Year 5 - Term 3 and 4

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| Topic Title – **Into the Rainforest** |
| Science**Context – > Living things and their habitats > Animals (including humans)**Key Skills:* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
* Describe the life process of reproduction in some plants and animals
* Describe the changes as humans develop to old age
* Understanding the work of naturalists and animal behaviourists with the conservation of rainforests and raising awareness of the species that live there

**Forest School**Survival: where can we get water from? How are we going to clean it?Key Skills:* 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
* Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
* Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
 | GeographyEnquiry Questions:**- Why are rainforests important to our well-being and the well-being of our planet?- Why makes a rainforest such an unique ecosystem?*** **Why are settlements often built close to rivers?**
* **How does the Amazon river compare to the River Cuckmere?**

**Context – Map reading. Comparison and change, comparison of two locations and their place in the world today (UK (including local area) and South America)****Overall focus:** Local location compared to other places - discover similarities and differences; understanding of South America, the tropics; deforestation, physical geography: biomes, climate zones, rivers, the water cycle; human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources Local geography: comparison of river Cuckmere with the Amazon RiverKey Skills/Objectives:* Locate places on a world map
* Use a scale to measure distance
* Confidently use an atlas and recognise a world map as a flattened globe
* Use keys and grid references
* Begin to use 4 figure co-ordinates to locate features on a map
* To be able to describe and discuss how and why people live in a area
* Collect, analyse and communicate with a range of data gathered through experiences of fieldwork.
* Communicate geographical information in a variety of ways, including through maps, numerical skills and writing in length
* Comparison of two locations and their place in the world today
* Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region South America
* Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 | HistoryEnquiry questions:* **How has human behaviour changed rainforests over time?**
* **What historical figures have contributed to our understanding and the conservation of rainforests throughout history?**

**Context:** Building on knowledge from the Victorian era of the British Empire and colonisation that led to early exploration of rainforests, the treatment of tribes and indigenous people over time (including links with Jemmy Button during the 1900s), using *Journey to the River Sea* (set in the 1900s) to explore ideas within historical context (e.g. girls needing chaperones, schooling expectations, treatment based on race and class), changes over time within rainforests, the affects deforestation has had on rainforests being the oldest living ecosystem and how tribes have been affected, the work of naturalists over time (Charles Darwin, H.W.Bates, David Attenborough) and how local naturalists work to conserve and protect the local area of Sussex Key Skills:* Demonstrate chronological understanding (links within British History with focus areas from the 1900s and beyond)
* Understand the impact on society at the time and today with exploring the rainforest
* Make reasoned judgements about the behaviour of naturalists and explorers in the rainforest over time
* Demonstrate understanding different types of causes of an event/s
* Describe, make and critique links between events/changes
* Give detailed reasons for events and changes
* Use sources of information to support ideas
* Understand and evaluate primary and secondary sources
* Select sources to support explanations with reasoning for why they have been chosen
* Compare and contrast changes over time (within rainforest historical context and the present day too)
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| Art and design**Context – Henri Rousseau (Term 3)****Skills: Drawing and painting**Using the paintings of Henri Rousseau, learners will explore artwork linked to the theme of forests and rainforests. They will study the work in detail, focusing on key elements including composition and colour. They will also explore different painting techniques and practise applying these techniques to their own compositions. Learners will then build up to producing their own final painting, linked to the text ‘What Mr Darwin Saw’.Key skills:* Study other artists’ work and experiment with their style
* Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
* Make comments on ideas/methods/approaches used in own work and others work
* Use a variety of source material for their work.
* Work in a sustained and independent way from observation, experience and imagination.
* Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.
* Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
* Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
* Work on preliminary studies to test media and materials.
* Create imaginative work from a variety of sources.
 | Design Technology**Context – Structures (Term 4)**Linking to our Marvellous Middle, learners will explore a range of different shelter designs, including both man-made and natural shelters. Materials and overall structure will be explored in relation to the intended purpose of the shelter. Learners will also explore and test a variety of materials wiithin this unit, in order to make informed decisions about the materials required to make their own miniature monsoon shelter. Different structural designs will be evaluated, including triangulation, cylindrical designs and how to strengthen structures. Following these investigations, pupils will design and make their shelter to meet a set brief, carrying out purposeful evaluations throughout the process. The finished monsoon shelters will then be put to the test and a final evaluation will be carried out.Key skills:* Begin to consider needs/wants of individuals/groups when designing and ensure a product is fit for purpose
* Produce a logical, realistic plan and explain it to others.
* Use annotated sketches and their own templates
* Make design decisions considering time and resources.
* Consider a range of ways to join things
* Begin to be resourceful with practical problems
* Select materials carefully, considering intended use of product and appearance
* Explain how product meets design criteria
* Measure accurately enough to ensure precision
* Ensure product is strong and fit for purpose
* Begin to reinforce and strengthen a 3D frame
* Evaluate the quality of design while designing and making
* Evaluate ideas and their finished product against the specification, considering purpose and appearance.

