

Year 5

Rubbish in our Oceans

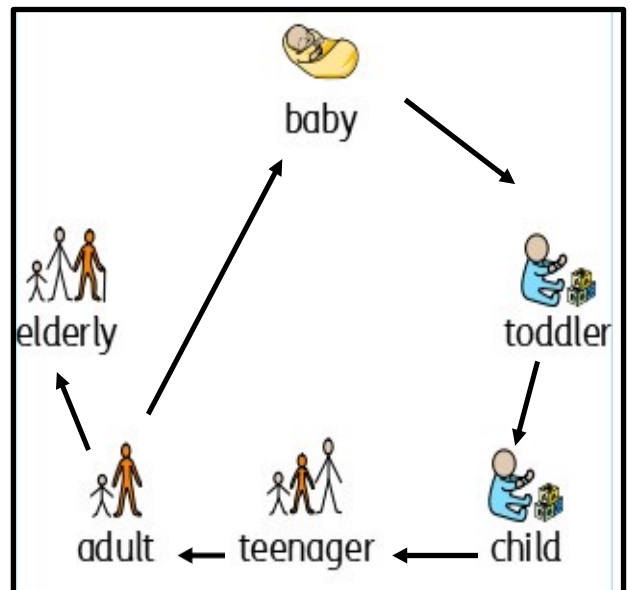
Science
Animals Including Humans

Science-Animals Including Humans

<p>What are the main stages of the human life cycle?</p>	<p>foetus - an unborn animal or human being in the very early stages of development</p> <p>newborn - this is a baby that has just been born.</p> <p>infancy - this is a period of rapid change. Many toddlers learn to walk and talk at this stage.</p> <p>childhood - children learn new things as they grow. They become more independent.</p> <p>adolescence - this is when the body starts to change and prepare itself for adulthood. Hormonal changes take place over a few years. This is also known as puberty.</p> <p>early adulthood - this is when humans are usually at their fittest and strongest.</p> <p>middle adulthood - changes such as hair loss may happen. There are also some hormonal changes again and the ability to reproduce decreases.</p> <p>late adulthood - there is a decline in fitness and strength.</p>
<p>What is puberty?</p>	<ul style="list-style-type: none"> • Puberty is the change that happens in late childhood and adolescence where the body starts to change because of hormones. • Some changes include growth in height, more sweat, hair growth on arms and legs, under the armpits and on genitals, and growth in parts of the body such as male genitals and breasts. • Females begin to menstruate.

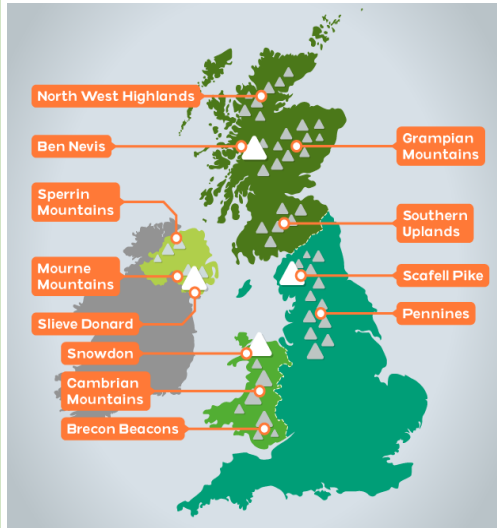
Investigate!

- Research the **gestation** periods of other animals and comparing them with humans
- Collect data around school about height and hand span of different age ranges of pupils. Record the mean, mode and median height of pupils of different ages. Create a graph summarising results.
- Create a life story for a fictitious adult that has made healthy life choices.
- Compare the growth pattern of humans to other animals.
- Consider why humans take so long to learn to walk in comparison to other animals.
- Create a Venn diagram to show what the similarities and differences are between children, adolescents and adults.



Geography

Mountains



Vocabulary	
Mountain	A large mass of earth or rock taller than 304.8 m (1000 ft) that rises up above the surrounding land.
Tectonic Plate	The Earth's surface is called the crust. It is made up of different rocky sections called tectonic plates, which fit together like a puzzle covering earth.
Mountain Range	A large area where many mountains can be found close together.
Fold mountain	Fold mountains are created where two or more of Earth's tectonic plates are pushed together.
Blizzard	A blizzard is a form of an extreme snowstorm
Summit	the highest point of a hill or mountain.
Sea Level	The sea level is the average height of the ocean
Hot spot	In some parts of the world, the earth's crust is so thin that hot magma (liquid rock) can melt the rock above it and break through to the surface. These areas are called hot spots.

