



Year 5 Medium Term Plan – Amazing Africa



| | | | |
|--|--|--|---|
| Term | Summer 2025 | | |
| Key text | Children of the Benin Kingdom by Dinah Orji | | |
| Key Vocabulary | Africa, continent, climates, arid, tropical, temperate, Mediterranean, wildlife, Congo, hemisphere, Tropic of Cancer, Tropic of Capricorn, equator, river, river basin | | |
| Ongoing objectives through this topic | <ul style="list-style-type: none">- Understand about weather patterns around the world and relate these to climate zones.- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | | |
| Topic curriculum coverage and content | | | |
| Lesson WALT | Subject covered within lesson | Curriculum content covered within lesson | What will this look like when it’s achieved? |
| Key Learning Area 1 – Where is Africa? <u>Lesson 1</u> WALT: identify Africa on a map | Geography | <ul style="list-style-type: none">- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.- Locate Africa on a world map.- | Children can <ul style="list-style-type: none">- Explain what a continent is- Identify Africa on a map- Know where Africa sits within the equator and lines of latitude/longitude and Tropics of Cancer and Capricorn |
| Key Learning 2 – which climate zones exist in Africa? <u>Lesson 2 WALT:</u> Identify different climates within Africa | Geography | <ul style="list-style-type: none">- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.- Understand about weather patterns around the world and relate these to climate zones. | Children can <ul style="list-style-type: none">- Explain what a climate is- Identify the different climates in Africa |
| <u>Lesson 3 WALT:</u> | | <ul style="list-style-type: none">- Understand about weather patterns around the world and relate these to climate zones. | Children can |

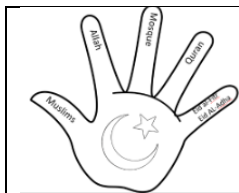
| | | | |
|---|-----------|--|--|
| Explore an arid climate in Africa. | | <ul style="list-style-type: none"> - Know and describe where a variety of places are in relation to physical and human features. - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | <ul style="list-style-type: none"> - Explain what an arid climate is and the typical weather. - Identify where the arid climate zone is in Africa - Identify wildlife that lives in arid climates in Africa |
| <u>Lesson 4 WALT:</u> explore a tropical climate in Africa. | | <ul style="list-style-type: none"> - Know and describe where a variety of places are in relation to physical and human features. - Understand about weather patterns around the world and relate these to climate zones. - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | Children can <ul style="list-style-type: none"> - Explain what a tropical climate is and the typical weather. - Identify where the tropical climate zone is in Africa - Identify wildlife that lives in tropical climates in Africa |
| <u>Lesson 5 WALT:</u> explore a temperate and Mediterranean climate in Africa. | | <ul style="list-style-type: none"> - Know and describe where a variety of places are in relation to physical and human features. - Understand about weather patterns around the world and relate these to climate zones. - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | Children can <ul style="list-style-type: none"> - Explain what a temperate climate is and the typical weather. - Explain what a mediterranean climate is and the typical weather. - Identify where both climate zones are in Africa - Identify wildlife which lives in both climates in Africa |
| Key Learning Area 3 – What are river basins and why are they important? <u>Lesson 6 WALT:</u> Understand what a river basin is | Geography | <ul style="list-style-type: none"> - Understand how humans affect the environment over time. - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | Children can <ul style="list-style-type: none"> - Explain what a river is - Explain what a river basin is - Identify the Congo river basin and explain how and why it was created |
| <u>Lesson 7 WALT:</u> Understand the impact river basins have on | | <ul style="list-style-type: none"> - Understand about weather patterns around the world and relate these to climate zones. | Children can <ul style="list-style-type: none"> - Explain what a river basin is - Identify river basins on a map |

