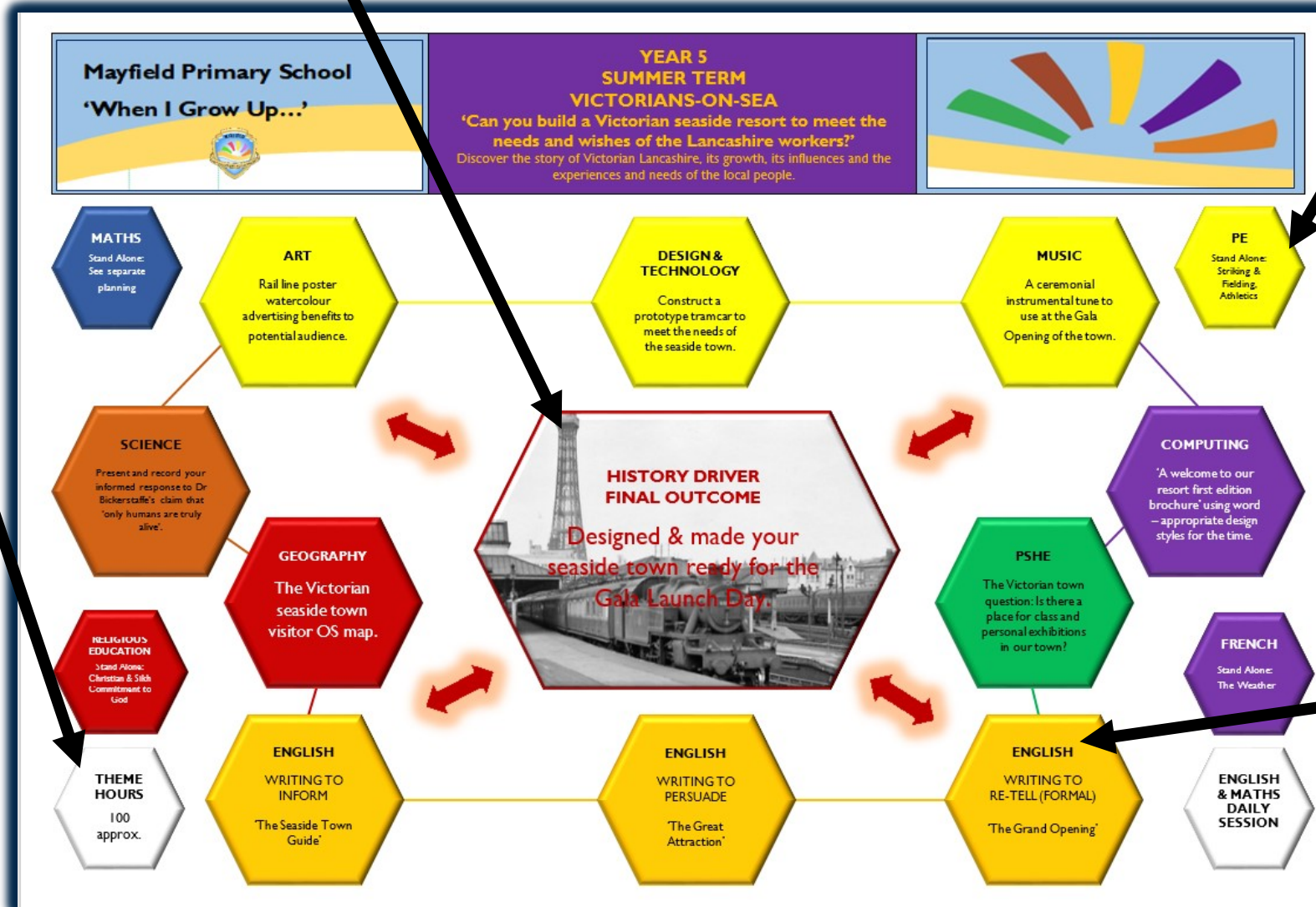


Every theme has a central driver/purpose for the term's work. Where sensible and reasonable, the children's work in each subject will produce a final outcome that links to it. The driver is often drawn from a historical or geography theme and is always drawn directly from the requirements of the National Curriculum.

We add 'Theme Days' into each term which are designed to focus upon one subject each time as they work towards their final outcome.

We plan for learning hours rather than 'lessons'. Considering learning time rather than simply ring-fencing every subject to certain limits.

We **always** allow for refine and polish from our Learning Lap.



Where meaningful links cannot be made, then those subjects stand alone.

English units utilise the chance to add to, and embed, the subject knowledge by creating outcomes linked to the theme - where reasonable.

We base everything around a Stunning Start and a final Parent Celebration Outcome Event.

THIS IS PAGE ONE FROM OUR PLANNING DOCUMENT - THIS IS CREATED EVERY TERM FOR EACH YEAR GROUP.

