

# Year 5 Long Term Plan 2020-2021

Our Missions: We believe ACE children should have...	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Resilient Spirits 	Open Heart 	Enquiring Minds 	Responsible Steps 	Helping Hands 	A Sense of Wonder 
<b>Driver of our learning &amp; big questions to answers and ideas to investigate</b>	<b>Growth</b> What <b>grows</b> Macbeth's desire to be king? Can you grow from challenge and change? How can we grow awareness about the dangers of knife crime through drama?	<b>Democracy</b> Who were the creators of modern <b>democracy</b> ? Were the Greeks truly democratic? What is the opposite of democracy?	<b>Reasoning</b> What <b>reasons</b> did Ernest Shackleton have to travel to Antarctica? What are the reasons for the physical feature of the poles? Can you reason through a problem?	<b>Accountability</b> How is the Sun <b>accountable</b> for the earth? What about the moon? Do you need to be accountable to be an astronaut?	<b>Activism</b> What do you do if you believe something is wrong and it needs to change? How can you act in a responsible way to communicate how you feel? How do you become a responsible <b>activist</b> ?	<b>Belonging</b> How does the Amazon river <b>belong</b> to its rainforest? How do living things belong to their habitats? What challenges does Auggie encounter when trying to his place in the world? Where to you feel a sense of <b>belonging</b> ?
<b>UNIT:</b> <b>Hook/ignition Learning Outside the Classroom</b>	<b>Macbeth</b> Trips to Carriageworks Theatre & Temple Newsam (team building/art activity). Mentoring from West Yorkshire Playhouse	<b>Ancient Greece</b> Trips to Royal Armouries, Greek workshop	<b>Pole to Pole</b> Mantle of the Expert (Arctic Rescue mission to save injured climber). Local Winter expedition and Skype Antarctic Explorer (Q&A SP1). Library Visit/Science at Allerton High School	<b>Earth to Beyond</b>	<b>Stranger or Neighbour?</b> Refugee charity visitor	<b>River of Life</b> Malham Cove
<b>Vehicle</b> (Subject leading thematic units)	<b>Drama and Art</b>	<b>History</b>	<b>Geography &amp; Science</b>	<b>Geography &amp; Science</b>	<b>Literacy &amp; PSHE</b>	<b>Geography &amp; History</b>
<b>Celebration</b>	Macbeth Performance	Share children's Greek myths and additional learning with Y3	DT Den building/fire cooking expedition to Adel Woods to celebrate children's understanding of expeditions	End of topic video logs to share with parents, peers and staff	Refugee Week Assembly	Parental exhibition to share our learning about rivers
<b>Personal Development Focus</b> (Passengers in Learning) Visible learning (VL) Skills for Life (SFL) Christian Values (CV)	<b>VL:</b> Interdependence, meta-learning, absorption, capitalising and questioning. <b>SFL:</b> managing relationships, effective decision making and coping with life. <b>CV:</b> Belonging, Joy and Kindness.	<b>VL:</b> Interdependence, Meta-learning, Absorption, Capitalising, Questioning <b>Imitation</b> <b>SFL</b> Rights and responsibilities, art of thinking and managing finances. <b>CV:</b> Hope, Peace and Love.	<b>VL:</b> Interdependence, Meta-learning, Absorption, Capitalising, Questioning <b>Imitation and Noticing</b> , <b>SFL</b> Developing a Healthy Lifestyle and goal setting. <b>CV:</b> Thankfulness, Democracy and Forgiveness.	<b>VL:</b> Interdependence, <b>Meta-learning</b> , Absorption, Capitalising, Questioning <b>Imitation, Noticing and Distilling</b> <b>SFL</b> Communicating clearly, managing relationships, coping with life and effective decision making. <b>CV:</b> Self-control and Faithfulness.	<b>VL:</b> Interdependence, <b>Meta-learning</b> , Absorption, <b>Capitalising</b> . Questioning <b>Imitation, Noticing, Distilling, Reasoning</b> <b>SFL:</b> Engaging with community, managing media and communicating clearly. <b>CV:</b> Service, Forbearance and Gentleness.	<b>VL:</b> Interdependence, <b>Meta-learning</b> , Absorption, <b>Capitalising</b> . Questioning <b>Imitation, Noticing, Distilling, Reasoning</b> <b>SFL:</b> Engaging in the community, coping with life and managing finance. <b>CV:</b> Humility, Endurance and Change.
