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| Macintosh HD:Users:ianread:Documents:WCM 2016-17:Miscallaneous:WCM booklets:WCM Logos 2017 PNGs:WCM logo final:watercliffe_line_White.pngYear Five Medium Term PlanningSummer 2019Big Question: **Do our personal beliefs impact on our community?** |
| Focus Subject:Art | **Early Islamic Art**Children to look at real-life examples of Islamic art and be introduced to geometric patterns. Children to use step-by-step methods to recreate a basic type of geometric patterns. They are then taught about vegetal patterns and calligraphy. These skills will be used to create patterns on fabric. |
| * Use a sketchbook to collect and annotate a range of design work and stimuli from artists studied, as a basis for sketches and further learning.
* Select from and manipulate a range of materials, tools and techniques to create a final piece of learning, experimenting with line, tone, shape and colour.
* Study relevant artists, architects and designers in history, studying and responding to their work - with imagination.
* Reflects on their learning; evaluating successes, skills used and ways that it can be improved.
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| Science/ STEM | Delivered in PPA by F. Gill and L. Reid:Summer OnePupils should be taught to:- describe the movement of the Earth, and other planets, relative to the Sun in the solar system- describe the movement of the Moon relative to the Earth- describe the Sun, Earth and Moon as approximately spherical bodies- use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.Producing moving/ interactive diagrams of the main three parts of the solar system, using these to gather facts and then move onto producing a poster to demonstrate the organisation and facts about the planets in the solar system.Summer TwoPupils should be taught to:- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird- describe the life process of reproduction in some plants and animals.Group learning to create informative posters, alongside presentation to the rest of the class, about one of the above |
| * Understand how Earth and the other planets move in the solar system, in relativity to the Sun and describe how day and night occurs.
* Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird – as well as understanding the life process of reproduction and how they age.
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| Religious Education | Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire.Pupils:  pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3);  consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community’s way of life, values and beliefs (B1);  discuss and present thoughtfully their own and others’ views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modeling, photo album descriptions and recounts, Q&A, poetry or art (C1). |
| * Describe and understand links between stories and other aspects of the communities studied.
* Understand the benefits and challenges of commitment to a community of faith or belief.
* Consider and apply ideas about ways in which diverse communities can live together for the well-being of all.
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| Visits/ Visitors | Visit – Orienteering morning in Hillsborough Park: Tuesday 21st May (links to the PE curriculum) |
| Fabulous Finish | Phase 3 Performance of Aladdin at Hillsborough College – Year Five are the choir |

**Other foundation subjects to plan in:**

PE (follow the overview from SD)

Computing

Music

Design and Technology (may feature more heavily in the art term)

Please remember that the above guidance is a summary of the organisation of objectives, plus the year group conversation. You may need to refer to the wider National Curriculum objectives or exemplar RE units or objectives.