| | | | |
|---|--|---|---|
| humans and wildlife. | | | <ul style="list-style-type: none"> - Compare river basins - Explain the impact of river basins on humans and wildlife. |
| <u>Lesson 8 WALT:</u> Create a river basin | Art/DT | | Children can <ul style="list-style-type: none"> - Create a 3D river basin using a variety of materials |
| Discrete Teaching | | | |
| Lesson WALT | Subject covered | Curriculum content covered within unit | What will this look like when it's achieved? |
| | Science Spring term 2 (continuation) Science Summer 1 | | |
| Lesson 4 WALT: Compare and group materials based on their magnetic response. | Science | Pupils should be taught to: <ul style="list-style-type: none"> – Compare and group everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. – Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. – Use knowledge of solids, liquids and gases to decide how we might separate mixtures, including through filtering, sieving and evaporating. – Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. – Demonstrate that dissolving, mixing and changes of state are reversible changes. – Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on the bicarbonate of soda. | Lesson 4 children will <ul style="list-style-type: none"> – Predict, test and group materials according to their magnetic properties. |
| Lesson 5 WALT: Explore soluble and insoluble materials. | | | Lesson 5 children will <ul style="list-style-type: none"> – Know that some materials dissolve in a liquid to make a solution. – Explain the process of dissolving using scientific vocabulary (soluble, insoluble, solution) and understand that solutions have a saturation point. |
| Lesson 6 WALT: Predict how mixtures can be separated. | | | Lesson 6 children will <ul style="list-style-type: none"> – Understand that they can separate some mixed materials through various processes (evaporation, |

| | | | |
|--|------------------|--|--|
| | | <p>insulators; and which materials are magnetic. Pupils will be introduced to key scientific vocabulary to describe the properties of materials (e.g. soluble and insoluble) and investigate how to separate materials using these properties. They will be able to name separation methods (filtering, sieving, evaporation, magnets) and decide on the most efficient method for separating a mixture of materials.</p> <p><u>Scientist Study</u></p> <p>Investigate the understand the life and work of Stephanie Kwolek Materials Kevlar</p> <p><u>Science investigations</u></p> <p>Fair tests, group and sorting, changes over time.</p> <p><u>Key Vocabulary</u></p> <p>soluble - a substance that will dissolve in water insoluble - a substance that will not dissolve in water saturation - the point at which no more solute can be dissolved solution - a soluble solid is dissolved in liquid to form a solution filtration - the collection of larger particles in a mixture boiling - the process by which molecules of a liquid change to vapour (much faster change than evaporation) condensing - the change of vapour into a liquid evaporation - change from a liquid to a vapour freezing - the change of a liquid to a solid melting point - the point at which a solid substance liquefies chemical change - one where the molecular structures of the combined substances are broken down and recombined to make a new substance physical change - where the molecular structures of the combined substance stay separate, allowing separation to occur reversible change - a physical change that we can undo irreversible change - a physical change that we cannot undo.</p> | <p>filtering, sieving or using magnets).</p> <ul style="list-style-type: none"> – Predict how they could separate mixtures depending on the properties of the mixed materials. |
| Lesson 7 WALT: Understand irreversible change. | | <p><u>Scientist Study</u></p> <p>Investigate the understand the life and work of Stephanie Kwolek Materials Kevlar</p> <p><u>Science investigations</u></p> <p>Fair tests, group and sorting, changes over time.</p> <p><u>Key Vocabulary</u></p> <p>soluble - a substance that will dissolve in water insoluble - a substance that will not dissolve in water saturation - the point at which no more solute can be dissolved solution - a soluble solid is dissolved in liquid to form a solution filtration - the collection of larger particles in a mixture boiling - the process by which molecules of a liquid change to vapour (much faster change than evaporation) condensing - the change of vapour into a liquid evaporation - change from a liquid to a vapour freezing - the change of a liquid to a solid melting point - the point at which a solid substance liquefies chemical change - one where the molecular structures of the combined substances are broken down and recombined to make a new substance physical change - where the molecular structures of the combined substance stay separate, allowing separation to occur reversible change - a physical change that we can undo irreversible change - a physical change that we cannot undo.</p> | <p>Lesson 7 children will</p> <ul style="list-style-type: none"> – Identify the difference between irreversible and reversible change. – Give examples of each type of change. |
| | Science Summer 2 | | |
| Lesson 8 WALT: Understand the life and work of Stephanie Kwolek (research project | Science | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> – Describe the changes as humans develop to old age. – Understand how we keep our own bodies safe and hygienic. | <p>Lesson 8 children will</p> <ul style="list-style-type: none"> – Learn about the work of Stephanie Kwolek and document their knowledge. |