Mayfield Primary School
‘When I Grow Up...’

**YEAR 5
SUMMER TERM
VICTORIANS-ON-SEA**
‘Can you build a Victorian seaside resort to meet the needs and wishes of the Lancashire workers?’
Discover the story of Victorian Lancashire, its growth, its influences and the experiences and needs of the local people.

Progression Through Themes

Prior Learning Thematic Progress:
Children have explored the seaside town through ‘St Annes in Bloom’ and ‘Sand In My Shoes’ local study during KS1. This provides a focus upon ‘my town’ from an introductory geography, science and history perspective. Whilst ‘Superb Structures’ in year 3 explore the science behind some of the most significant structures in our locality and is very specific, now we progress to re-visit the seaside setting but take a wider and deeper social, moral and cultural study of its rise, its reasons for being, its influences and how and why it appears as it does.

New Over-arching Thematic Learning
(See subject specific documents for detailed, individual subject progression):
What will pupils know and be able to do better by the end of this?

- Understand the definition of a ‘holiday’ and what this meant in Victorian Britain.
- Know what Victorians felt about the ‘seaside’ and the reasons for visiting regularly.
- Know the importance of the transport developments in Lancashire during the 19th Century.
 - Be able to read maps in increasing detail to identify places and features.
 - Make comparisons over time using primary and secondary sources.
- Understand what made a Victorian seaside town and how they grew over time.
 - Understand the importance of layout in a seaside town.
- Understand how social views change and how some aspects are now unacceptable.
 - Understand how Victorians used art and music as tools for persuasion.
- Understand how Victorians applied their design skills and scientific understanding to develop effective transport systems.
- Be able to scientifically question and justify views relating to the life cycle of plants and animals.
- Use different digital media to communicate and manipulate core messages to an audience.

Later Learning Thematic Progress:
The chronological and local history story progress into ‘Bring Me Sunshine’ during year 6. As we take a post WW2 study of modern entertainment for the masses grown from the birth of its Victorian past. With understanding, of purpose and audience established in year 5, the children study the changes and trends in people’s lifestyles by honing in on this aspect of modern Britain with a particular local slant determined by our unique and rich entertainment heritage on the Fylde Coast.

Enriching the Learning

STUNNING START
Layout the theatre into a large town hall committee setting. Teacher (GD) plays Dr W.H. Bickerstaffe – Mayor of the new seaside town. Show children short presentation as plans are set out to develop a Victorian ‘resort’ from the village they call the ‘Black-Pool’. Record the committee launch to be placed on Purple Mash for children to show families the Summer Term learning context. Drinks and cakes (juice/tea etc....) is served at the function that follows as the Mayor welcomes the town members who will carry out the master plan to construct a seaside fit for the masses!

CELEBRATION EVENT
Enter the theatre for the grand gala opening of the seaside town. W.H. Bickerstaffe returns to lead the ceremony where the children (in role) introduce their final plans and creations to the gathered locals (families – if not in person then recorded for remote engagement from our audience). The event will be rehearsed in the morning and then presented ‘for real’ in the afternoon. We will need Mr Askham’s support for the afternoon. Children will be asked to enter the spirit and dress in Victorian style – if possible – will local press get involved? Make contact. Mock champagne shared by all to celebrate opening.

VISITS/VISITORS: Town and use visit - St Annes Square & seafront. (April 29th & 30th)

Subject Special Theme Days

ON THE RIGHT TRACK & MODEL VILLAGE – JUNE 25TH

SUBJECT PLANNING.

WRITTEN BESPOKE FOR MAYFIELD BY THE TEACHERS AND USED THROUGHOUT EVERY TERM.

Note: Our Diagnostic Assessment Subject Unit Task known as ‘**GTK**’ (Get To Know) and Starting Point ‘Purple, Green & Gold’ Indicators

