

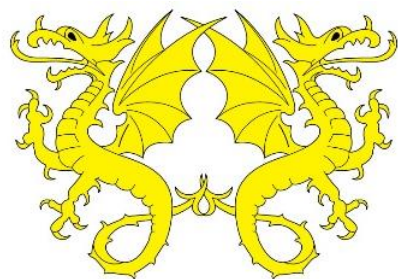


Dore Primary School Y5 Learning Journey 5

Growing



Purpose of Learning Journey (ENDPOINTS):	<p>Science/Wellbeing:</p> <ul style="list-style-type: none"> • Understand stages in the growth and development of humans. • Find out about the work of naturalists. • Understand that good diet and exercise have a positive relationship to health. • Understand the changes the physical and mental changes that take place in males and females during puberty. • Understand how good hygiene and health is maintained during puberty. • Know how nutrients and water are transported in the human body. <p>Applying practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments <p>Forces</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>Art:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and with a range of materials [<i>watercolour paints, sketching, printing</i>] • Learn about great artists (<i>Maria Merian</i>) <p>Design and Technology:</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Links to Prior Knowledge:	<p>Science – human body, DT – cooking throughout school. Space – gravity/air resistance Art – Mondrian – modernist art developing from Renaissance appreciation of perspectives</p>
Links for Relevance and Currency:	<p>Sustainability of agriculture, organic farming, personal development (puberty)</p>
Immersion Event / Activity:	<p>For children to feel comfortable coming to the end of their school year and moving onto their final year at primary, to focus on themselves and their wellbeing.</p>
Celebration of Learning/Opportunities for Summative Assessment:	<p>Curriculum day – combination of Maths, Outdoor Learning skills and Teambuilding</p>



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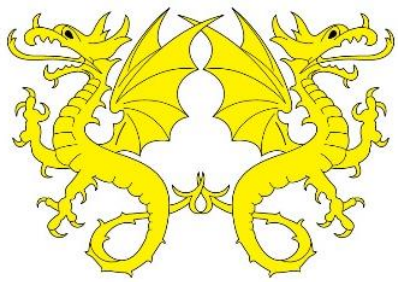
English Links:	Biography – Maria Merian
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Maths Links:	
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Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers			
					Values	Outdoor Learning	P4C	TASC
Art Botanical art	1	Immersion Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.	Practical experimentation – using the watercolours to create textures, effects and depth of colour	To have understood how they can create a range of effects created using a brush and colours	✓			
Art Botanical art	2	• Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.	Use natural materials, resources from the school grounds to use as their subject	Refine techniques to help create texture, colours and blending	✓			
Art Botanical art	3	Develop a personal style of painting, drawing upon ideas from other artists.	Looking at the work of Maria Merian – learn about her life and the challenges she faced	An appreciation of her skill and commitment	✓			
Art Botanical art	4	Develop a personal style of painting, drawing upon ideas from other artists.	Use her work to inspire our work – copy and add our own details	An appreciation of her skills and recognition of the skills we are developing	✓			
Art Botanical art	5	Look at the botanical prints Maria Merian produced – what can we see? Insects, seeds,		To appreciate the level of detail required to paint these plants	✓			
Art Perspectives		To improve their mastery of art and design techniques, including drawing, painting and with a range of materials [watercolour paints, sketching, printing]	Look at the history of perspective in European art. Develop techniques to make use of more than one vanishing point.	Analyse the ways in which people/places were represented after the Renaissance – creating a sense of depth/realism through perspective (Link back to Mondrian and the modernist movement away from direct representation)	✓			
Art Perspectives		To improve their mastery of art and design techniques, including drawing, painting and with a range of materials [watercolour paints, sketching, printing]	Look at techniques for achieving perspective	Horizon line and vanishing points incorporated into street views – creating sense of depth with buildings and other features	✓			
Art Perspectives		To improve their mastery of art and design techniques, including drawing, painting and with a range of materials [watercolour paints, sketching, printing]	Look at techniques for achieving perspective – including shading – look at the light source and how it affects creating a 3D effect	Final piece of work to incorporate the techniques and principles learned	✓			