<b>What is our key learning this year?</b>						
<b>Gen: Informational Knowledge</b>			<b>Skills: Skill and Strategy Knowledge</b>			
<b>ACE Reader (Reading)</b>	<b>Macbeth in amphitheatre</b> <b>Gen:</b> Macbeth (William Shakespeare). <b>Skills:</b> Introducing inference and reading/ thinking out loud.	<b>Gen:</b> FARThER, Greek Myths, Ink and Stars (Kiran Millwood). <b>Skills:</b> Consolidating inference and reading/ thinking out loud.	<b>Gen:</b> Kensuke's Kingdom (Michael Morpurgo) Shackleton's Journey (Non-fiction), Ice Trap (Meredith Hooper). <b>Skills:</b> Comprehension and PEPE technique.	<b>Gen:</b> Kensuke's Kingdom (Michael Morpurgo) Curiosity: The Story of the Mars Rover 1 (Markus Motum). <b>Skills:</b> Introducing VIPERS reading techniques.	<b>Gen:</b> The Boy at the Back of the Class (Onjali Q. Raúf), The Island (Arman Greder) The Arrival (Shaun Tan) <b>Skills:</b> Introducing authorial intent and applying VIPERS reading techniques.	<b>Gen:</b> Wonder (RJ Palacio), The Rhythm of the Rain (Grahame Baker-Smith), River Journey (Meredith Cooper). <b>Skills:</b> Consolidating understanding of authorial intent and VIPERS reading techniques.
<b>ACE Writer (Writing)</b>	<b>Gen:</b> Macbeth inspired letters, recounts and setting descriptions. <b>Skills:</b> descriptive language, sentence types (3 bad - question, imagine a place, noun, who) and emotive language.	<b>Gen:</b> Modern Greek Myth, explanation text <b>Skills:</b> tense, Cogs/Arms IPEELL, descriptive language features and understanding the components of a Greek myth.	<b>Gen:</b> non-chronological reports (Antarctica), Biography (Ernest Shackleton), Recount (Diary of Ernest Shackleton). <b>Skills:</b> formality, research and SPOs.	<b>Gen:</b> narrative (science fiction), martian poetry. <b>Skills:</b> write in character, changes in formality and figurative and metaphorical language.	<b>Gen:</b> discussion and poetry. <b>Skills:</b> balancing arguments (comparative conjunctions), poetry techniques and emotive language.	<b>Gen:</b> poetry and explanation texts. <b>Skills:</b> poetic devices (simile, metaphor, personification), comparing and contrasting conjunctions and formal language.
<b>ACE Mathematician (Maths)</b>	<b>Gen:</b> whole numbers to 1 million. <b>Skills:</b> partitioning PV, apply four operations calculation strategies (mental and written with renaming across all boundaries).	<b>Gen:</b> whole & decimal numbers to 1 million including in the context of word problems. <b>Skills:</b> partitioning PV, apply four operations calculation strategies (mental and written with renaming across all boundaries). Bar model strategies to support work problems.	<b>Gen:</b> percentages, ratio, algebra, area and perimeter. <b>Skills:</b> bar model strategies, memorising key facts (½=50% etc) and formulas.	<b>Gen:</b> volume, geometry, position and movement. <b>Skills:</b> accurate in drawing lines with a ruler, measuring with a protractor and use angle sum facts.	<b>Gen:</b> graphs, averages and negative numbers. <b>Skills:</b> decide which representation of data is most appropriate.	<b>Gen:</b> measurement. <b>Skills:</b> convert between standard units and knowledge of place value.
