

## Nurturing a caring community, in which every child learns well.

### Driver 1: Citizenship

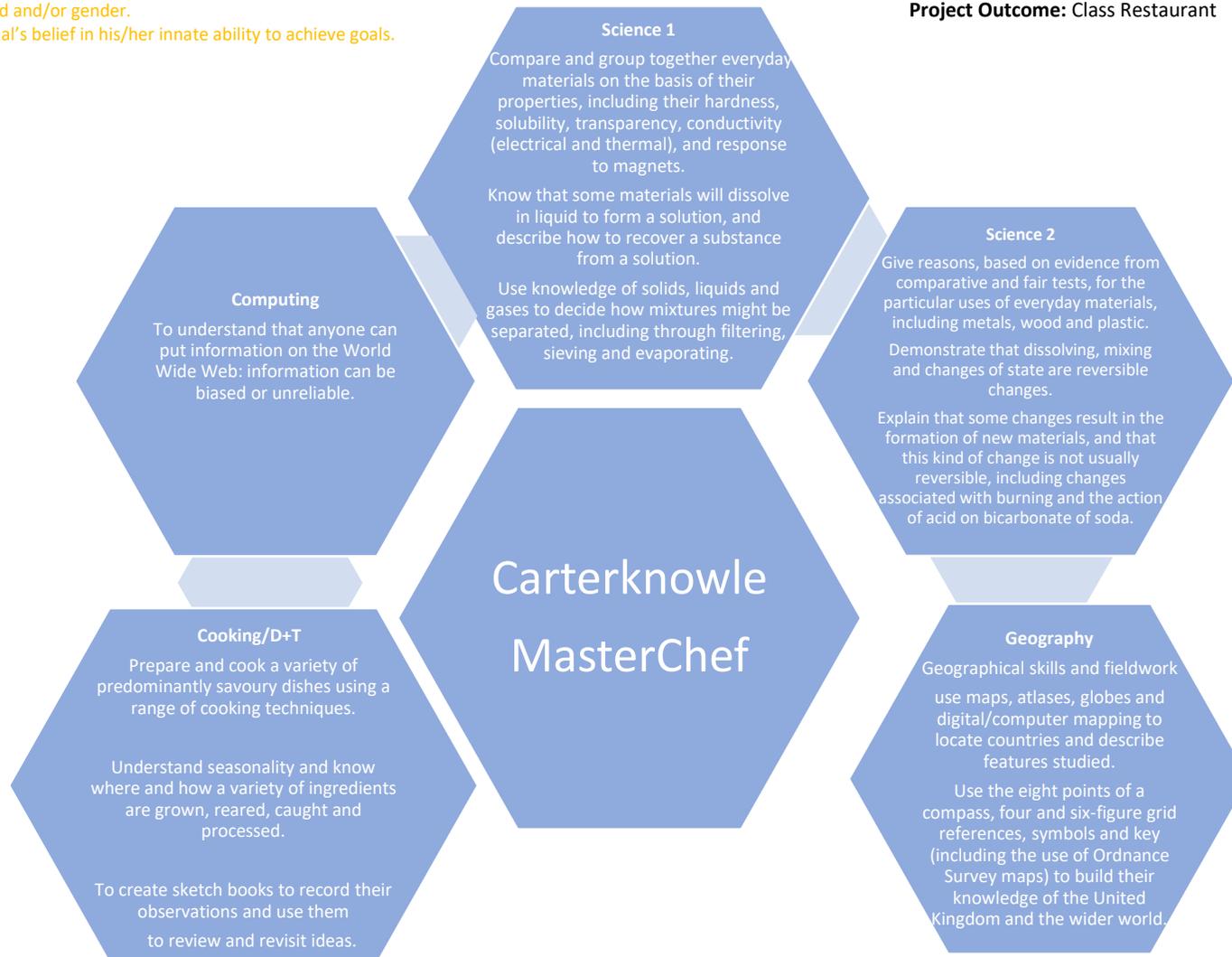
Enable children to make their own decisions and take responsibility for their own lives and communities.

Develop children's understanding of and responsibilities within their communities from the local (Sheffield) to the national (British) and finally global (World)

### Driver 2: Aspiration

Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.

Promote self-efficacy, which is an individual's belief in his/her innate ability to achieve goals.



