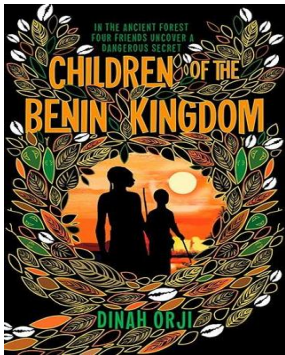


The Kingdom of Benin - Year 5 Summer 1

School Trip: Gilbert White House Selbourne	Exit Point: Non-Chronological Report of the Kingdom of Benin	School Value: Resilience		The Arts: Clay tile
		<u>Music</u> Weekly singing assemblies. Charanga Scheme of Learning Oak Academy Lessons	<u>Physical Education</u> Outdoor - Kwik Cricket, Dodgeball and Handball	
<u>Computing (Purple Mash)</u> <u>Context 5.8 Word Processing</u> LI: To be able to make a document from a blank page. LI: To be able to insert images and be able to understand copyright. LI: To be able to edit images in word. LI: To understand how to add text to a document. LI: To learn how to put the finishing touches on a document.		<u>HISTORY</u> <u>THE KINGDOM OF BENIN (900 - 1300)</u> <u>Culture</u> <u>Technology</u> Pupils should be taught about a non-European society that provides contrast with British History (The Kingdom of Benin)		<u>Spanish (Language Angels)</u> To describe what rooms there are and are in your home in Spanish LI: To say and write in Spanish whether we live in a house or an apartment. LI: To say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay..... LI: To use the connective/conjunction y to link two sentences together.
<u>Science</u> <u>Context: Animals including Humans</u> LI: To order the stages of human development; naming all 6 stages and being able to describe features of each stage. LI: To demonstrate understanding of how babies grow in height and weight. LI: To describe the main changes that occur during puberty, giving reasons. LI: To analyse the similarities and differences between how girls and boys experience puberty. LI: To explain the main changes that occur in old age.		LI: Continue to develop a secure knowledge of chronology and to identify where the Benin Kingdom was. LI: Understand the religious beliefs within the Benin Kingdom and contrast these to other civilisations. LI: To understand why Benin's sculptures surprised the people who discovered them. LI: To find out how Benin's past is recorded through a range of sources. LI: To examine and evaluate different sources of evidence about Benin and say what they can teach us about Benin culture. LI: To explain how and why the Kingdom of Benin became powerful and also how and why the empire came to an end.		<u>PSHE</u> <u>Physical health and Mental wellbeing</u> LI: <i>To understand how sleep contributes to a healthy lifestyle.</i> LI: <i>To know that bacteria and viruses can affect health.</i> LI: <i>To know how medicines, when used responsibly, contribute to health.</i> LI: To understand about the benefits of sun exposure and risks of overexposure; how to keep. safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. <u>Growing and changing</u> LI: <i>To learn strategies and behaviours that support mental health</i> — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) LI: To recognise their individuality and personal qualities.