Unit planner: What is the value of a promise?   Y5   3 weeks

Key Concepts: Citizenship, change, impact, empathy, choices	Intent:
National Curriculum Statements (Target Tracker)	Starter: Outcome: Performance and recording of their own story.

National Curriculum Statements	Art/DT		
Pupils will be taught to-	Can I practise using a range of mediums?	• Medium	• Water colour
Science	Can I choose the most suitable medium for a picture?	• Chalk	• Sketch
Describe the changes as humans develop to old age.	Can I sketch a scene from a given book?	• Charcoal	• Abstract
Art	Can I apply my art skills to a single picture?	• Oil pastel	• Experiment
Develop different ideas which can be used and explain his/her choices for the materials and techniques used.	**Geography**		
Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.	Can I understand why people would prefer to live in cities or villages?	• Human geography	• Tropic
Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.	Can I compare cities and villages?	• Physical geography	• Local
Mix colours to express mood, divide foreground from background or demonstrate tones.	Can I think about my local area?	• Continents	• Hemispheres
Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.	Can I recap the continents, oceans, tropics and hemispheres?	• Countries	• Village
	Can I name some of the capital cities in England?	• Oceans	• City
Experiment with using layers and overlays to create new colours/textures.	Can I plan and complete a short activity that includes field work?		
Return to work over longer periods of time and use a wider range of materials.	**Science/PSHE: Why do we age?**		
Geography	Can I research the gestation period of animals and compare them to humans?	• Growth	• Adolescence
Identify the physical characteristics and key topographical features of the countries within North America.	Can I understand how a foetus develops and what it needs in order to do so?	• Development	• Adulthood
Know about the wider context of places e.g. county, region and country.	Can I describe the changes as humans develop into old age?	• Foetus	• Old age
Know and describe where a variety of places are in relation to physical and human features	Can I recognise and explore key milestones in baby and child development?	• Gestation	• Birth
Know location of: capital cities of countries of British Isles and U.K., seas	SRE	• Baby	• Death
around U.K., European Union countries with high populations and large areas	Can I recognise changes during puberty?	• Childhood	• Reproduction
and the largest cities in each continent.	Can I understand what happens to our bodies as we get old?	• Puberty	
Understand how humans affect the environment over time.	**Music**		
Understand why people seek to manage and sustain their environment.	Can I appraise a piece of music composed by a given individual?	• Character	• Instruments
Music	Can I explore the character of a piece of music?	• Feelings	• Development
Understand how pulse, rhythm and pitch work together.	**PSHE**	•	•
Develop an increasing understanding of the history and context of music.	Can I understand the concept of keeping something confidential and when it is right to break a confidence?	• Confidentiality	• Secret
Listen with attention to detail and recall sounds with increasing aural memory.		• Actions	• Consequences
		Compromise	
PSHE	**Reflection:**		
Know how their body will, and their emotions may, change as they approach and move through puberty.	•		
Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.			
Know the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.			

Text types:	**Literature:**	**Maths link**	**Enrichment**
Poetry Discursive Diary entry	• The Highwayman		•