Year Group - 5	Term – Spring 1

Name of Unit Overview –

Japan

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.**
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?
- How is Japanese culture different to British culture? How is it the same?

Subject specific learning areas

Science

Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we…….? Do we know……..?	Suggested journey of the unit
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**

- 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 **Year 3:** – compare how things move on different surfaces – notice that some forces need contact between 2 objects	**Do we know…?** ✓ 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 That some materials can be a thermal insulator	
Humanities –Geography		
Prior learning and where the objectives are revisited later in the year.	**Key year group learning** **Can we……..? Do we know…..?**	**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.**
Revisit within this year **Geography:** ✓Use maps/globe/atlases to locate continents and countries ✓Symbols and keys ✓Name, locate and identify: continents and main countries **History:** **Year 4:** – To describe a range of historically significant and reliable sources of evidence – To ask and answer historical questions **Year 3:** – To explain how we use primary sources to develop our understanding	**Geography** **Can we…?** ✓ 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 **Do we know…?** ✓ 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**	

Revisited within Year 5 - 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	**Art** Ozamu Tezuka, Rumiko Takhashi – Manga artists **Can we…?** ✓ 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 **Do we know…?** ✓ What Manga is? ✓ Who Ozamu Tezuka, Rumiko Takhashi are and how they contributed to Manga art ✓	
Computing and Technological Understanding		
Prior learning and where the objectives are revisited later in the year.	**Key year group learning**	
Revisit within this year - 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 -	**Can we…?** ✓ 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 **Do we know…?** ✓ How to write a code in the most efficient way	

Vocabulary Oracy activities	✓Permeable ✓Opaque ✓Absorbs ✓Magnetic ✓Insulator ✓Province ✓Tsunami ✓Earthquake ✓Dynasty ✓Challenge 10 toolkit – graffiti alley to consolidate information, visual thinking to encourage conversations	**Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?**	✓ Bento boxes (Making Sushi) ✓ Nintendo Gaming Exploration Activity ✓ Analysing Japanese Media (Studio Ghibli)
		Trips/ Visits / Experiences	✓ Visit from Mr Picton

<table>
<tr><th colspan="4">Discrete subject learning focus areas</th></tr>
<tr><td>Music</td><td>Steel pans</td><td>RE</td><td>
<table>
<tr><th colspan="2">Year 5 Summer 1</th><th>What is the best way for a Sikh to show commitment to God?</th></tr>
<tr><td>Level 1</td><td>AT1
AT2</td><td>I can use the right names for things that are special to Sikhs.
I can say how I feel about something special to Siks.</td></tr>
<tr><td>Level 2</td><td>AT1
AT2</td><td>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.</td></tr>
<tr><td>Level 3</td><td>AT1
AT2</td><td>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.</td></tr>
<tr><td>Level 4</td><td>AT1
AT2</td><td>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.</td></tr>
<tr><td>Level 5</td><td>AT1
AT2</td><td>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.</td></tr>
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<tr><td>PE</td><td>Gymnastics

Ball skills and fucntional PE</td><td>PSHE</td><td>- To use yoga poses and breathing to relax.
- To understand the benefits of sleep.
- To understand the purpose of failure.
- To learn how to get short-term, medium-term and lo term goals.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Final quality products</td><td>- Origami
- Information leaflet – geography
- Folk tale story time
- Display of fan art</td><td>Home learning opportunities</td><td>- Gathering information about Japan
- Writing out their favourite fairy tale
- Writing a news report</td></tr>
<tr><td colspan="4">Enriching our curriculum and personal development opportunities</td></tr>
<tr><td>Prior opportunities</td><td colspan="2">Experience</td><td>Learning to come from those activities</td></tr>
<tr><td></td><td colspan="2">✓ Pause day
✓ Steel pans
✓ Everyone active
✓ Safer internet day</td><td>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.</td></tr>
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Climate and Sustainability Education
Observing how other cultures and countries look after their environment (Japan) - How children in Japanese schools are responsible for monitoring their carbon footprint and respecting the cleanliness of their school Green jobs ECO Council

International Education (IE)		
Prior learning: ✓ Aspects of similarities and differences ✓ British values ✓ Knowledge of Atlases and Map Making ✓ Capitalising on the interests of Year 5 children in Japanese culture **Revisit within this year** ✓ Discussion of maps and atlases to find different countries ✓ Exploration of writing systems (Roman numerals)	**International Targets (choose all that apply):** • Locate and identify countries on a map and providing the international context for this topic • Understanding different cultures, values and customs • Similarities and differences between UK and other countries • Building tolerance and respect for other cultures • Understanding details, similarities and differences of the lives of others, past and present • Trade, tourism and travel (to and from UK) • Identify activities and habits which are different from but equal to their own • Significance of relevant celebrations / rituals • Recognising individuality and independence of separate cultures	**International Tasks:** *Starters/Plenaries/15-30-minute activities* • Learning about Tokyo and Japan's Capital City • Learning about Mt Fuji • Experiencing how to write in Japanese • Make Sushi • Discovering cultural artifacts