**Forest School** Creating dens outside  | Computing**Context – Creating media: vector drawings (Term 3)Coding (Term 4)**In this unit learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings app other alternative pieces of software are available. Key Skills:* Understand computer networks
* Select, use and combine a variety of software (including internet services) on a range of digital devices to design
* Use technology safely, respectfully and responsibly
* Identify the shapes used to make a vector drawing
* Explain that each element added to a vector drawing is an object
* Move, resize, duplicate and rotate objects
* Understand, identify and use layers in vector drawings and change the order of these
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| **French****Focus : Sports and games. Emphasis on winter sports.** **French geography with main cities, main landscapes****such as mountains (Alps, Pyrenees) and natural borders with Switzerland and Italy (Mont blanc, Geneva lake…) Verbs: To play – joueTo do – Faire.****(Term 3)** **Grammar:*** When to use the verb to play or to do when playing/practicing a sport or a game/activity.

**e.g.,** Je joue au tennis – I play tennisJe fais du la natation – swimming.**Vocabulary:**-Je joue au football, rugby, tennis, hockey, badmington…-Je fais de la gymnastique, je fais du patin à glace, du ski, du snowboard.Je do/practise gymnastic**Time of the day and days of the week:**Quand ? Matin, midi, après-midi, soirLundi, mardi ,…**Write a compound sentence such as:**-Lundi matin, je fais du ski-Dimanche soir, je joue au tennis.**Vocabulary:** **For French geography. Search on a map.****Label mains cities, bordering countries with France and natural landmarks.**Le lac LemanLes AlpesLes Pyrenees La Manche.Paris, Londres. Eastbourne, Rouen, Bordeaux, Nice, Chamonix, Genève, Dijon, Italy, Switzerland, Spain, Germany, Belgique, Luxembourg …**Focus: Family** **I am introducing my family (Term 4)** **Grammar:*** Adjectives “agree” with the noun they describe

 **e.g.,** J’ai une petite sœur et un grand frère **Vocabulary****Questions and answers.** **Qui est-ce? Who is it?** **This is my aunt. C’est ma tante.**La mère, le père, le frère, la soeur, le grand-père la grand-mère, la tante, l’oncle, la cousine, le cousin, la petite-fille, le petit-fils.Le chien, le chat, le poisson rouge.**Sing along – Moi j’aime skier. Me, I love skiing.****Winter poem.****French culture this term - Easter.****Easter vocabulary and traditions.****Key skills:*** Towns and cities of France and England

 Bordering countries with France and natural landmarks.* Explore and collect visual and written information
* Take part in short conversations
* Ask and answer simple questions
* Introduce your family
* Use short phrases to respond
* Develop a growing vocabulary
* Apply skills taught through oral conversations and extra-curricular events

Speaking and reading skills in reciting poem and singing songs | Religious EducationEnquiry questions:* **How can Brahman be everywhere and in everything?**
* **How significant is it for Christians to believe God intended Jesus to die?**

Hinduism objectives* Describe what a Hindu might believe about one of the Hindu gods
* Understand the belief that Brahman is in everything
* Understand how a Hindu shows worship and celebrates their beliefs Christanity objectives
* Explain whether God intended Jesus to be crucified or whether His crucifixion was the consequence of events
* Use supporting evidence with ideas

