

## Science

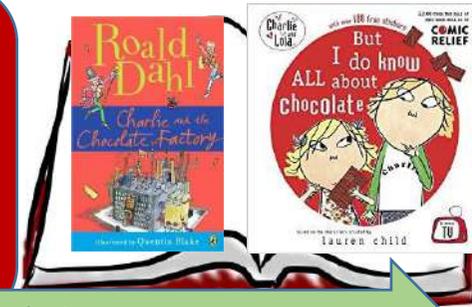
- Can I **understand** how the human body changes?
- Can I **create** a timeline to indicate stages in the growth and development of humans?
- Can I **compare** the different stages in development?
- Can I **recognise** and **compare** the developmental stages of humans to animals?
- Can I **investigate** and **compare** reversible and irreversible changes?

## Computing

- Can I **create** a sequence of blog posts on a theme?
- Can I **incorporate** additional media?
- Can I **discuss** ideas on others posts?
- Can I **collaborate** to create a class blog?

## Skills

- Can I **conduct** market research?
- Can I use this market research to **plan** and **create** a product?
- Can I **produce** a review about our products?
- Can I **calculate** the cost of my product along with the profit?
- Can I **advertise** my product?
- Can I **develop** an understanding of the world of business?



Extended learning/wider opportunities

Can I research and compare how different chocolates are made?

**Hook**  
**Virgin- Make £5 grow**

Children's experiences and local context

## Could you be the next Willy Wonka?

- Can I **create** a chocolate product to sell?
- Can I **create** an advertising campaign?
- Can I **make** a profit from my product?
  - Can I **blog** about my product?

## D&T

- Can I **research** the process of chocolate making?
- Can I **design** a chocolate product?
- Can I **create** a product that appeals to a consumer?
- Can I **evaluate** the successfulness of my product?

## SMSC

- Can I **explore** what difference does it make to believe in ahimsa, grace and/or Ummah?
- Can I **identify** the physical and emotional changes that occur during puberty?
- Can I **recognise** the impact of these changes on the body?
- Can I **understand** the differences between individuals and how to manage the changes?
- Can I **discuss** what causes these changes?

## Year 5 Summer 2 - coverage

### Science

Pupils should be taught to:

- describe the changes as humans develop to old age.

#### **Properties and changes of materials:**

- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

### Computing

We are bloggers

Computing PoS:

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- 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.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- ... be discerning in evaluating digital content.

This unit will enable the children to:

- become familiar with blogs as a medium and a genre of writing
- create a sequence of blog posts on a theme
- incorporate additional media
- comment on the posts of others
- develop a critical, reflective view of a range of media, including text.

### Art and design

#### D&T

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

#### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

### **Music**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.