English

Exploration Narrative: Write an information leaflet
Biography: Write a biography of a famous oceanographer

P is for personal tone - use language that includes the reader and makes them feel involved.

E is for emotive language - use words that have a strong emotional impact on the reader.

R is for rhetorical questions - use questions to make the reader think about your viewpoint.

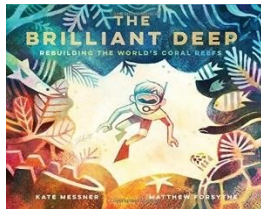
S is for say again - repeat key points to reinforce your most important ideas.

U is for undermine opposing arguments – show that you recognise an opposing viewpoint and then undermine that argument.

A is for anecdotes - use a short, interesting story from real life.

D is for direct address - use personal pronouns, like 'you' and 'your', to involve your reader.

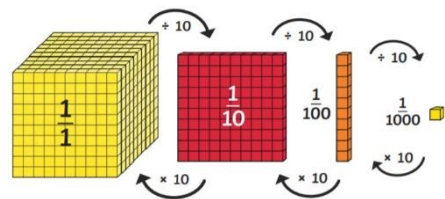
E is for exaggeration - use exaggeration to make your point stronger.



Maths

Fractions, Decimals and Percentages

- Read and write decimal numbers as fractions.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.
- Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction.



PE

Tennis and Gymnastics

<p>Year 5 - Tennis</p> <p>Prior Learning Explain different hand and backhand shots. Model to return the same. Have opponent different court positions to generate.</p> <p>Unit Focus Introduce volley shots and overhead shots. Apply new shots into game situations. Play situations to score and develop game to competitive games. Further explore tennis terminology.</p> <p>We are learning... 1. To make an effective change of different shots with accuracy and control. 2. To move quickly to the ball. 3. To play a consistent shot and return when you may not see this.</p> <p>Key Questions 1. How many shots on a volley shot? 2. What other games do you play?</p> <p>Equipment Tennis rackets, balls, orange balls, tennis balls, cones, tennis court.</p> <p>Vocabulary Service volleys, volley, overhead, singles, doubles.</p> <p>Skill Volley shot: A shot overhand or underhand over a ball before it bounces or hits the ground.</p> <p>Assessment Overview Head: Cooperate and collaborate with others to play in a competitive tennis event. Heart: Support the ball to return when the other player. Hand: Play with others with some focus in the game, keeping track of their own score.</p>		<p>Year 5 - Gymnastics Unit 2</p> <p>Prior Learning Have created longer and more complex sequences and adapted performances. Take the lead in a group. Develop creativity. Compare performance and peer through a range of improvisation. Select a component for improvement.</p> <p>Unit Focus Take responsibility for your own learning. Perform more complex actions, steps and balances with confidence. Use information given by others to improve performance. Narrator and judge long sequence with more difficult actions.</p> <p>We are learning... 1. To use your creativity along as a sequence of 4 or 5 elements. 2. To be able to lead or follow a sequence. 3. To make use of the music and rhythm and to develop a movement pattern sequence incorporating symmetry.</p> <p>Key Questions 1. Describe an acrobatic balance you use in someone else's work. 2. Why is it important to warm up before performing specific actions? 3. What are some of the things you must do when linking two elements together?</p> <p>Equipment Mats, benches, low bar top, three down markers, clock.</p> <p>Vocabulary Spot, partner, symmetrical, elements, control, balance, strength, bridge, warmup, safety, core temperature.</p> <p>Concepts Warmup present ideas for increasing the body's core temperature. Warm muscles increase blood flow and warm blood also increases the range of motion and prepares the mind for activity. The need to warm-up increases in proportion as we age.</p> <p>Assessment Overview Head: Explain the significance of a warm-up and how it relates to gymnastics. Heart: Work with others and partners. Hand: Lead others in warm-up confidence in their own preparation.</p>	
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Art and Design

3D Models

Shape, form, model and construct from observation or imagination

Use recycled, natural and manmade materials to create sculptures

Plan a sculpture through drawing and other preparatory work

Develop skills in using clay e.g. slabs, coils, etc.

Produce intricate patterns and textures in a malleable media