<b>ACE Scientist (Science)</b>	<b>Gen:</b> properties and changes of material: hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Knowledge of solids, liquids and gases (including changing states). Reversible and irreversible change. <b>Skills:</b> dissolve and recover a substance from a solution, separate mixtures through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Investigate changes that result in the formation of new materials (not usually reversible)		<b>Weekly Science at Allerton High (transition)</b> <b>Gen:</b> Earth and Space: describe the movement of the Earth, and other planets, relative to the Sun in the solar system, describe the movement of the Moon relative to the Earth, describe the Sun, Earth and Moon as approximately spherical bodies <b>Skills:</b> use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		<b>Gen:</b> forces: gravity, effects of air resistance, water resistance and friction, that act between moving surfaces. <b>Skills:</b> investigate mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<b>Gen:</b> living things and their habitats: reproduction (plants and animals) and life cycles of a mammal, an amphibian, an insect and a bird. <b>Skills:</b> Categorisation, keys and flow diagrams.  <b>Gen:</b> animals including humans: Describe the changes as humans develop to old age. <b>Skills:</b> identify key events including puberty and adulthood linked to RSE.

Page 2	Autumn 1 Resilient Spirits 	Autumn 2 Open Heart 	Spring 1 Enquiring Minds 	Spring 2 Responsible Steps 	Summer 1 Helping Hands 	Summer 2 A Sense of Wonder 
UNIT	Macbeth	Ancient Greece	Pole to Pole	Earth to Beyond	Stranger or Neighbour?	River of Life
	<p><b>Gen:</b> Macbeth, growth and emotion (including knife crime prevention). <b>Mindmate:</b> Strong Feelings</p> <p><b>Skills:</b> name and describe a wide range and intensity of emotions and feelings. Recognise how emotions can be expressed appropriately in different situations. Identify situations when someone may feel conflicting emotions due to change (including times of loss, there is a period of grief that people go through). How to apply positively coping strategies. Understand feelings that accompany bereavement (that these are necessary and important). How to deescalate risky situations by seeking support.</p>	<p><b>Anti Bullying Week</b></p> <p><b>Gen:</b> YM&amp;PSHE Careers. <b>Mindmate:</b> Being the same and being different</p> <p><b>Skills:</b> explains the difference between manageable and unmanageable debt and how this can make people feel. Identifies where people can access reliable information and support. Identify skills that make someone enterprising. Knows what is needed to plan and set up an enterprise. Weighs up the risks and benefits of running an enterprise and explain what makes a successful enterprise. Debates the extent to which a person's salary is more or less important to job satisfaction.</p>	<p><b>Gen:</b> YM&amp;PSHE Drug, alcohol and tobacco education. <b>Mindmate:</b> Solving problems</p> <p><b>Skills:</b> similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law. Understand that there are risks associated with all smoking drugs. Identifies conflicting messages presented in the media in relation to alcohol, tobacco and nicotine product. Describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol. Describes some strategies that people can use if they feel under pressure in relation to drug use. Demonstrates some ways to respond to pressure concerning drug use.</p>	<p><b>Gen:</b> YM&amp;PSHE What Helps me choose?</p> <p><b>SKILL</b> Compares the health benefits of a food or drink product in comparison with an advertising campaign. Identify advertising as one influence on people's choices about food and drink. Analyses how the media portray celebrities Recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people. Explains why we need to be cautious about things we see, hear or read about in the media. Describes how the media portrayal might affect people's feelings about themselves.</p>	<p><b>Gen:</b> YM&amp;PSHE Identify, society &amp; equality. <b>Mindmate:</b> Friends and Family, Life Changes</p> <p><b>Skills:</b> Explains what is meant by the word 'stereotype'. Identify stereotypes as presented in the media and wider world. Feel able to challenge gender stereotypes (build on from year 4) Identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic). Understand how discriminatory language can make people feel and that this is unacceptable.</p>	<p><b>Gen:</b> YM&amp;PSHE Keeping safe. <b>Mindmate:</b> Feeling good and being me</p> <p><b>Skills:</b> understand that people can be influenced by things online, explain why what they see online might not be trustworthy. Understand that nobody should experience violence within a relationship. Know what to do if they experience violence / where to go for help, advice and support. Understand some of the reasons that might cause a young person to run away or be absent from home and who to talk to if they feel like running away.</p>