| | | | |
|--|---------------------------------------|---|---|
| during Summer term 2). | | Pupils will learn about the different stages of the human life cycle. They will discuss a simple timeline first before going into more depth about what happens in the womb, during puberty and when you are older. | |
| Lesson 1 WALT: Describe the human life cycle. | | <u>Scientist Study</u> Investigate and understand the role of midwives Operation Owch! BBC (Midwife Simon) | Lesson 1 children will <ul style="list-style-type: none"> – Be able to name and describe the main stages of the human life cycle. |
| Lesson 2 WALT: Understand how a foetus develops in the womb. | | <u>Science investigations</u> Changes over time, pattern seeking, secondary sources | Lesson 2 children will <ul style="list-style-type: none"> – Be able to explain how the foetus grows in the womb at different stages. |
| Lesson 3 WALT: Describe what happens when children become a teenager. | | <u>Key Vocabulary</u> birth – when your life starts as a physically separate being conception/fertilisation – when the egg and the sperm meet to begin the development of a foetus death – when the life cycle ends develop – to grow to become more mature or advanced | Lesson 3 children will <ul style="list-style-type: none"> – Explain what puberty is and how human bodies change during puberty. |
| Lesson 4 WALT: Describe what happens when humans become a senior. | | egg – the female sex cell foetus – a baby that is still developing in the womb puberty – a time in the human life cycle when the body goes through changes to become an adult sperm – the male sex cell womb – an organ in which the foetus grows and develop | Lesson 4 children will <ul style="list-style-type: none"> – Explain what it means to be a senior and describe the changes we might face. |
| Computing | | | |
| Lesson 1 WALT: Understand what animation is | Creating Media: Stop motion animation | <ul style="list-style-type: none"> - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, | Lesson 1 children will <ul style="list-style-type: none"> - Explain what animation means - Explain the history of animation - Create an animation toy from the 19th Century |
| Lesson 2 WALT: | | | Lesson 2 children will <ul style="list-style-type: none"> - Explain what stop motion is |

| | | | |
|--|-----------------------|---|--|
| Understand what stop motion animation is | | including collecting, analysing, evaluating and presenting data and information. - | <ul style="list-style-type: none">- Take photos of an object and make small changes between each photo.- Follow the steps of an editing software |
| Lesson 3 WALT: Plan a stop motion video | | | Lesson 3 children will <ul style="list-style-type: none">- Create an animation idea- Design and create a character that can be used in an animation- Decompose their story into smaller parts |
| Lesson 4 WALT: Create a stop motion animation | | | Lesson 4 children will <ul style="list-style-type: none">- Create a simple animation following their plan- Change their plan when something is too difficult to animate- Recognise the importance of keeping the camera still and making small movements between shots |
| Lesson 5 WALT: Edit my stop motion animation | | | Lesson 5 children will <ul style="list-style-type: none">- Delete frames where necessary- Duplicate frames to extend their animations- Add titles and effects- Assess their animations |
| RE | | | |
| Lesson 1 WALT: Retrieval: five fingers of faith (Islam) | Summer 1 Islam | Substantive Strands of Learning <ul style="list-style-type: none">– Belonging– Sacred and special | Lesson 1 children will <ul style="list-style-type: none">- Learn about Islam- Learn about the followers of Islam |



- Creation
- Community

Islam

Enquiry Questions:

How do Muslims live their daily lives?

What does the prophet Muhammed teach?

Key vocabulary: Qur'an, Prophet, five pillars of Islam, hijab, Allah, Hafiz

- Discover who founded Islam and who the highest God in Islam is (Allah).
- To name the place of worship for Muslims.
- Identify the Muslim holy text.
- To know that Muslims celebrate Eid Al-Fitr and Eid I- Hijra.

Lesson 2 WALT:

Understand what it means to be Muslim in everyday life.

Lesson 2 children will

- Learn that Muslims live their life by the 5 pillars of Islam (God, praying, charity, fasting, pilgrimage)
- Learn that Muslims pray five times a day and they perform ablution (an act of washing) before.
- Learn that Muslim children often attend Madrasah (educational setting).
- Understand that women/girls will often wear a hijab/dress appropriately.
- Learn that Muslims Do not eat pork.


Lesson 3 WALT:

To explain what the Qur'an teaches and who Muhammed is.

