



Be all you can be
Hayes School

Year 5 Curriculum Plan: Summer 1 2023

The Big Question:

How can we successfully create products that are suitable for a Mad Hatter's tea party?

Responsibility Success Aspiration Resilience
Discovery **Friendship**





Be all you can be

Hayes School

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: all children will live fulfilling and happy lives, being all they can be.



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Learning Experience

Context and Outcome

Through our text, Alice in Wonderland, the children will discover the process of planning, researching, creating and evaluating products for a Mad Hatter's tea party. On throwing a Mad Hatter's tea party, the children will make a hat, selecting materials and working with precision as well as cooking healthy and nutritious savory foods, which they will devour together in the last week of term.





BIG QUESTION

How can we successfully create products that are suitable for a Mad Hatter's tea party?

Design Technology

What ideas can I develop for a Mad Hatter's Tea Party hat through observation and simple sketching?

How can I use a simple design or prototype for hat framework?

How and why are products designed?

How can we build, finalise and apply a great finish to our existing hat designs?

What adventures can we conjure up in creative writing after a Steam Train ride?

PSHE

What health snacks can we successfully bake, which can be eaten as part of the Mad Hatter's Tea Party?

How can we scale up a recipe to cater for a party?



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ENGLISH

- Driver Text: Alice in Wonderland by Lewis Carroll.
- Supporting texts: The Jabberwocky
- Reading: Whole class reading will take place each week and include comprehension skills such as fluency, retrieval, vocabulary and inference. These will be based around a variety of texts.
- Writing Opportunities: The children will explore descriptive devices, create their own settings and write from the perspective of Alice being stuck in Wonderland. We will explore how innocence is portrayed throughout the text. Following this, we will write a poem in the style of 'The Jabberwocky' and the children will learn, perform, plan and write an imitation poem.
- Spelling focus: Adverbs of possibility and homophones.
- Handwriting: To be joined, legible and cursive.

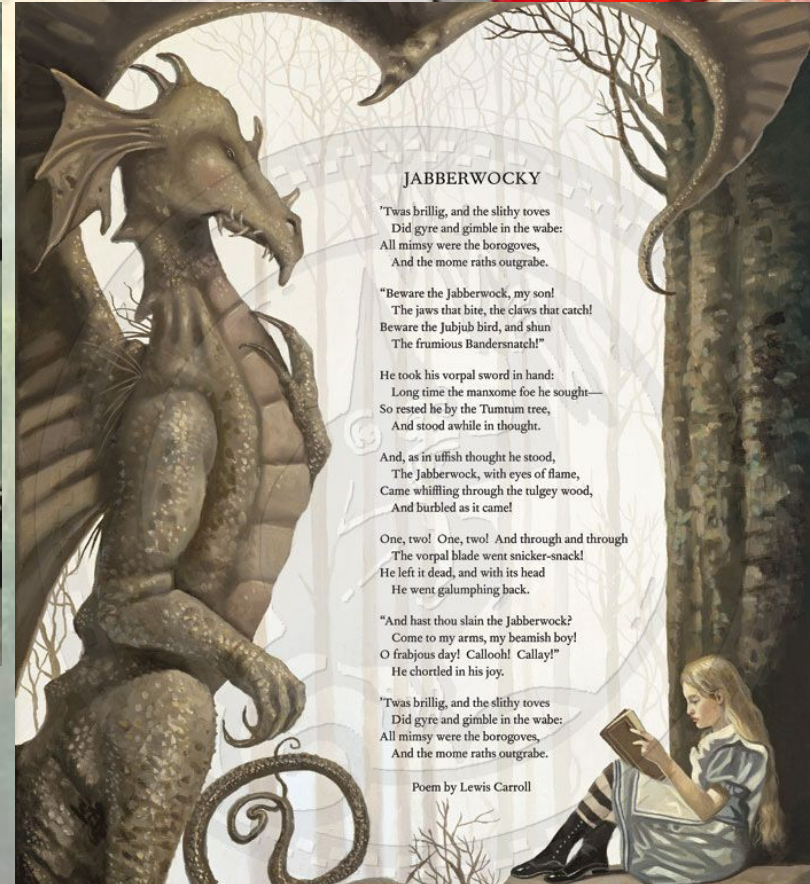
MATHS

- In maths, we will start the term learning about area and perimeter. The children will be able find the perimeter of rectangles, polygons and compound shapes. They will be able to find the area of rectangles and compound shapes. Following this, we will move onto decimals and percentages. The children will firstly understand the place value of tenths and hundredths. They will learn how to add, subtract, multiply and divide when using decimals. We will also learn about the relationship between decimals and percentages. Children will continue to have daily arithmetic focused on number, fractions and the four operations.

