

<b>Class: Mr Welbourne and Mr Constantinou</b>	<b>Term: Summer 2</b>	<b>Year Group: 5</b>
<b>Prime Learning Challenge</b>	<b>History</b> - Why did the Great Plague happen and what was its impact on British people? <b>Science</b> - What do we know about the life cycles of humans and various animals?	

<b>Past</b> What do pupils already know/understand? Do they have any misconceptions?	<b>Present</b> What do pupils want to know/understand? What are they interested in? What motivates them?	<b>Context</b> How is this challenge relevant to the needs of your children?
<p><b>History</b> - They have experienced a pandemic in their lifetimes and what steps we put in place to try and prevent an illness from spreading. The Great Plague and the Black Death being the same thing.</p> <p><b>Science</b> - The children understand that as you grow older your body will physically change. They are unsure as why our bodies change and what happens at each stage as our bodies grow and develop.</p>	<p><b>History</b> - To know when the Great Plague happened and what caused it. Why doctors wore the bird-like masks on their face. How the Great Plague started and ended. What was it like having the Plague.</p> <p><b>Science</b> - What are the stages of human development?  What happens to the body during puberty?  How does a baby grow in the womb?  What happens to our bodies as we get older?  What is a gestation period?  How can we lead a healthy lifestyle and keep our bodies fit</p>	<p><b>History</b> - Pupils will explore what the Great Plague is and how it was similar and different to a pandemic they experienced in their lifetimes. They will see what people did to stay healthy and how they tried to cure those who were infected.</p> <p><b>Science</b> - In Year 3 the children identified that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  They learnt that humans and some other animals have skeletons and muscles for support, protection and movement.</p>

<b>By the end of this prime</b>	<b>Some: More Able</b>	<b>History</b> - <b>History</b> - The children will know the years when the Great Plague happened and some of the causes of it. They will know how The Great Plague ended. They will know several ways in how the Plague spread and compare what people back then believed caused the illness to spread and what actually caused it. They will be
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<b>learning challenge...</b>		<p>able to explain what people tried to do to stop the illness spreading. To name some similarities and differences between the <i>Great Plague</i> and <i>COVID-19</i> and how they are similar and different./</p> <p><b>Science</b> - Some children will progress further and be able to explain why changes occur during puberty. They will be able to name the 6 stages of human development. They will analyse and report findings in written explanations. They will compare different types of graphs and select which graph is the most appropriate to use for their data.</p>
	<b>Most: Core</b>	<p><b>History</b> - The children will know when the <i>Great Plague</i> happened and some of the causes of it. They will know how <i>The Great Plague</i> ended. They will know several ways in how the <i>Plague</i> spread and people became infected. They will be able to explain what people tried to do to stop the illness spreading. To name some similarities and differences between the <i>Great Plague</i> and <i>COVID-19</i></p> <p><b>Science</b> - Children will be able to order the stages of human development. They can describe about the main changes that occur during puberty. They can explain the main changes that happen during old age. The children can demonstrate an understanding of babies grow in height. Children will be able to compare and present data using bar and line graphs and report findings in an oral form.</p>
	<b>All: Less able</b>	<p><b>History.</b> - The children will know when the <i>Great Plague</i> happened and what was the main cause of it. They will know at least 1 way in how the <i>Plague</i> spread and people became infected. To name some similarities and differences between the <i>Great Plague</i> and <i>COVID-19</i></p> <p><b>Science</b> - Children must know that the human body grows with age. They will describe some of the changes that occur at each stage.</p>

