



Humanoids

Year 5 SPRING 2 CYCLE A

How do I know you are not a robot?

Values [RESPECT](#) | [EMPATHY](#) | [COURAGE](#)

Overview : In this topic we will delve in to the artificial intelligence that surrounds us and ask the philosophical question: what makes us human? Other questions that will be debated will be “how do you know that the person next to you isn’t a robot?” and “what is a soul”. These questions will be central to our religious education learning and also our philosophy sessions. The impact technological developments have had on the world and our society will be assessed. Through our computing curriculum we will deepen our understanding of coding and attempt to make our own artificial intelligence. – exploring the utility of these creations. In our writing, we will write persuasive speeches about the rise of the robots and debate whether this has been a positive or negative for us.

Engagement: Experts from the University will visit us to demonstrate and show the most recent developments in AI and how their research is impacting the world.

Celebration: Children will showcase their robotic creations in a AI conference where visitor can use and ask questions about the creations.

Curriculum Spotlight

Focus Texts:

- [g](#)
- [Place & Time](#)
Geography: not specified
History: not specified
- [Citizenship & Ethics](#)
- PSHE▲ : Jigsaw
- [Arts & Creativities](#)
- Art★ : Drawing
- Music★ : Musicianship
- [Physical & Emotional Health](#)
- PE★ : Dance, Games
- [Faith & Belief](#)
- RE★ : Christianity
- [Language, Literacy and Oracy](#)
- Writing★ : Recount, Poetry, Persuasive Writing
- [Science & Technology](#)
- Design & Technology✦ :
- Science▲ : SY6.4a, 4b, 4c, 4d
- Computing✦ : CKS2.1a, 1b, 1c

Habits of Mind

Thinking flexibly about creating theory, developing reciprocal skills of listening, cooperative learning, feelings of others, producing beautiful learning.

Oracy & Dialogue

Oracy Skills: acting (expression), stable groupings, debating, philosophy (cognitive oracy strand), speeches (physical, linguistic, cognitive), singing.

Playful Enquiry

Functional (construction), symbolic (invasion creations), pretence (role-play), games with rules

Visitors

From the University who research, use and develop AI and robotics.

Educational Visits / Enrichment Day

A visit to the science and technology museum

Learning Street

A research lab and manufacturing plant for robotics and AI. Coding and computing lab responsible for programming. A debating hall.



Subject		Learning Journey					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Arts & Creativities	Art	★	★	★	★	★	★
	Music	★	★	★	★	★	★
Language, Literacy & Oracy	Oracy	Storytelling	Performance Poetry	Group Task	Presentations	Speeches	
	Key texts						
	Writing	Recount / Diary			Calligrams	Persuasive Writing (speeches)	
	Spelling	Words containing the letter-string ough	Year 5 Common Exception Words	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word – etymology)	Revisit and review 3 and 4	Revisit and review 3 and 4	Revisit and review 3 and 4 and Year 5 so far
	Grammar	Modal verbs	Adverbs of time	Synonyms and antonyms	Devices to build cohesion between paragraphs	Devices to build cohesion between paragraphs	SPAG assessment
Mathematics	Maths	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division / Area and perimeter	Multiplication and Division / Area and perimeter	Geometry (angles)
Science & Technology	Science		recognise that light appears to travel in straight lines	use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	
	Computing		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	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	
Place & Time	Geography						
	History						

Physical & Emotional Health	PE	Dance - shape and extension Games - striking and fielding	Dance - balance Games - develop throwing and catching	Dance - footwork Games - develop fielding skills	Dance - dynamism Games - develop an accurate 'feed'	Dance - structure Games - small game skill application	Dance - observe/describe/interpret Games - small game skill application
Citizenship & Ethics	PSHE	Being Fit and Healthy	Being Fit and Healthy	Drugs	Being Safe	Being Safe at Home	My Amazing Body
	Philosophy for Children	★	★	★	★	★	★
Faith & Belief	RE	What is 'good' about Good Friday?	Redemption	Last Supper	Christian Visitor	Helping	Gratitude