Lesson 3 children will

- Learn what the Qur'an is and how Muslims believe the Qur'an is the direct word of Allah.
- Learn the messages of the Qur'an linked to dressing modestly (Many Muslim

| | | | |
|--|--|--|---|
| | | | <p>women wear long clothing and veils; men and boys should not wear silk or gold jewellery).</p> <ul style="list-style-type: none"> - Learn about the Hafiz (Muslims learn parts of the Qur'an by heart to recite to others). - Learn about the Prophet Muhammed being a central figure in Islam. - Understand that many Muslims believe that Prophet Muhammad was the last prophet sent by Allah to teach people about Islam. - Learn about key messages linked to Muhammed (never appropriate to create images of him, Prophet Muhammad began preaching that Allah is One and is believed to have converted many people to follow Islam. - Learn about the Prophet Muhammad left Mecca to escape persecution for his beliefs and stayed in Medina for 8 years. |
| <p><u>Lesson 4 WALT:</u> To explain the festival Al Hijra.</p> | | | <p>Lesson 4 children will</p> <ul style="list-style-type: none"> – Unpick the festival of Al-Hijra and how it marks the start of the Muslim New Year (beginning on the first day of |

| | | | |
|--|---|---|--|
| | | | <p>the month of the calendar year (Muharram).</p> <ul style="list-style-type: none"> – Learn that the festival is a time of remembrance and some people fast. – Learn that People make resolutions and attend prayer at the mosque. |
| <p><u>Lesson 1 WALT:</u> recall the five Buddhist morals</p> | <p>Summer 2 - Buddhism and Humanism</p>  | <p><u>Substantive Strands of Learning</u></p> <ul style="list-style-type: none"> – Belief – Belonging – Community <p>Buddhism</p> <p>Enquiry Questions:</p> <p>Why is there no Buddhist creation story?</p> <p>What does the story of Buddha and the elephant teach us?</p> <p>Key vocabulary: moral, faithful, meditation, enlightenment</p> <p>Humanism</p> <p>Enquiry Questions:</p> <p>How do humanist values differ from your own?</p> <p>What are the most important things you believe people should be able to do?</p> <p>Key vocabulary: human, responsibility, experience, empathy, consequence, positive, negative</p> | <p>Lesson 1 children will</p> <ul style="list-style-type: none"> - Learn about the five Buddhist morals - Understand that Buddhists do not worship a god. - Understand what a moral is and that Buddhists want to achieve enlightenment |
| <p><u>Lesson 2 WALT:</u> Understand the term meditation and why it is important to Buddhists</p> | | | <p>Lesson 2 children will</p> <ul style="list-style-type: none"> - Understand that Buddhists meditate to reach Nirvana. - Understand how Buddhists meditate - Partake in a meditation |
| <p><u>Lesson 3 WALT:</u> What does the story of Buddha and the Elephant teach us?</p> | | | <p>Lesson 3 children will</p> <ul style="list-style-type: none"> - Understand who Buddha is and why he is important to Buddhists - Recognise that Buddhists believe that anger and frustration will lead to suffering |
| <p><u>Lesson 4 WALT:</u> understand what a humanist is</p> | | | <p>Lesson 4 children will</p> <ul style="list-style-type: none"> - Understand that Humanists do not believe Humans were created by God but rather evolved from animals |

| | | | |
|--|------------------------------------|---|--|
| | | | <ul style="list-style-type: none">- Understand that Humanists do not have a set text or scripture and therefore follow science and research |
| <u>Lesson 5 WALT:</u> explain how humanists work out what is right and wrong. | | | Lesson 5 children will <ul style="list-style-type: none">- Learn about the Humanist Golden rule – Treat others as you would like to be treated yourself- Understand that Humanists rely on reason, experience and empathy to help them decide what is right or wrong. |
| <u>Lesson 6 WALT:</u> Understand what World Humanist Day | | | Lesson 6 children will <ul style="list-style-type: none">- Recognise the importance of World Humanist Day to Humanists- Recall when World Humanist Day is (21st June) and why (Summer Solstice)- Understand how WHD is celebrated |
| Music | | | |
| Summer 1 – Music Technology | | In this unit, children will consolidate prior learning by using texture, use of dynamics and audio effects to create pieces in Bandlab Education that contain A, B and C sections. Children will write raps and body percussion rhythms in small groups and perform them over compositions made in Bandlab Education. Performances will take place and the class will have an opportunity to assess and offer feedback. | |
| Summer 2 – 20 th Century Music | | In this unit, pupils will learn the key features of Jazz, Expressionism and Film music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition. | |
| French | | | |
| Lesson 1 WALT: use the pronouns il and elle | <u>Summer 1</u> School Life | <ul style="list-style-type: none">- Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun | Lesson 1 children will <ul style="list-style-type: none">- use the pronoun <i>il</i> to replace a boy’s name in a sentence. |

