

DT:

**Knowledge:** When designing and making, pupils should be taught to:

Design purposeful, functional, appealing products, using research.

Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Investigate and analyse a range of existing products

Understand how key events and individuals in design and technology have helped shape the world

**Skills:**

Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are  
Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make]  
Accurately apply a range of finishing techniques, including those from art and design

**Vocabulary:**

Evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations



## Unit of Enquiry Subject Knowledge and Skills

### Overview

**Title:** Enterprising Entrepreneurs

**Year Groups:** UKS2

<b>Focus Drivers:</b>	<b>Key Questions:</b>
Promoting independence to take responsibility for own learning. - Critical thinking - Problem solving and reasoning	What is an entrepreneur? What makes an effective business? What qualities does an entrepreneur have? What skills do you need to become a successful entrepreneur? How have famous entrepreneurs changed the world we live in today?
<b>Vehicle for Learning:</b>	
Young Leaders Award	
Himbleton's Dragons Den	
<b>Key Texts:</b>	
Templeton Twins- Ellis Weiner	
100 Inventions That Made History- DK	
Here's How You Can Tool picture book - Kid	
Entrepreneur- Daniel WK Seow	

**Geography/ History:**

**Knowledge:**

To understand how key events and individuals in design and technology have shaped the world.

To describe and understand human geography- focusing on economic activity and impact.

To name and describe key entrepreneurs throughout history, explaining their global impact.

**Skills:**

Retrieve, record and present information from non-fiction texts.

Use search engines to find accurate information efficiently.  
Analyse information to reach accurate conclusions.

Read aloud and to perform, showing understanding through intonation, tone and volume.

**Vocabulary:**

Entrepreneur, business, money, income, profit, employers, invention, capitalism, enterprise, initiative, innovation, investor, marketing, networking, philanthropist, start-up, commercial, industrial

**English:**

Our focus text for this half term is The Templeton Twins, written by Ellis Weiner.

By exploring this text in depth the children become familiar with the role of the 'narrator' and write a short piece, extending the book and imitating the voice of the narrator who then invites them to be their own narrator. After this, the children go on to look at twins and they invent their own twin. After planning and inventing they will write their own twin story, based on ideas from the TTs and the story structure. Children will look at features of adventure/mystery stories, e.g. introduction, build up suspense, problem, resolution, and conclusion ensuring they using conjunctions and adverbials that express time to move a story on.

**Maths: Fractions: By the end of this unit children will be able to:**

Compare and order fractions whose denominators are all multiples of the same number, identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths; recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number; add and subtract fractions with the same denominator and denominators that are multiples of the same number; multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions; recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents; round decimals with two decimal places to the nearest whole number and to one decimal place; read, write, order and compare numbers with up to three decimal places; solve problems involving number up to three decimal places; recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

**Science: Growing Old**

**By the end of this unit children will be able to:**

Explain the main changes that take place in old age.

Name, order and explain the 6 changes that occur during human development.

Demonstrate understanding of how babies grow in height and weight.

Describe the main changes that occur during puberty.

Give reasons why changes occur during puberty.

Analyse the similarities and differences between how boys and girls experience puberty.

Key vocabulary:

Egg, sperm, foetus, baby, toddler, child, teenager, adult, old age, development, growth, human, infancy, childhood, adulthood, adolescence, prenatal, puberty, changes, breasts, pubic hair, hips, facial hair, body hair, genitals, muscular development, menstruation

**French: 'All about me'**

Children will learn to:

- Give and respond to simple classroom instructions appropriately
- Name parts of the body
- Identify colours
- Name items of clothing
- Ask and answer questions using the topic vocabulary
- Read and write simple words
- Sav that un/lune relate to masculine & feminine nouns

**RE: Unit question: Why do Hindus try to be good?**

**By the end of this unit children will be able to:**

- Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha*, etc.
- Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live
- Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways

**PE:**

**Rugby:** This half term Year 5 will receive professional coaching from Worcester Warriors we hope that they will learn key skills and rules of rugby whilst being inspired by their team.

**Netball**

Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.