology

Digital World – Monitoring devices.

Design:
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.

Make:
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.

Evaluation:
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.

Music
Led by Junior Jam during PPA

Keyboards
Level 1

MFL-Spanish
Planning through Language Angels.

Unit: My Home and In the classroom

PE
Football led by the teacher.

To turn with a ball.
To travel quickly and effectively with the ball.
Combine running with the ball and sending it into space.
Maintain position when attacking to create space.
To perform a step over to beat a defender.
To control a bouncing ball to keep it close to the body.

Cricket led by the sports coach during PPA.
To throw under and catch using an accurate underarm throwing technique.
Use a range of throwing techniques to suit the situation.
To bowl using an overarm technique.
To be able to perform a straight drive using the 5 S's.
Know when to run as a bats person what to call and how to carry the bat.
Play games using the rules of cricket and putting the new skills into practise.

Computing
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.
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.

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.

Key Vocabulary: Selection, condition, true, false, count-controlled loop, outcomes, conditional statement (the linking together of a condition and outcomes), algorithm, program.

Oracy

Instigate - Starts the discussion or moves it onto a new point.
- I think we should consider…
- I would like to start by saying…
- Let's also think about…
- I would like to instigate the conversation by…
- We haven't discussed yet…

Build - Adds to or builds on an idea.
- I agree and would like to add…
- Adding onto what ___ said…
- Building on what ___ said…
- In addition to ____ point…

Challenge – disagree or present an alternative argument.
- I don't think…
- Have you thought about ____?
- I disagree with…