| | | | |
|---|--|--|---|
| | | <ul style="list-style-type: none"> - Use a wide range of adjectives to describe people and things, and use different verbs to describe actions - Begin to use intonation to differentiate between sentence types - Create a short piece for presentation to an audience - Identify different ways to spell key sounds, and select the correct spelling of a familiar word - Begin to use some adverbs | <ul style="list-style-type: none"> - use the pronoun <i>elle</i> to replace a girl's name in a sentence. |
| Lesson 2 WALT: show that I understand the meaning of a sentence by saying whether it is true or false. | | | Lesson 2 children <ul style="list-style-type: none"> - read a sentence stating whether an object is <i>au-dessus</i> or <i>sous</i> and say whether it is true or false. - read a sentence stating whether an object is <i>à droite</i> or <i>à gauche</i> and say whether it is true or false. |
| Lesson 3 WALT: write and say a sentence to answer a question | | | Lesson 3 children <ul style="list-style-type: none"> - can say which subject I like best, orally. - can say which subject I like best in writing. - |
| Lesson 4 WALT: ask and answer questions in French | | | Lesson 4 children <ul style="list-style-type: none"> - can ask a question about how many sides a shape/shapes have. - can answer a question, saying how many sides a shape/shapes have. - |
| Lesson 5 WALT: ask and answer questions in French about what I can do in school. | | | Lesson 5 children <ul style="list-style-type: none"> - can ask a question using the phrase: Excusez-moi, est-ce que je peux...s'il vous plaît ? - can give an answer to the question, choosing from set answers. - |
| Lesson 6 WALT: | | | Lesson 6 children |

| | | | |
|---|-------------------------|--|--|
| take part in a conversation with a partner and show it to my class. | | | <ul style="list-style-type: none"> - can prepare a conversation with a partner asking in French where objects are and give an answer. - can confidently present my conversation to my class |
| Lesson 1 WALT: build a sentence using a given range of vocabulary choices. | | | Lesson 1 children <ul style="list-style-type: none"> - can recognise number words in spoken sentences. - can explain how larger numbers are often described by combining smaller number words. |
| Lesson 2 WALT: can recognise how verbs change according to the subject. | <u>Summer 2</u> Time | <ul style="list-style-type: none"> - Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun - Use a wide range of adjectives to describe people and things, and use different verbs to describe actions - Begin to use intonation to differentiate between sentence types - Create a short piece for presentation to an audience - Identify different ways to spell key sounds, and select the correct spelling of a familiar word - Begin to use some adverbs | Lesson 2 children <ul style="list-style-type: none"> - can recognise how verbs change according to the subject. - can match the subject and verb. |
| Lesson 3 WALT: identify key information by listening for significant vocabulary | | | Lesson 3 children <ul style="list-style-type: none"> - can understand when someone is saying a date. - I can translate a date from French into English and vice versa. - |
| Lesson 4 WALT: identify key information by listening for significant vocabulary | | | Lesson 4 children <ul style="list-style-type: none"> - can understand when someone is saying a date. - can give the year that some key historical events happened in France. - |
| Lesson 5 WALT: make a simple sentence in the past tense | | | Lesson 5 children <ul style="list-style-type: none"> - can construct a past tense sentence with the passé composé. |