English - Texts

Alice in Wonderland By Lewis Carroll

The story originated from an experience when Carroll was out rowing with three daughters of a friend of his, Henry Liddell. In order to entertain the girls during the five-mile journey, Carroll made up a story about a bored little girl named Alice. One of the children, the real Alice, asked Carroll to write the story down for her, which he did, as well as adding his own illustrations. After much additional work, the full story of 'Alice's Adventures in Wonderland' was published in 1865. This book, along with 'Through the Looking-Glass', is amongst the most popular and famous children's books in the English language.



JABBERWOCKY

"Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
"The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

"Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outrabe.

Poem by Lewis Carroll

English - Key vocabulary

Vocab Dozen

vulgar	Lacking sophistication or good taste.
inquisitive	Having or showing an interest in learning things; curious.
adjourn	Break off (a meeting, legal case, or game) with the intention of resuming it later.
execute	Put a plan, order, or course of action into effect. Carry out a sentence of death on (a legally condemned person).
livery	A special uniform worn by a servant, an official, or a member of a City Company.
languid	Having or showing a disinclination for physical exertion or effort. Weak or faint from illness or fatigue.
severity	The fact or condition of being severe.
knave	A dishonest or unscrupulous man. A jack in cards.
moral	Concerned with the principles of right and wrong behaviour.
incessant	(Of something regarded as unpleasant) continuing without pause or interruption.
contemptuous	Showing contempt; scornfulness.
conscientious	Having or showing care and conscientiousness in one's work or duties.



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SCIENCE: Materials

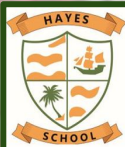
The children will begin the term by completing the unit on materials.

- They will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- They will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- They will demonstrate that dissolving, mixing and changes of state are reversible changes
- They will explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

Once we have finished materials, we will move onto learning about forces and the children will deepen their understanding of air resistance, water resistance and gravity.

COMPUTING : Game Creator

- Children can review and analyse a computer game.
- Children can describe some of the elements that make a successful game.
- Children can begin the process of designing their own game.
- Children can design the setting for their game so that it fits with the selected theme.
- Children can upload images or use the drawing tools to create the walls, floor, and roof.
- Children can design characters for their game.
- Children can decide upon, and change, the animations and sounds that the characters make.
- Children can make their game more unique by selecting the appropriate options to maximise the playability.
- Children can write informative instructions for their game so that other people can play it.
- Children can evaluate my their own and peers' games to help improve their design for the future.



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Driver Subject: Design Technology

As part of the design and technology curriculum, the children will learn how to use simple templates, produce original design from research, construct a 3D shape using 2D materials. They will plan, design, and evaluate their own hats. They will select tools and equipment with a good level of precision. Year 5 will also link their mathematical skills relating to measure and shape; this will enable them to mark and cut out their designs accurately.

Supporting Driver subject: PSHER

In PSHER this term, the children will consider what makes a healthy balanced diet. The children will apply this knowledge to our learning experience when making nutritional savoury snacks for our Mad Hatter's tea party.

PE: Dance

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to perform dances using a range of movement patterns as well as comparing their performances with previous ones and demonstrate improvement to achieve their personal best- developing early appreciation and analysis skills.



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R.E

In this unit, children will:

- Identify and explain beliefs about why people are good and bad
- Make links with sources of authority that tell people how to be good
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Music

This half term, the children will finish learning 'Caliban's Dream' on the marimbas and steel pans. Additionally, the children will continue to develop their improvisation and composing skills. Once a week, the children will also have their Music Assembly, with the rest of the Key Stage, where they will continue to learn about musical genres and composers. In these assemblies, the children will learn to sing songs - including with harmony - from a variety of genres

Year 5: Summer 1 2023

PSHE/SRE

Year 5 will be learning about ways in which we can support our local community and keep community spirit alive. They will also be exploring the British Value of freedom of speech. During these sessions, they will learn about migration and imagine what they would pack in a suitcase if they had to leave. Next, Year 5 will be looking at the importance of saving money and ways in which this can be done.

MfL (French)

In this unit the children will learn how to:

- Tell somebody in French the key facts of the history of the Olympics.
- Tell somebody in French the key facts of the modern Olympic games.
- Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.