SCIENCE		
PROGRESS	Teaching/Key Questions/Resources	Children’s Learning Activities & Outcomes
ELICIT	<p>Introduce the Roman legionary, their role and importance of their work to the leaders of the advancing Roman Empire.</p> <p>Using a simple legionary diagram ask the children to identify skeletons and muscles and their role in supporting, protecting and moving.</p> <p>Allow the activity to extend into questions around nutrition and the right types and amounts of this.</p> <p><i>Do the children know where get nutrition from?</i> <i>Do they know that they cannot make their own food?</i> <i>Do they know that nutrition comes from what they eat?</i></p>	<p>Children will have completed the elicitation activity which should be marked according to the purple, green and gold system to denote starting point for the unit and enable the teacher to determine the starting point for the unit and enable the teacher to determine the starting point for the unit and enable the teacher to determine the starting point for the unit.</p> <p>Any recorded within ‘When I Grow Up...’.</p> <p>SILVER ACTION 60/75 qpps approximately</p>
STARTING POINT: TOWARDS	STARTING POINT: WITHIN	STARTING POINT: GREATER DEPTH
<p>To record observations using charts and graphs.</p> <p>SECTOR 3: RP</p>	<p>MODELLING – OBTAINING & PRESENTING EVIDENCE The aim of this session is to consider how we store information more formally on a bar chart and use tables to store information clearly and precisely. This will be important revision for many as they build upon their work with simple charts from Y2: prior to collecting information to answer a question. This is a session designed for modelling of systems and teacher leading as instructor. This is a necessary strategy prior to handing over.</p> <p>Consider in detail the importance of the y-axis in quantifying information easily and appropriately.</p>	<p>Using the modelled tables and bar graph templates the children focus upon transferring the information across and in particular focusing upon the importance of the y-axis in the interpretation of this. This should not be rushed and as a deliberately modelled, instructor session we should see more time dedicated to this than may be required in the subsequent learning challenge. It will be necessary to offer silver and gold marking within this session.</p> <p>SILVER VERBAL & GOLD ACTION Recorded in Books 60/75 qpps approximately</p>
<p>To record observations using charts and graphs.</p> <p>To make accurate measurements using standard units.</p> <p>SECTOR 3: OTU SECTOR 3: RP</p>	<p><i>How long will it take you to run 100m?</i> See how far each child can run in the 9.68 seconds that Usain Bolt set his 100m world record. Compare the children’s times with this and then consider how long it may take a full grown adult male legionary in heavy armour to cover such distances. <i>What does it suggest about the speed of their movements and the distances they covered?</i></p> <p>R: Work outdoors for the session using stopwatches. Blank Charts. Decision made on any potential blank templates for graphs.</p> <p>*It will be necessary to revise the use of a stopwatch and what the information on the small screen tells.</p>	<p>The children briefly watch Usain Bolt in action. They are told of the record time and quickly move outside to see what this distance actually looks like. The children cover the distance and record the times in tables. Groupings will need to be determined based upon starting point information. They return to class to turn the data into bar graphs to represent their group in relation to Bolt. They then need to record what this may suggest about legionary movements when wearing such heavy armour and moving over distances. How challenging would it be to move at pace? How would Romans attack based upon this information?</p> <p>Charts, Graphs and Findings Recorded in Books GOLD ACTION 120 qpps approximately</p> <p>It is important to build in time for response to action marking upon the final graphs. The focus of this working scientifically challenge is to measure and record with accuracy so relevant time must be given to checking and refining the used, transferred and presented data.</p>
<p>Make and record a prediction before fair testing.</p> <p>Set up a simple fair test to make comparisons.</p> <p>SECTOR 3: OTU</p>	<p>FAIR TESTING – PLANNING Due to the armour required in their clothing and weapons (as we have discussed and explored) the legionary’s movements could be limited. What effect would limited movement have upon the speed at which you can move?</p> <p>Ask the children to repeat their initial timed tests but this time whilst holding a simple item (check for safety) in each arm and holding each arm still whilst moving.</p> <p><i>What will be the effects of limited movement on the pace of the legionary?</i> They will need to plan a fair test and potentially repeat their initial test to ensure outdoor conditions are fair.</p> <p><i>Can they use their understanding to make and record a prediction before testing?</i> <i>Can they set up a simple fair test and explain how they have made it fair?</i></p> <p>R: Planning Rosters</p>	<p>After brief initial context, children record in books how they are going to attempt this independent fair test. Using a Planning Roster as a guide, they outline how they will ensure fairness. How they will record their results. Which apparatus they will use. What measurements they will take. They present this for marking before acting upon feedback.</p> <p>Planning Rosters in Books GOLD ACTION 60 qpps approximately</p>
<p>Accurately measure using different equipment and units of measurement.</p> <p>SECTOR 3: OTU</p>	<p>FAIR TESTING – CARRY OUT Allow the children sufficient time to carry out their test, ensuring that any repeat tests are completed. Observe carefully but allow them to learn from their mistakes. Prompting only if essential. The refine and polish process at the end will allow them to consider potential improvements and areas where they could refine their scientific work.</p> <p>R: Stopwatches, selected items for holding (see children’s list)</p>	<p>Groups start work immediately and independently with adults acting as prompts as required. The children need to be implement their planned actions and gather their relevant measurement data.</p> <p>Practical Session SILVER VERBAL 60 qpps approximately</p>

PRIOR, NOW & NEXT
KNOWLEDGE & EVENTS PAGE
FROM OUR PLANNING.

THIS IS PRODUCED FOR EVERY YEAR
GROUP EACH TERM.