Year Group - 5	Term – Spring 2
Name of Unit Overview – **Japan**  	

Educating for Wisdom, Knowledge and Skills	**To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.**
Educating for Hope and Aspiration	**To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds**
Educating for Community and Living Well Together	**To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.**
Educating for Dignity and Respect	**That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.**

Context, Big Questions and Wider World impact

- What is life like for people in Japan?
- How does Japan influence the world we live in today?
- How has Japanese technology changed the world?
- The impact of martial arts across the world
- Who are you and what do you mean to different people?
- What are the similarities and differences between life in England and life in Japan?

Subject specific learning areas

Science		**Suggested journey of the unit**
Prior learning and where the objectives are revisited later in the year.	**Key year group learning** **Can we…….? Do we know……..?**	
Working scientifically in KS2 - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	**Can we…?** ✓ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ✓ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ✓ Explain our reasons for materials being conductors and insulators, using scientific terminology	**1) Separating mixtures** **2) Evaporation** **3) Reversible changes** **4) Observe chemical reactions**

- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions - using straightforward scientific evidence to answer questions or to support their findings **Year 3:** – compare how things move on different surfaces – notice that some forces need contact between 2 objects	**Do we know…?** ✓ The different properties of a range of materials and how they could be useful in everyday life ✓ That some metals conduct electricity, but not all, and that the strength of this conduction will vary according to the metal's properties That some materials can be a thermal insulator	
Humanities – History & Geography		
Prior learning and where the objectives are revisited later in the year.	**Key year group learning** **Can we……..? Do we know…..?**	
Revisit within this year **Geography:** ✓Use maps/globe/atlases to locate continents and countries ✓Symbols and keys ✓Name, locate and identify: continents and main countries **History:** **Year 4:** – To describe a range of historically significant and reliable sources of evidence – To ask and answer historical questions **Year 3:** – To explain how we use primary sources to develop our understanding	**History** **Can we…?** Understand the history of martial arts in Japan Look at the ruling dynasties of Japan and understand the history of their civilization Consider what Japan has contributed to the wider world. To consider Japan against other historical empires such as Greek and Roman and compare and contrast the cultures To investigate the origins of Nintendo and consider the impact of gaming and anime on our world	
Art and Design & Design Technology		
Prior learning and where the objectives are revisited later in the year.	**Key year group learning**	

Revisited within Year 5 - Blending paints to create an atmosphere - To explore how the use of complementary and analogous colours to create different effects and moods - To use a range of artistic painting tools to create different paint effects - Sketching our designs, and using methods to create texture and shading - Critiquing an artist	**Art** Ozamu Tezuka, Rumiko Takhashi – Manga artists **Can we…?** ✓ Sketch with pencils ✓ Apply a variety of implements to create different effects ✓ Describe the features of manga drawing ✓ Review and evaluate our artwork ✓ Fold paper precisely to create origami **Do we know…?** ✓ What Manga is? ✓ Who Ozamu Tezuka, Rumiko Takhashi are and how they contributed to Manga art ✓	
Computing and Technological Understanding		
Prior learning and where the objectives are revisited later in the year.	**Key year group learning**	
Revisit within this year - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -	**Can we…?** ✓ Create a song using code.org ✓ De-bug other algorithms so they are more efficient **Do we know…?** ✓ How to write a code in the most efficient way ✓ What loops and conditionals are in coding	**https://studio.code.org/s/express-2023?redirect_warning=true** **Lesson 10-19**

Vocabulary Oracy activities	✓Permeable ✓Opaque ✓Absorbs ✓Magnetic ✓Insulator ✓Province ✓Tsunami ✓Earthquake ✓Dynasty	**Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?**	✓ Martial arts workshop ✓ Talk from Mr Picton r.e. working in schools in Japan ✓ Japanese sushi food tech
		Trips/ Visits / Experiences	✓ Author visit – Jennifer Bell

	✓ Challenge 10 toolkit – graffiti alley to consolidate information, visual thinking to encourage conversations		
Discrete subject learning focus areas			
Music	Steel pans	**RE**	The big question – What did Jesus do to Save Human Beings?
PE	Tennis coach Dance	**PSHE**	**Safety and the Changing Body** - Online safety - Friendships online - Staying safe online - Helping someone who is bleeding or has a head injury - To understand the influence others have on us.
Final quality products	- Origami - Display of fan art	**Home learning opportunities**	-

Enriching our curriculum and personal development opportunities		
Prior opportunities	**Experience**	**Learning to come from those activities**
	✓ Steel pans	From these activities, children will further develop their independence, collaboration, perseverance and optimism. They will also learn how to challenge themselves in an environment outside of the classroom. This should further develop their self-esteem and confidence, and deepen their understanding of the Year 5 curriculum, and our school values.

International Studies:			
Prior learning: ✓ **International Week** **Revisit within this year** ✓ **Map work** **Exploring different cultures**	**International Targets** • Understanding different cultures, values and customs • Building tolerance and respect for other cultures • Identify activities and habits which are different from but equal to their own • Significance of relevant celebrations / rituals • Recognising individuality and independence of separate cultures/countries	**Learning to come from those activities**	- Comparing similarities and differences between the UK and other countries - Exploring travel and transport and how this differs in other parts of the world - Learning about Ramadan and exploring how this is celebrated.