<b>Pre-Learning</b> How will you make sure you are pitching appropriately?	<b>Wow!</b>	<b>Reflection</b> How will you reflect & evaluate?
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Maths	Volume/Deciamls	Assessment Week	Decimals	Decimals	Negative Numbers	Negative Numbers	Revision	Revision
<b>Maths (GH)</b>	Converting Units Step 1 - Kilograms and Kilometres	Assessment Week	Converting Units Step 2 - Millimetres and millilitres	Converting Units Step 3 - Converting units of length	Converting Units Step 4 - Convert between metric and imperial units	Converting Units Step 5 - Convert units of time	Converting Units Step 6 - Calculate with timetables	End of unit assessm ent
<b>Science</b>	PLT and HOOK: How will you look in 20 years time?	<p>LO: To know and understand the stages of human development.</p> <p><b>LC1 - WHAT HAPPENS TO US AS WE GET OLDER?</b></p>	<p>LO: To understand the term puberty and how our bodies will change.</p> <p><b>LC2 - What do the terms puberty, gestation and reproduction mean?</b></p>	<p>LO: To understand what a gestation period is.</p> <p><b>LC2 - What do the terms puberty, gestation and reproduction mean?</b></p> <p>Ipads needed.</p>	<p>LO: To understand how a foetus develops in the womb.</p> <p><b>LC3: What is the life cycle of a young human being?</b></p>	<p>LO: To show our understanding of human and various animal lifecycles.</p> <p><b>Post-Learning and Reflection</b></p>		
<b>History</b>	<p>LO: To know when the Great Plague happened and what caused it .</p> <p><b>LC1 - When and why did the Great Plague happen?</b></p>	<p>LO: To explore and find evidence that proves the Great Plague happened</p> <p><b>LC2 - What evidence is there that the Great Plague happened?</b></p>	<p>LO: To compare and find similarities and differences between the Great Plague and COVID-19.</p> <p><b>LC3: What are the similarities and differences between the</b></p>	<p>LO: To know and how and why the Great Plague ended.</p> <p><b>LC4 - Why and how did the Great Plague end?</b></p>	<p>LO: To understand the impact the Great Plague had on small communities.</p> <p><b>LC5 - What was the impact of the Great Plague on a</b></p>	<b>Post-Learning and Reflection</b>		



	Humanists and Christians? Lesson 1: What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them	Humanists and Christians?  Lesson 2: Who is a Humanist? What codes for living do non-religious people use?	Humanists and Christians?  Lesson 3: Who is a Humanist? What codes for living do non-religious people use?	Humanists and Christians?  Lesson 4: What values matter most to Christians? How does it show? How can our different values be discussed? <b>STEP 1:</b> Recap on the learning so far	Humanists and Christians?  Lesson 5: How do Humanists and Christians know how to act? What do they base their decisions on?	Humanists and Christians?  Lesson 6: What matters most to Humanists and to Christians		
<b>MFL</b>	<b><u>Les Vetemens</u></b>  <b><u>WEEK 1: L1</u></b> - To recognise, recall and spell 10 different items of clothing	<b><u>Les Romains</u></b>  <b><u>WEEK 2: L2</u></b> - To recognise, recall and spell a further 5 different items of clothing	<b><u>Les Romains</u></b>  <b><u>WEEK 3: L3</u></b> - To describe what they are wearing by colour in the foreign language using 10 common colours	<b><u>Les Romains</u></b>  <b><u>WEEK 4: L4</u></b> -To be able to identify the changes involved in adjectival agreement	<b><u>Les Romains</u></b>  <b><u>WEEK 5: L5</u></b> - To be able to describe what they wear in 4 different scenarios	<b><u>Les Romains</u></b>  <b><u>WEEK 6: L6</u></b> - End of unit assessment and consolidation.		
<b>PE</b>	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
	Baseball	Baseball	Baseball	Baseball	Baseball	Baseball	Baseball	Baseball
<b>Computing</b>	<b>E-Safety</b> -  To understand how to keep our online accounts Secure	<b>STEAM Challenges</b>  What is STEAM?	<b>STEAM Challenges</b>  Maths Challenge	<b>STEAM Challenges</b>  Geoboard Challenge.	<b>STEAM Challenges</b>  Coding Challenge	<b>STEAM Challenges</b>  Scavenger Hunt	<b>STEAM Challenges</b>  Catapult Challenge	<b>Microbiots</b>

