



Year 5 Theme 1: Hero and Heroine

Learning journey sheets



How can we make the world a better place?

Hero and Heroine is a theme that explores our understanding of what makes a hero and heroine.

Key Vocabulary: Hero, Heroine, historical, Earth, Space,

WOW Start: Whole school come in dressed up as their favourite hero.

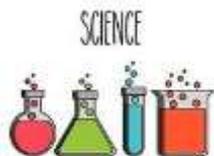
What is a hero?

<http://www.bbc.co.uk/newsbeat/article/42650467/what-makes-a-hero>

SHOWCASE (OUTCOMES)

Open Classroom / Day to view work produced over the course of the term; come dressed as your own hero / heroine.

KEY AREAS OF LEARNING



Scientific Enquiry

- I can plan different types of scientific enquiries to answer questions
- I can take measurements, using a range of scientific equipment, with increasing accuracy and precision
- I can record data and results of increasing complexity using scientific diagrams and labels
- I can use test results to make predictions to set up further comparative and fair tests

How will we do this?

Linked with our work on Earth and Space we will find out about shadows and ask the question: Does the sun move?

Earth and Space

- I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- I can describe the movement of the Moon relative to the Earth
- I can describe the Sun, Earth and Moon as approximately spherical bodies
- I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

How will we do this?

Using our research skills, we will find out about Earth and Space using iPads. We will also link Science with Art and DT and make models of the planets to help describe the movement, size of the planets.



Our key historical areas of learning are:

- I can use dates and historical language in my work.
- I can use draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived etc.
- I can make comparisons between historical periods, explaining things that have changed and things which have stayed the same.
- I can appreciate that significant events in history has helped to shape the country we have today.

How will we do this?

By exploring different key figures/heroes in different decades we will do an in-depth study into each person and link it to our English work. For example we will find out about Anne Frank linked to WW2 and Diary Writing, Neil Armstrong linked to Space and our Science work; The Beatles in the 1960s – we will look at album covers in Art, their songs in Music and fashion of the 60s.



Our artistic areas of learning are:

- I can organise line, tone, shape and colour to represent figures and forms in movement.
- I can express my emotions accurately through my painting and sketches.
- I can learn about the work of others by looking at their work (books, Internet)

How will we do this?

We will explore the work 1960s artist: Bridget Riley and use her use patterns to design our Best book covers for the reception children (presented Summer 2020) and also

Zentangle artist Pat Power.



Our key geographical area of learning is:

- I can name and locate many of the world’s major rivers on maps
- I can name and locate many of the world’s most famous mountain regions on maps

How will we do this?

We will locate where our heroes live in the world using maps, atlases, globes and the internet to research some of the places, rivers, mountains they live near.



Our key areas of learning are:

We will be discussing and finding out about:

What is God? What is incarnation?

How will we do this?

A series of lessons discussing what God is and who they think he/she/it is? What incarnation is and their beliefs. We will look online at different websites and read extracts from the Bible.



Our key areas of learning are:

- I can design for purpose and audience.
- I can produce a detailed step by step plan from a range of ideas.
- I can evaluate my design throughout.

How will we do this?

Lessons linked to our Science work on Space and Heroes work about Neil Armstrong. We will design and make our own planets.



Our key areas of learning are:

- I can pass with control in different ways.
- I can gain possession of a ball by working as a team.
- I can choose the best tactics for tackling and defending.

How will we do this?

We will be taking part in Multi-skills activities focussing on ball control within a variety of sports.



Our key areas of learning are:

- Performing – I can improvise within a group using melodic and rhythmic phrases
- I can breathe in the correct place when singing and use understanding of meaning to add expression
- I can maintain my part whilst others are performing their part
- I can perform ‘by ear’ and from simple notations
- I can recognise and use basic structural forms e.g. rounds, variations, rondo form

How will we do this?

Mr Adams, Head of Music from Castle School, will be working with each Year 5 class for an hour on a Thursday morning. He will be teaching the children various warm-ups for our voices as well as a number of different songs which can be sung in different parts/harmonies with accompanying percussion instruments.



Our key areas of learning are:

- Relationships - Getting help
- I am able to identify when I need help and can identify trusted adults in my life who can help me.
- I can give a range of examples of our emotional needs and explain why they are important.
- Friendship skills, including compromise
- I can explain why these qualities are important.
- I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

How will we do this?

A series of lessons discussing different types of relationships, trust, emotions and

feelings. We will learn about these aspects through discussion, games and research.

ICT

Our key areas of learning are:

- E-safety: I can contribute to shared rules and use them to make good choices when I use technology.
- E-safety: I can use search tools to find appropriate information and decide whether I can trust it
- Technology in our lives: I can describe the World Wide Web as part of the internet that contains websites
- E-safety: I can use the safety features of websites as well as reporting concerns to a trusted adult I can use a secure password and explain why they are important
- Technology in our lives and e-safety: I think about whether I can use images that I find online in my own work
- Technology in our lives: I can tell you ways to communicate with others online
- Technology in our lives: I can talk about the parts of a computer

How will we do this?

A series of lessons discussing what it means to keep safe online, information we can and can not share and the rules of passwords. We will use iPads and the internet to find out about these areas as well as to research our chosen heroes.



Reading
The Boy in the Girl's Bathroom by

Writing
Diary writing
Non-chronological reports
Biographies

Maths