



## Year 5 Summer term

### When I grow up...

Throughout this term, the children learn about their own current capabilities and potential in life. Within the first half term, the whole year group visit 'Kidzania' in London. This is a child-friendly city where children learn and experience the world of work. The learning surrounding this visit opens the children's eyes to the many possibilities of life beyond school. They are given the knowledge to know what opportunities are available to them. They will begin to develop an understanding of the steps and skills needed to achieve their goals in order to contribute positively to life in modern Britain. As part of 'When I grow up...', they also learn about the way the human body works, both physically (including changes) and their mental health.

#### Science

- I can describe the changes to the human body as humans develop to old age
- I can identify the stages of development in humans
- I can work scientifically to research the gestation periods of other animals and compare these with humans
- I can describe the processes of reproduction in some plants and animals
- I can ask questions about the reproductive system in humans (Brook visit)
- I can recognise that some mechanisms including levers and gears allow a smaller force to have a greater effect (STEM week)
- I can identify the main parts of the human circulatory system
- I can describe the functions of the heart, blood vessels and blood
- I can recognise the impact of diet, exercise, drugs and lifestyles on the body

#### Design and Technology (STEM week)

- I can make and use simple series circuits
- I can understand and use mechanical systems (e.g. pulleys, wheels, axels and bearings)
- I can build and reinforce structures
- I can work safely using tools and equipment (e.g. saws and hot glue guns)
- I can continuously evaluate my own and others designs
- I can make improvements to my buggy using mine and others critique

#### Computing

- I can use technology to collect raw data to test our hypothesis linked to heart rates
- I can use Microsoft excel to record the data that has been collected
- I can create graphs on excel to present my data
- I can analyse the data collected using the pictorial representation
- I can use digital devices to photograph the changes to a growing plant over time
- I can upload and present digital information



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## When I grow up...

### Art and design

- I can review drawing bodies and learn more techniques for how to draw human bodies using correct proportions
- I can try a variety of new shading techniques, such as stippling, cross hatching and smudging to make my drawing techniques more realistic
- I can make a printing plate to print both positive and negative printed images.
- I can increase my skill in using colouring pencils, reviewing how to blend and shade and how to change the tone of the line by the pressure on the pencil.

### Languages

- I can describe the weather and the seasons.
- I can describe a landscape from a picture.
- I can use a word bank/dictionary/words I have already learnt to build more complex sentences.
- I can use some verbs in 3rd person singular.
- I can use interesting adjectives to describe nouns.
- I can use interesting adverbs to intensify adjectives.
- I can join sentences together using conjunctions.
- I can write a short paragraph in the target language.

### Music

#### GARAGEBAND

- I can, with minimal support, discuss how sounds are used descriptively and explore and plan sounds to represent events in a story
- I can confidently compose an ostinato and understand how different musical families create different ambience
- I can, with growing confidence, compose music to represent events in a story, using electronic tuned instruments (in Garage band)
- I can, with minimal support, edit and improve my final musical composition

### Dance

- I can, with minimum support, use different formations to convey an idea
- I can generally link different motifs and ideas together using a smooth transition
- I can communicate a character and narrative through different movements with developing confidence
- I can, through support and questioning, reflect upon the choreography and improve the quality of my movements
- I can generally develop and vary dance phrases using canon, unison and repetition
- I can use changes of direction, pathways and levels to begin to vary and develop different dance phrases
- I can perform, with growing confidence, a dance based on characters and a narrative
- I can, with minimal questioning, evaluate and provide feedback about mine, and others, performances