

**The Waves**  
**Medium Term Topic Plan – Year 5**

<b>Term</b>	Summer (7 weeks)	<b>Curriculum Strands</b>	Water, Living Things & Responsibility
<b>Classroom Environment</b>	Great Wave board to celebrate children’s learning from school and home Year group geographical appropriate vocabulary (ocean environments) Range of topic books including different genres and text types	<b>Super Starter (Hook) &amp; Education Visit/Visitor</b>	Portsmouth Dockyards: visit HMS Victory
<b>Key Texts</b>	<b>Treasure Island by Robert Louis Stevenson</b> Floodland – by Marcus Sedgwick	<b>End Product</b>	Protect our oceans presentations
<b>English</b>	Narrative – Dilemma based on Floodlands – write to entertain - 3 weeks Guided reading: Treasure Island - 5 weeks Ballard’s – whale sounds – oracy - 1/2 weeks		
<b>Science</b>	<u>Living Things and Their Habitats</u> <b>NC Obj.</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <b>NC Obj.</b> Describe the life process of reproduction in some plants and animals.  <u>Animals, Including Humans</u> <b>NC Obj.</b> Describe the changes as humans develop to old age.  <u>Working Scientifically</u> <b>NC Obj.</b> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs		
<b>P.E.</b>	<u>Swimming</u> <b>NC Obj.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres <b>NC Obj.</b> Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <b>NC Obj.</b> Perform safe self-rescue in different water-based situations.		
<b>History</b>	<u>Portsmouth Historic Dockyard</u>		
<b>Geography</b>	<u>Oceans &amp; Great Barrier Reef</u> <b>N.C. Obj.</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>N.C. Obj.</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>Obj.</b> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes <b>Obj.</b>		
<b>Art</b>	<u>Hokusai’s Great Wave, Coral Reefs &amp; Environmental Concerns</u> <b>N.C. Obj.</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <b>N.C. Obj.</b> Learn about about great artists, architects and designers in history.		
<b>D&amp;T</b>	<u>Beat the Flood</u> <b>N.C. Obj.</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <b>N.C. Obj.</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately <b>N.C. Obj.</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <b>N.C. Obj.</b> Understand how key events and individuals in design and technology have helped shape the world		