Key Skills:* Describe and understand religious sources, stories and beliefs
* Suggest similarities and differences between beliefs and religions studied
* Describe the importance of key figures in a religion and reasons why they were influential
* Recognise Holy Books and their teachings
 | Music**Context – Rainforest inspired compositions**Key Skills: * Research and understand different types of instruments and the families they belong to
* Recognise instruments, their sounds and features of key musical styles
* Review and evaluate music inspired by animals and the rainforest, identifying instruments and musical techniques used by the composer
* Understand how pulse, rhythm and pitch work together to create music
* Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, expression, control and maintaining an appropriate pulse.
* Use and understand staff and other musical notations.
* Complete music appraisals sharing personal responses and detailed ideas
* Understand and use musical terminology correctly, discussing and using this with confidence
* Demonstrate musical quality eg

clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. * Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.
* Continue to create more complex rhythms and melodies and create own rhythmic patterns that lead to melodies.
* Know and understand that composition is creating a melody within given boundaries. It can be notated or recorded in some way.
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| Physical Education**Context – Gymnastics & Basketball (Term 3)****Context – Gymnastics & Tennis (Term 4)**Gymnastics* Understand and identify counter balance
* Apply and use counter balances in different forms
* Develop and create sequence formation
* Understand and develop counter tension
* Create and perform a complete sequence

Basketball- Recap and refine dribbling and passing to create attacking opportunities* Develop marking and apply this in games
* Refine shooting techniques with accuracy
* Refine attacking skills, passing, dribbling and

shootingTennis- Applying the forehand and backhand in game situations* Applying the forehand and backhand creating space to win a point
* Introduce/develop the volley
* Learn tactics and skills for controlling the game from the serve
* Play in doubles, understanding and applying tactics to win a point

Key skills:* Understand and use principles of warm up and good health
* Participate in games with understanding of tactics and rules
 | PSHE RSE**Context –RSHE TERM 3** **Dreams and Goals TERM 4** * I understand how puberty may affect my emotions
* I have considered how my changing emotions may affect me
* I know how to respond to overwhelming emotions
* I know how the male body can be affected by puberty
* I know how the female body can be affected by puberty
* I have thought about how these body changes might make people feel about themselves
* I can identify the relationships that I am in
* I can recognise healthy and unhealthy relationships, and how these can make me feel
* I recognise the skills to respond to an unhealthy relationship
* I know the terms associated with gender identity and sexual orientation
* I know that using the terms to bully someone is unacceptable
* I have considered ways to respond to identity bullying
* I can identify personal information that is shared online
* I understand how quickly personal information and photographs can be shared online
* I know I have a responsibility not to share my own or other people’s photographs online
* I know that the internet can contain images and information that I find upsetting
* I understand that people can be upset by different things
* I feel confident to talk to a trusted adult about something that I found online that makes me feel upset.

**Dreams and Goals:** * Know about a range of jobs that are carried out by people I know
* Know the types of job they might like to do
* Know that young people from different cultures may have different dreams and goals
* Know that they will need money to help them to achieve some of their dreams
* Know that different jobs pay more money than others
* Know that communicating with someone from a different culture means that they can learn from them and vice versa
* Know ways that they can support young people in their own culture and abroad

**P4C and Debate**Key skills:- Listen and respond appropriately to adults and their peers- Ask relevant questions to extend understanding and knowledge- Articulate and justify answers, arguments and opinions- Give well-structured explanations with reasoning- Participate actively in collaborative conversations, staying on topic and initiating and responding to comments- Speak audibly and fluently with an increasing command of Standard English- Consider and evaluate different viewpoints, building on the contributions of others | Stunning start: **Deep into the Rainforest…** – Journey deep into the rainforest discovering clues and objects to decipher about our destination and key characters we will meet through our core text *Journey to the River Sea.* Experience a tropical downpour by creating percussion music to represent the rain, launching our new music focus on body percussion and instruments.Marvellous middle: **Monsoon Shelter Survival!** – Using their knowledge from their DT work and project, children will design and make a shelter that will stay standing during a monsoon! Fabulous finish:  **All Creatures Great and Small**– Children will follow the footsteps of the naturalists they have studied throughout the topic and have the chance to get up close and personal with rainforest creatures through our rainforest creatures workshop with a visiting zoologist.  |