<p><b>Spring 2: RSE x 3 Session (including one gender separated lesson)</b></p> <p><b>Gen:</b> Learn about puberty, which is the body getting ready for reproduction. They learn about puberty within the lifecycle, when people make the choice to reproduce, how this works anatomically, and know the responsibilities (including the law) around these choices. Pupil learn about menstruation and wet dreams. Understand how changes during puberty can affect their bodies, emotions and relationships with other people. Learn about a number of strategies to deal with these changes and how to seek help.</p> <p><b>Skills:</b> explain effective methods for managing menstruation and wet dreams. Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams. Identify how feelings and behaviour change during puberty and devise strategies for managing these changes. Can say where to seek help if needed.</p>						
<b>ACE Historian (History)</b>	<p><b>Gen:</b> Shakespeare and his influence on modern society</p> <p><b>Skills:</b> research the impact Shakespeare had on modern society from language to influence on modern culture, basic chronology of time period and events of Shakespeare's life (link with prior learning of historical periods).</p>	<p><b>Gen:</b> Ancient Greece Life, achievements, culture, influence and legacy.</p> <p><b>Skills:</b> identifying Greek legacies in modern day life. Using primary and secondary historical sources to compare and contrast Greek and modern day life; Chronology of Ancient Greece in line with prior historic knowledge (Romans, Celts).</p>	<p><b>Gen:</b> explorers of the past.</p> <p><b>Skills:</b> using primary and secondary historical sources to compare and contrast explorers over time including Ernest Shackleton, Christina Koch and Captain Cook (Y2). Chronology of the lives of these explorer and, making links from prior learning.</p>		<p><b>Gen:</b> to understand the achievements of an early civilisation - Ancient Egypt.</p> <p><b>Skills:</b> understanding the achievements of this time, begin to make connections, contrasts and trends over time, chronology of Ancient Egypt and use sources to make informed responses.</p>	
<b>ACE Musician (Music)</b>	<p><b>Gen:</b> Popular Music (The Beatles)</p> <p><b>Skills:</b> listen to and discuss songs by The Beatles and reflect on the bands cultural influence. Perform the song 'Blackbird' using voice and chime bars.</p>	<p><b>Gen:</b> Popular Music (Ukulele)</p> <p><b>Skills:</b> perform pieces of popular music 'Can't Stop this Feeling' and 'Octopus's Garden' using the chords C, Am, F and G on ukuleles.</p>	<p><b>Gen:</b> Sinfonia Antarctica - Ralph Vaughan Williams, Elegy for the Arctic - Ludovico Einaudi</p> <p><b>Skills:</b> listen to and compare different forms of textures: Elegy for the Arctic (solo instrument) and Sinfonia Antarctica (Full orchestra.) Discuss the effects these different textures have on the pieces of music. Compose a piece imitating Sinfonia Antarctica's use of texture (percussion and voice).</p>	<p><b>Gen:</b> Garageband</p> <p><b>Skills:</b> listen to and discuss the work of Delia Derbyshire and her influence on early electronic music. Respond to film through music using technology. Compose a piece of music to accompany the opening scene of Blade Runner. Children will use single notes to create the piece and write it out using the correct position of note on musical staff.</p>	<p><b>Gen:</b> Samba</p> <p><b>Skills:</b> listen to examples of Samba music and discuss the origins of the genre predominantly played in South America but influenced by West African music. Link to refugee topic. Revise previous rhythms learnt and perform hip hop rhythms utilising dynamics (changes in volume).</p>	<p><b>Gen:</b> Moldau – Smetana</p> <p><b>Skills:</b> listen to and discuss the way changes in tempo can affect a piece of music.: Compose a piece of music using an online piano to represent the journey of a river from source to mouth.</p>