| | | | |
|---|---------------------------------|---|--|
| | | | <ul style="list-style-type: none"> - can identify auxiliary and past participle verbs. - can change the past participle to agree with gender. - can apply my prior knowledge to say when and where I was born |
| Lesson 6 WALT: apply previous learning about the passé composé to make a new sentence. | | | Lesson 6 children <ul style="list-style-type: none"> - can conjugate the auxiliary verb to match the subject. - I can change the past participle of the main verb to agree with number and gender of the subject. - |
| PSHE | | | |
| Lesson 1 WALT: Know that my body belongs to me and that I have control over what happens to it | <u>Summer 1</u> It's My Body | <ul style="list-style-type: none"> - Know that our bodies belong to us and that we have control over what happens to it - Understand why getting enough exercise and enough sleep is important - Understand how to take care of our bodies - Understand the harmful effects of using drugs, including alcohol and tobacco - Understand what a positive body image is - Make informed choices in order to look after our physical and mental health - | Lesson 1 children <ul style="list-style-type: none"> - understand that I can make choices about what happens to my body. - understand the difference between wanted and unwanted contact. - know what to do if I am worried about myself or a friend. |
| Lesson 2 WALT: Understand why getting enough sleep is important. | | | Lesson 2 children <ul style="list-style-type: none"> - can identify the physical, emotional and mental consequences of sleep deprivation. - I can make informed choices about my sleep habits. |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none"> - I can use mindfulness and meditation to aid a good night's sleep. - |
| Lesson 3 WALT: Understand how to take care of my changing body. | | | Lesson 3 children <ul style="list-style-type: none"> - can identify some physical changes that our bodies go through during puberty. - understand why we need to change some of our habits and routines as we get older. - know how to meet the changing needs of my body |
| Lesson 4 WALT: Understand the harmful effects of using drugs, including alcohol, and tobacco. | | | Lesson 4 children <ul style="list-style-type: none"> - can identify what a drug is and can discuss how different drugs affect the body. - can suggest where pressure might come from to try drugs, including alcohol and tobacco. - know what to do if I feel pressured to try a harmful substance |
| Lesson 5 WALT: Understand what a positive body image is | | | Lesson 5 children <ul style="list-style-type: none"> - can challenge stereotypes of 'the perfect body'. - understand that the images in the media and online do not always reflect reality. - can identify what makes a person beautiful |
| Lesson 6 WALT: Make informed choices in order to look after my | | | Lesson 6 children <ul style="list-style-type: none"> - understand that the choices I make about my body have consequences. |

| | | | |
|--|---------------|--|--|
| physical and mental health. | | | <ul style="list-style-type: none"> - understand what contributes to a balanced lifestyle. - can identify factors that influence choices we make about our bodies. - |
| Lesson 1 WALT: Explain some financial risks we might encounter and can discuss how we can avoid them | Money Matters | <ul style="list-style-type: none"> - Explain some financial risks we might encounter and can discuss how we can avoid them - Understand how retailers try to influence our spending - Discuss choices we have when we spend our money - Explain why we need to budget and how to make one - Discuss reasons and consequences of borrowing money - Explain the impact spending has on our environment | Lesson 1 children <ul style="list-style-type: none"> - can explain what a financial risk is. - can give some examples of financial risks. - can discuss ways we can avoid them. |
| Lesson 2 WALT: Understand how retailers try to influence our spending. | | | Lesson 2 children <ul style="list-style-type: none"> - can explain some of the ways retailers try to influence our spending. - can discuss how to be a 'critical consumer'. - |
| Lesson 3 WALT: Understand what 'value for money' means and can explain how to tell if things are good value. | | | Lesson 3 children <ul style="list-style-type: none"> - can discuss what it means to get 'value for money'. - can explain how we know if things are good value for money - |
| Lesson 4 WALT: Explain why we need to budget and how we make one | | | Lesson 4 children <ul style="list-style-type: none"> - can explain what a budget is. - can give reasons why we need to budget. - can discuss how we can make a budget. - |
| Lesson 5 WALT: | | | Lesson 5 children <ul style="list-style-type: none"> - can explain why people borrow money. |

| | | | |
|--|--|---|---|
| Explain why people borrow money | | | <ul style="list-style-type: none"> - can discuss some consequences of borrowing money. - can explain what 'interest' is |
| Lesson 6 WALT: Explain what tax is and why we need to pay it. | | | Lesson 6 children <ul style="list-style-type: none"> - can give a definition of the word 'tax'. - I can discuss what tax is used for. - I can talk about how it benefits our society |
| Year 5 - PE | | | |
| Summer 1 - CH - Dance - Africa | The children will be able to: <ul style="list-style-type: none"> - Improvise with confidence, demonstrating fluency across the sequence - Ensure their actions fit the rhythm of the music - Show a change of pace and timing in their movements - Compose individual, partner and group dances that reflect the chosen dance style - Develop an awareness of their use of space. | | |
| Summer 1 – FCS - Cricket | | | |
| Summer 2 - CH - Rounders | The children will be able to: <ul style="list-style-type: none"> - Hit a ball with a rounders bat with increasing consistency - Vary their power when hitting the ball - Gain confidence and consistency when catching a tennis ball - Stop a ball and return it with a quick throw | | |
| Summer 2 – FCS - | | | |
| | <u>Forest School</u> Subject covered within lesson | Curriculum content covered within lesson | |