## Long Term Project Planning: Learning Objectives

**Year Group:** 5

**Term:** Autumn 1

**Project Stimulus (Visit/Visitor/Experience):** Go to a restaurant

**Project Outcome:** Class Restaurant

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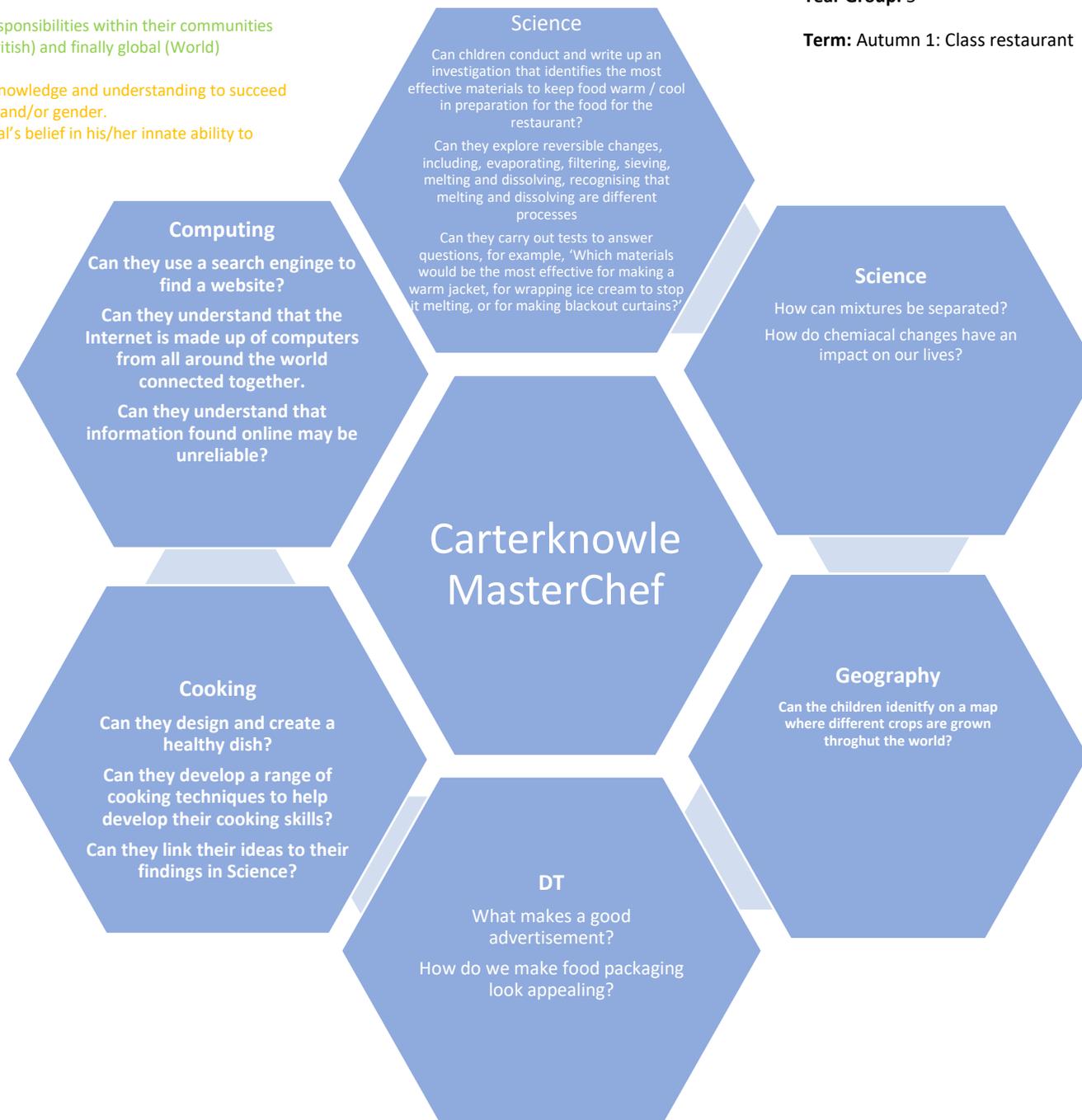
Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.

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**Long Term Project Planning: Key Questions/Skills**

**Year Group: 5**

**Term: Autumn 1: Class restaurant**



**Long Term Project Planning**

**Year Group: 5**

**Term: Autumn 1**

**Subjects Taught Discretely**

**PE**

Outline content to be taught...

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

**Music**

Listen to music of differing genres and different styles e.g. jazz, classical and blues. Include in this an understanding of the history of music e.g. composers, time at which became popular etc.

Describe and give opinions of the music heard with confident use of an extended range of musical terminology. Refer to the dimensions of music.

**RE**

Christianity – Religion and the Individual:

-What is expected of a person following a religion or belief?

-Learn about devotion and commitment in Christianity.

-Discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life.

**PSHE**

Outline content to be taught...

that their actions affect themselves and others

to judge what kind of physical contact is acceptable or unacceptable and how to respond

the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings

and to try to see, respect and if necessary constructively challenge others' points of view

to work collaboratively towards shared goals

to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language,

**Cooking**

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**French**

Outline content to be taught...

Salutations

En classe

Ma trousse

Quel temps fait-il

rue principale

Les directions, les prepositions

En ville - Oú est?