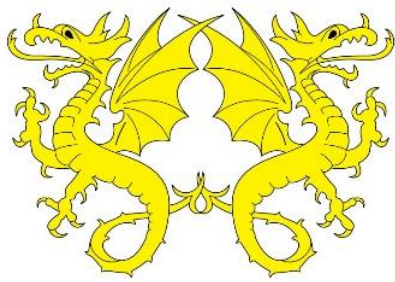
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Science/Wellbeing	7	Describe the changes as humans develop to old age. RSE: How will my body change as I get Older?	Make use of slides/activities/questioning in LA agreed framework	Know the stages in the growth and development of humans. Know the changes the physical and mental changes that take place in males and females during puberty.				
Science/Wellbeing	8	Describe the changes as humans develop to old age. RSE: How will my feelings change as I get older?	Make use of slides/activities/questioning in LA agreed framework	Know the changes the physical and mental changes that take place in males and females during puberty.				
Science/Wellbeing	9	Describe the changes as humans develop to old age. RSE: How will I stay clean during puberty?	Make use of slides/activities/questioning in LA agreed framework	Know how good hygiene and health is maintained during puberty.				
Science/Wellbeing	10	Describe the changes as humans develop to old age. RSE: What is Menstruation?	Make use of slides/activities/questioning in LA agreed framework	Know the biological process of menstruation, who goes through it and how this effects menstruaters				
Science/Wellbeing	11	Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.	Make use of slides/activities/questioning in LA agreed framework	Understand that good diet and exercise have a positive relationship to health.				
Science	12	Describe the ways in which nutrients and water are transported within animals, including humans.	Make use of slides/activities/questioning in LA agreed framework	Understand how human beings ingest nutrients and wat and how this is transported around the body.				
Science – forces	13	Describe the forces of gravity, friction and air resistance	Looking at the world around them and how these forces act on us Links back to Space topic – moon’s gravity, escaping Earth’s gravitational pull for space travel	Understand the forces of gravity, friction, air resistance in the context of their trebuchet project as well as in the wider world				
Science – forces	14	Pupils might find out how scientists, (Isaac Newton) helped to develop the theory of gravitation.	Input and discussion in relation to theory of gravity . Comprehension activity on Isaac Newton	Learn about the life and work of Isaac Newton observing gravity and making sense of its effect on life on Earth				
Science – forces	15	Pulleys- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Practical investigation to show that levers allow us to move heavier objects more easily – force meters	Know that a lever can be used to create a greater force with less effort.				
Science – forces	16	Levers - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Practical experimentation using pulleys – force meters	Know that a lever can be used to create a greater force with less effort.				
DT		Create and refine recipes, including ingredients, methods, cooking times and temperatures. Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Evaluation of grown vegetables and consideration/research of appropriate way of cooking them. Planning menus. Thinking about ingredients required on top of harvested produce.	Know that recipes can be scaled according to amount of consumers and quantity of ingredients. Know what storage concerns are for the recipes that the children are cooking.				✓
DT		Create and refine recipes, including ingredients, methods, cooking times and temperatures.	Creating dishes involving harvested produce. Cooking in groups and eating communally.	Know that recipes can be scaled according to amount of consumers and quantity of ingredients.				✓



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		<p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p>		<p>Know what storage concerns are for the recipes that the children are cooking.</p> <p>Prepare a variety of meals.</p>				
Outdoor learning		<p>OUTDOOR LEARNING DAY</p> <p>Construct a twig loom DT: Create Weavings</p>	<p>Children work in groups to complete carousel activities: Twig loom Survival bracelet Tree age measurement Active team building</p>	<p>Children know how to create a simple weaved fabric. Children can plait cord in such a way that it creates a survival bracelet. Children apply maths skills to measure and estimate age of trees.</p>		✓		