| | | | |
|---|--|--|--|
| Lesson 1 WALT: Understand the physical geography of Africa and its diverse landscapes. | Geography <u>Theme</u> Exploring African Landscapes | Geography: Basic map skills. Art and Design: Craft with natural materials. - Outcome: Pupils will create and explain their natural maps, identifying key African features. | Lesson 1 children will <ul style="list-style-type: none"> – Reflect on previous forest School experiences on Forest School expectations. – Understand Forest School rules and boundaries. – Pupils will create large-scale maps of Africa using natural materials (sticks, stones, leaves) to mark key landscapes (deserts, rainforests, savannahs, rivers). – They will discuss different climates and habitats found in Africa and compare them to the UK. |
| Lesson 2 WALT: Design and construct a shelter inspired by African architecture. | Art and Design <u>Theme</u> African Shelter Building | Art and Design: Construction linked to a specific focus, that needs a reinforced structure. Science: Properties of materials (durability) - Outcome: Pupils successfully construct sturdy shelters and discuss how different climates affect housing styles. | Lesson 2 children will <ul style="list-style-type: none"> – Pupils will explore traditional African homes (e.g., Maasai bomas, mud huts) and build their own small-scale shelters using natural materials. – They will test their shelters for durability, thinking about protection from weather and wildlife. |
| Lesson 3 WALT: Understand how African animals are tracked in the wild and why it is important. | Science <u>Theme</u> Tracking and Animal Signs | Science: Animals, life-cycles and their habitats. - Outcome: Pupils accurately identify tracks and set up their own tracking challenges. | Lesson 3 children will <ul style="list-style-type: none"> – Pupils will investigate African animal tracks, identifying patterns and learning how indigenous trackers in Africa use footprints, droppings, and |

| | | | |
|--|--|---|--|
| | | | <p>signs of movement.</p> <ul style="list-style-type: none"> – They will create their own track trails for peers to follow, using footprints in mud or arranged natural materials. |
| <p>Lesson 4 WALT: Use a sheath knife safely and create a carved object inspired by African traditions.</p> | <p>History Art and Design</p> <p><u>Theme</u> Using Tools: African Crafting with Sheath Knives</p> | <p>Design and Technology: "Use a wide range of tools and equipment to perform practical tasks accurately."</p> <p>History/Geography: "Understand the lives of people in other societies, their tools, and traditions."</p> <p>PSHE/Health & Safety: Keeping safe using tools.</p> <p>- Outcome: Pupils demonstrate safe and effective use of sheath knives, show patience and care in creating their carved object, and reflect on the cultural importance of handcraft.</p> | <p>Lesson 4 children will</p> <ul style="list-style-type: none"> – Be introduced to the sheath knife, with a clear and practical safety demonstration (tool talk, safe seating position, passing, etc.). – Discussion about traditional African craftsmanship, including wood carving, utensil making, and tool use in rural communities. – Pupils will use sheath knives to whittle a small item. – Learn about the importance of skilled hand tools in African daily life and how these tools are passed through generations. |
| <p>Lesson 5 WALT: Understand how water is collected and used in African communities.</p> | <p>Geography</p> <p><u>Theme</u> Water and Survival in Africa</p> | <p>Geography: human geography, including the distribution of natural resources, including water.</p> <p>- Outcome: Pupils discuss the importance of water conservation and experience the difficulties of carrying water without modern technology.</p> | <p>Lesson 5 children will</p> <ul style="list-style-type: none"> – Pupils will learn about water scarcity in parts of Africa and the challenges communities face. - They will attempt a "water-carrying challenge", transporting water over a distance using different |

| | | | |
|--|---|---|--|
| | | | materials (e.g., leaves, cups, cloths). |
| Lesson 6 WALT: Explore the role of fire in African culture and develop fire safety awareness. | History <u>Theme</u> Fire and African Culture | History: VE Day. DT: Cook using simple recipes. - Outcome: Pupils will understand fire's role in African culture, demonstrate fire safety, cook a simple snack, and create fire-inspired artwork. | Lesson 6 children will <ul style="list-style-type: none"> – Learn about fire safety rules and assist in lighting a small controlled fire using natural materials like dry leaves and sticks. – Explore how fire is used in different African cultures for cooking, warmth, ceremonies, and storytelling. – Cook a simple snack over the fire. – Reflect on their Year 5 and Forest School journey. |