

**DT:** Over this half term we will be taking part in a whole school art project to celebrate the Queens Platinum Jubilee. Year 5 will be developing their sewing skills to create their own celebration bunting.

**Knowledge:**

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

To identify functions of different materials and their uses

To explain what tools are used in textiles and how they are used effectively

To demonstrate the importance, of design criteria in meeting the needs of a consumer

**Skills:**

To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular Individuals or groups

To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces

To select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities

To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

**Key Vocabulary:** design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinkling shears, fastenings



**Unit of Enquiry Subject Knowledge and Skills**

**Overview**

**Title: American Adventure- Focus on Peru**

**Year Groups: UKS2**

**History/ Geography:**

**Knowledge:**

- To know the continents of the world.
- To know what the 7 wonders of the world are and where they can be found.
- To describe Machu Picchu's geographic features
- To know why Machu Picchu is an important religious place.
- To describe who the Incas people were.

**Skills:**

- To use an atlas effectively to locate continents and countries
- To identify reliable sources for research
- To research and present historical and geographical findings

**Key Vocabulary:** Incas, continents, countries South America, Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic, Uruguay, landmark, Machu Picchu, research, reliable, lost city, mountains, civilization Inca Empire South America Cuzco Peru peasants royals Inca emperor sun god Machu

Focus Drivers:	Focus Spirituality Capacities
<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Promoting independence to take responsibility for own learning</li> <li>- Awareness of wider world</li> </ul>	<ul style="list-style-type: none"> <li>- Connection and belonging</li> <li>- Awe and Wonder</li> </ul>
<b>Key Questions:</b>	
<p>What are the continents of the world?            What countries are in South America?            Where is Peru?            What Country can Machu Picchu be found?            What is Machu Picchu? Why is it significant part of history and geography?            Who were the Incas?            Why was Machu Picchu a religious site?</p>	
<b>Vehicle for Learning:</b>	
<p>Virtual visit to Machu Picchu.            KS2 Project presentation</p>	
<b>Key Text:</b>	
<p>Machu Picchu- The History and mystery of Incan City – Jesse Harasta</p>	

English: Our focus text for this half term is The History and mystery of Incan City – Jesse Harasta. The children will be researching and creating their own nonfiction text about Peru and Machu Picchu. They will develop their writing skills by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently

Maths:

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

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

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

Solve comparison, sum and difference problems using information presented in a line graph, complete, read and interpret information in tables, including timetables.

**Position and direction:**

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

**RE: Unit question: Why do Hindus try to be good? (Over 2 half terms)**

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

- Identify and explain Hindu beliefs, e.g. *dharmma*, *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 *dharmma*, *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 *dharmma*, *karma*, *moksha*, etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways

**Science: Evolution and inheritance**

**Knowledge:**

Explain the terms adaptation, evolution and natural selection and use these in context. Describe how living things evolve via the process of natural selection. Explain in simple terms what genes and DNA are.

Explain how human evolution has occurred and compare modern humans with those of the same genus and family.

Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation.

**Skills**

Research the impact evolution has had on how animals live and survive.

Use key vocabulary to write detailed and informed conclusions from scientific research.

Identifying scientific evidence that has been used to support or refute ideas or arguments

**Key vocabulary**

Inheritance, animals, plants, humans, parent, biological parent, offspring, similarities, differences, characteristics, variation, adaptation, environment, habitat, DNA, genes, adaptive traits, mutation, replication, accidental, evolution, inheritance, theory of evolution, fossil, fossil records, evidence, complete, incomplete, ancestor, common ancestor, traits.

**PE: Cricket**

Throughout this unit children will develop the range and quality of striking and fielding skills and their understanding of cricket; learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities and think about how they use skills, strategies and tactics to outwit the opposition. Children will be given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

**French: 'Food Glorious food'**

By the end of this unit I will be able to:

- Describe the colour or size of an object
- Ask politely for something
- Respond appropriately to a polite request.
- Select adjectives based on gender/number of nouns;
- Order sentences correctly.
- Identify and pronunciation French vocabulary related to foods accurately