Unit planner: Are fairy tales just for kids? Year 5   6 weeks

Key Concepts: Friendship, morals, responsibility, democracy, justice, monarchy, equality, laws	Intent: To gain a deeper understanding of the purpose of fairy tales. To understand how fairy tale stories can help children understand morals etc.		
National Curriculum Statements (Target Tracker)	**Starter: Animal company Outcome: Story**		

National Curriculum Statements (Target Tracker)

Pupils will be taught to –

<u>RE</u>
See SACRE document – unit 1

<u>Science</u>
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

<u>Art</u>
Develop different ideas which can be used and explain his/her choices for the materials and techniques used.

Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.

Evaluate his/her work against their intended outcome.

Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.

Mix colours to express mood, divide foreground from background or demonstrate tones.

Develop skills in using clay including slabs, coils and slips.

Return to work over longer periods of time and use a wider range of materials.

<u>Computing</u>
Begin to use internet services to share and transfer data to a third party.

Independently select and use appropriate software for a task.

Independently select, use and combine a variety of software to design and create content for a given audience.

Understand the need to only select age appropriate content

<u>Geography</u>
Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Recognise the different shapes of countries.

<u>Music</u>
Compose complex rhythms from an increasing aural memory.

Understand how pulse, rhythm and pitch work together.

Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.

Develop an increasing understanding of the history and context of music.

SMSC

• Can I recognise that increasing independence brings increased responsibility? • Can I understand and explain the different kinds of responsibilities, rights and duties?	• **Responsibility** • **Rights**	• **Independence** • **Duties**

Art/DT

• Can I explore tone and texture? • Can I design and sketch a castle using perspective? • Can I print a design onto clay? (bricks on front wall)	• Perspective • Tone • Printing	• Texture • Shading

Science: How do living things live?

• Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird? • Can I describe the life process of reproduction in some plants and animals? • Can I research the life cycles of other animals around the world (suggesting reasons for similarities and differences)? • Can I observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world?	• Lifecycle • Mammal • Amphibian • Insect • Bird • Reproduction • Pollination • Filament • Receptacle	• Germination • Seed dispersal • Flowering • Sepal • Stigma • Style • Ovary • anther

RE Unit 1: What can we learn from religion about temptations?

• Can I understand what is meant by temptation? • Can I explain how people deal with temptation? • Can I understand what happens if you give in to temptation? • Can I understand what forgiveness is and how it affects people?	• Temptation • Forgiveness • Morals • Choice	• Resist • Religion • Consequences • Dilemmas

Geography

• Can I find and label the continents and oceans? • Can I research different countries using maps, atlases and the internet? • Can I recap where I live in the world? • Can I locate the origins of different fairy tales? • Can I locate the tropics and hemispheres of the world?	• Tropic of Cancer • Tropic of Capricorn • Continent • Latitude • Longitude • Time Zone	• Ocean • Country • Hemispheres • Arctic Circle • Antarctic Circle • Prime/Greenwich Meridian

Computing

• Can I use google maps to locate countries, oceans and continents? • Can I understand how to be safe online and why this is important? • Can I understand the need to only select age appropriate content? • Can I use padlet / Adobe Page to share my ideas? • Can I share data to a third party (twitter)?	• Personal • Information • Consent • Age appropriate • Share	• Report • Trust • Safe • Third party

PSHE

• Can I understand what makes a good person? • Can I recognise how my actions affect others? • Can I understand the nature and consequences of discrimination, bullying and teasing? • Can I use drama to convey a character?	• Actions • Consequences • Conflict • Resolution	• Stereotypes • Compromise • Negotiation • Discrimination

Listen with attention to detail and recall sounds with increasing aural memory. PSHE Recognise how their increasing independence brings increased responsibility to keep themselves and others safe Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others Know that their actions affect themselves and others Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules Understand that there are basic human rights shared by all peoples and all societies Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	**Music**	
	• Can I explore the use of different instruments? (Peter and the wolf) • Can I compose music which meets specific criteria? (garage band)	• Tempo • Structure • Dynamics • Melody • Pitch • Compose
	Pupil lead learning:	
	• **Researching countries** • **Art work- design and make a castle** • **Independent writing pieces**	• **Science write up about life processes** • **Presenting music piece to the class**

Text types:	Literature:	Maths links	Enrichment
• Non- chron • Newspaper report • Diary Entry • Persuasive letter • Story	• Lost Happy Endings • Cinderella • Hansel and Gretel • The Wonder Garden	•	• Animal company