


Year Group - 5	Term – Spring 1	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Name of Unit Overview – <div style="text-align: center;"> <p>Japan</p>  </div>		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Context, Big Questions and Wider World impact

- What is life like for people in Japan?
- How does Japan influence the world we live in today?
- How has Japanese technology changed the world?
- The impact of martial arts across the world
- Who are you and what do you mean to different people?
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Subject specific learning areas

Science

Suggested journey of the unit

Prior learning and where the objectives are revisited later in the year.

Key year group learning
Can we.....? Do we know.....?

Working scientifically in KS2

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Can we...?

- ✓ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- ✓ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- ✓ Explain our reasons for materials being conductors and insulators, using scientific terminology

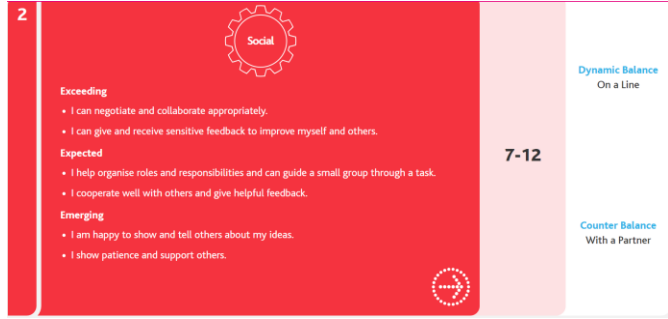
- 1) Explore properties of materials
- 2) Thermal conductors and insulators
- 3) Soluble materials
- 4) Separating mixtures
- 5) Evaporation

<ul style="list-style-type: none"> - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions - using straightforward scientific evidence to answer questions or to support their findings <p>Year 3:</p> <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between 2 objects 	<p>Do we know...?</p> <ul style="list-style-type: none"> ✓ The different properties of a range of materials and how they could be useful in everyday life ✓ That some metals conduct electricity, but not all, and that the strength of this conduction will vary according to the metal's properties <p>That some materials can be a thermal insulator</p>	
Humanities – History & Geography		
Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we.....? Do we know.....?	<ol style="list-style-type: none"> 1. Introduction to Japan and labelling on a map the key cities and provinces. 2. All about Tokyo and comparing London to Tokyo. 3. Mt Fuji and the physical geography of Japan. 4. Animals in Japan. 5. Climate and biome and Japan's weather 6. Creating information leaflet to demonstrate knowledge.
<p>Revisit within this year</p> <p>Geography:</p> <ul style="list-style-type: none"> ✓ Use maps/globe/atlasses to locate continents and countries ✓ Symbols and keys ✓ Name, locate and identify: continents and main countries <p>History:</p> <p>Year 4:</p> <ul style="list-style-type: none"> - To describe a range of historically significant and reliable sources of evidence - To ask and answer historical questions <p>Year 3:</p> <ul style="list-style-type: none"> - To explain how we use primary sources to develop our understanding 	<p>Geography</p> <p>Can we...?</p> <ul style="list-style-type: none"> ✓ Locate Japan and its provinces on a map ✓ Describe key geographical features of Japan, e.g. Tokyo, Mount Fuji ✓ Can we describe the similarities and differences between London and Tokyo <p>Do we know...?</p> <ul style="list-style-type: none"> ✓ The physical and human geographical features of Japan? ✓ Where Japan is in relation to the rest of the world? 	
Art and Design & Design Technology		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	

<p>Revisited within Year 5</p> <ul style="list-style-type: none"> - Blending paints to create an atmosphere - To explore how the use of complementary and analogous colours to create different effects and moods - To use a range of artistic painting tools to create different paint effects - Sketching our designs, and using methods to create texture and shading - Critiquing an artist 	<p>Art Ozamu Tezuka, Rumiko Takhashi – Manga artists</p> <p>Can we...?</p> <ul style="list-style-type: none"> ✓ Sketch with pencils ✓ Apply a variety of implements to create different effects ✓ Describe the features of manga drawing ✓ Review and evaluate our artwork ✓ Fold paper precisely to create origami <p>Do we know...?</p> <ul style="list-style-type: none"> ✓ What Manga is? ✓ Who Ozamu Tezuka, Rumiko Takhashi are and how they contributed to Manga art ✓ 		
<p>Computing and Technological Understanding</p>			
<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning</p>		
<p>Revisit within this year</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - 	<p>Can we...?</p> <ul style="list-style-type: none"> ✓ Create a micro bit which plays a musical phrase ✓ Write our own algorithms which correspond to the microbit ✓ De-bug other algorithms so they are more efficient <p>Do we know...?</p> <ul style="list-style-type: none"> ✓ How to write a code in the most efficient way 		
<p>Vocabulary Oracy activities</p>	<ul style="list-style-type: none"> ✓ Permeable ✓ Opaque ✓ Absorbs ✓ Magnetic ✓ Insulator ✓ Province ✓ Tsunami ✓ Earthquake ✓ Dynasty ✓ Challenge 10 toolkit – graffiti alley to consolidate information, visual thinking to encourage conversations 	<p>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</p> <p>Trips/ Visits / Experiences</p>	<ul style="list-style-type: none"> ✓ Bento boxes ✓ Martial arts workshop ✓ Visit from Mr Picton

Discrete subject learning focus areas

Music	Steel pans	RE	Year 5 Summer 1	What is the best way for a Sikh to show commitment to God?	
			Level 1	AT1 AT2	I can use the right names for things that are special to Sikhs. I can say how I feel about something special to Sikhs.
			Level 2	AT1 AT2	I can talk about one of the ways Sikhs show commitment to God. I can say why I think this might be a good way of showing commitment to God.
			Level 3	AT1 AT2	I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.
			Level 4	AT1 AT2	I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.
			Level 5	AT1 AT2	I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.

PE	Real PE: Social 	PSHE	- To explain what makes up a healthy meal
			- To explain the importance of nutrients and fibre
			- To explain the importance of hydration
			- To explain the importance of portion control
			- To interpret and understand the information on food labels
			- To know that legal and illegal drugs exist
			- To be aware of the risks associated with drug misuse
			- To consider the emotional and physical changes occurring during puberty
			- To understand the benefits of a growth mindset and explain how we can further develop growth mindsets

Final quality products	<ul style="list-style-type: none"> - Origami - Information leaflet – geography - Folk tale story time - Display of fan art 	Home learning opportunities	<ul style="list-style-type: none"> - Gathering information about Japan - Writing out their favourite fairy tale
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Enriching our curriculum and personal development opportunities			
Prior opportunities	Experience	Learning to come from those activities	

	<ul style="list-style-type: none">✓ Pause day✓ Steel pans✓ Everyone active✓ Swimming✓ Safer internet day	<p>From these activities, children will further develop their independence, collaboration, perseverance and optimism. They will also learn how to challenge themselves in an environment outside of the classroom. This should further develop their self-esteem and confidence, and deepen their understanding of the Year 5 curriculum, and our school values.</p>
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