	<p><b>Gen:</b> Shakespeare impact on British tourism and cultural institutions.</p> <p><b>Skills:</b> questioning and enquiry.</p>	<p><b>Gen:</b> identifying democracies and autocracies around the world. Locating climate Zones, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><b>Skills:</b> digital mapping, map atlases and globes.</p>	<p><b>Gen:</b> comparing polar regions. Formation and volcanic and fold mountains,</p> <p><b>Skills:</b> Communication (writing like a geographer – Report). Compass directions &amp; grid references; keys &amp; symbols; ICT.</p>	<p><b>Gen:</b> land use of NASA and ESA Spaceports.</p> <p><b>Skills:</b> aerial and planned views, questioning &amp; enquiry.</p>	<p><b>Gen:</b> understanding migration (forced and voluntary). Location of Ancient Egypt and the importance of the River Nile.</p> <p><b>Skills:</b> digital mapping, questioning and enquiry. Map, atlases and globes.</p>	<p><b>Gen:</b> locating, compare and contrast human and physical features of the River Aire and the River Amazon. Fairtrade and the impact of deforestation in the Amazon regions – change over time.</p> <p><b>Skills:</b> observing, measuring and recording, questioning and enquiry. Map, atlases and globes.</p>
<p><b>Live Weather Station Blog: Meteorologists recording the weather.</b></p>						
<b>ACE Worshipper (RE)</b>	<p><b>Gen:</b> Pilgrimages.</p> <p><b>Skills:</b> Investigate places of pilgrimage and reflect on the challenges involved in the journey.</p>	<p><b>Christmas Service</b></p> <p><b>Gen:</b> What does it mean if God is Holy and Loving?</p> <p><b>Skills:</b> Explain connections between biblical texts and Christian ideas of God, using theological terms.</p>	<p><b>Gen:</b> Creation/Fall conflicting or complementary?</p> <p><b>Skills:</b> Outline the importance of Creation on the timeline of the 'big story' of the Bible</p>	<p><b>Rewind to Easter</b></p> <p><b>Gen:</b> How can following God bring freedom and justice?</p> <p><b>Skills:</b> Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p>	<p><b>Gen:</b> Was Jesus the messiah?</p> <p><b>Skills:</b> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms.</p>	<p><b>Gen:</b> What values are shown in codes for living? (Islam, Christian, Humanist)</p> <p><b>Skills:</b> Make connections between morals and values found in religious teachings and everyday life.</p>
<b>Active ACE Athlete (PE &amp; Dance)</b>	<p><b>Gen:</b> Invasion Games - Basketball.</p> <p><b>Skills:</b> attacking, dribbling, passing and defending.</p>	<p><b>Gen:</b> Invasion Games - Rugby.</p> <p><b>Skills:</b> marking, passing, positioning and tackling.</p>	<p><b>Gen:</b> Strike/Field - Baseball.</p> <p><b>Skills:</b> Striking, catching, fielding and shooting.</p>	<p><b>Gen:</b> Invasion Game - Netball.</p> <p><b>Skills:</b> Passing, positioning, defending, attacking and marking.</p>	<p><b>Gen:</b> Track and Field - Athletics.</p> <p><b>Skills:</b> Tactics and form/posture.</p>	<p><b>Gen:</b> Athletics - Throwing and jumping.</p> <p><b>Skills:</b> Balance, coordination and timing.</p>

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<b>ACE Linguist (MFL)</b>	<p><b>Gen:</b> : Introduction to French. Basic geography of France, Numbers 1-10, Basic colours, How to ask and answer the question 'Comment ca va?' and 'Comment t'appelles-tu/Comment appelez-vous?'</p> <p><b>Skills:</b> Complete a basic map of France with key cities; ask and respond to questions about how you are and your name in French ; Be able to write key details about self (i.e. create a name badge); learn to identify aurally, in writing and how to pronounce numbers 1-10 and basic colours (activities include: identify these in word-search/puzzle, write into crossword, pronounce as a class, test your partner).</p>	<p><b>Gen:</b> Recognise, use and remember 10 common French verbs/activities. · Use these verbs in the infinitive (unconjugated verb – e.g. to walk) to make a short sentence starting with je peux.</p> <p><b>Skills:</b> Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with je peux. Being able to create longer sentences. Understanding better je means 'I' in French. Learning to expand, looking up other verbs not covered in the lesson using the English to French section of a dictionary</p>	<p><b>Gen:</b> Name and recognise up to 10 animals in French. · Attempt to spell some of these nouns with their correct indefinite article. · Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).</p> <p><b>Skills:</b> We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal)</p>	<p><b>Gen:</b> Listen to, repeat, recognise and name the planets in French on a solar system map. Name 8 planets in French as well as the sun and moon. Simple prepositional phrases. Adjectival agreements of colours. Write sentences about the planets using a guided scaffold and pre-set sentence starters.</p> <p><b>Skills:</b> Spell with high accuracy, at least five of the planets in French. Say an extended sentence with an interesting fact for at least one of the planets in French. Write an extended sentence with an interesting fact for at least one of the planets in French. Describe their position in the solar system using prepositional phrases. - Use knowledge of adjectival agreements to describe the planets using colour knowledge from A1 with e/es endings. - Apply this knowledge of adjectival agreements independently to other objects. - Understand the 'est' 3rd person form of 'etre' meaning is.</p>	<p><b>Gen:</b> : Name, recognise and remember up to 10 fruits in French. · Attempt to spell some of these nouns with their correct article/determiner. · Ask somebody in French if they like a particular fruit. · Say what fruits we like and dislike in French..</p> <p><b>Skills:</b> Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion. Using determiners un/une/les.</p>	<p><b>Gen:</b> : Name in French, the six key periods of ancient Britain, introduced in chronological order. · Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. · Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).</p> <p><b>Skills:</b> Remember enough new language to be able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.</p>
<b>Digital ACE (Computing)</b>	<p><b>Gen:</b> To code a microbit for a particular outcome. <b>Skills:</b> Understanding, combining and applying various codes to create a desired outcome.</p>		<p><b>Gen:</b> Understanding how to design a 3D game. <b>Skills:</b> Programming through navigating a 3D design software's user interface and refine the use of basic tools.</p>		<p><b>Gen:</b> Where in the world?. <b>Skills:</b> Organising digital information</p>	
<b>ACE Artist (Art)</b>	<p><b>Gen:</b> modroc masks <b>Skills:</b> sketching, moulding, painting <b>Gen:</b> clay imaginary beasts <b>Skills:</b> modelling</p>	<p><b>Gen:</b> Matisse 'Icarus' collage, Modroc Vessels, mazes with relief. <b>Skills:</b> collage, imitating, sketching and painting.</p>	<p><b>Gen:</b> Representation of the Great Wave by Hokusai and Antarctic landscape. <b>Skills:</b> felt tips, watercolours and silk screening.</p>	<p><b>Gen:</b> Martian landscape <b>Skills:</b> Typography, map making, moulding and adding relief.</p>	<p><b>Gen:</b> Feather pictures. <b>Skills:</b> Collage, observational drawing, water colour and chalk.</p>	<p><b>Gen:</b> Julian Opie inspired portrait <b>Skills:</b> Use computer programs to create a portrait. .</p>
<b>ACE Designer (DT)</b>	<p><b>Gen:</b> Catapult(Structures / mechanisms) Users wants and needs (toy for children), how to use levers <b>Skills:</b> Designing by considering the needs of the target audience (children), making, evaluating and applying their understanding of how to strengthen, stiffen and reinforce more complex structures. Use axels and levers.</p>		<p><b>Gen:</b> Survival in Adel Woods – build an Explorer's Den &amp; cooking with fire. Creating shelters. <b>Skills:</b> Design, make and evaluate a free standing shelter.</p>		<p><b>Gen:</b> Mechanical Systems, Creating a moving toy - how cogs and cams work, <b>Skills:</b> : design (with prototypes), make (measuring, sawing wood, joining using glue guns, strengthening) and evaluate a toy that uses cogs and cams</p>	
<b>ACE Cook (Food Technology)</b>	<p><b>Gen:</b> Greek food. <b>Skills:</b> identifying season food and its origins.</p>		<p><b>Gen:</b> sledging biscuits. <b>Skills:</b> using satiable produce and natural preservatives.</p>		<p><b>Gen:</b> outdoor 'fire' cooking. <b>Skills:</b> prepare and cook complete using roasting via fire.</p>	
<b>ACE Gardener</b>	<p><b>Gen:</b> Daffodils <b>Skills:</b> planting flowers</p>		<p><b>Gen:</b> potatoes. <b>Skills:</b> planting and watering.</p>		<p><b>Gen:</b> nurturing plants. <b>Skills:</b> weed, water and harvest.</p>	