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   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 | Geography  Enquiry Questions:  **Where are different rainforests located around the world?**  **- Why are rainforests important to our well-being and the well-being of our planet? - What 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?** * **Why is it better to shop fair trade?** * **What factors are affecting the lives of the Awa tribe?**   **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 River  Key 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. | History  Enquiry 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) |
| Art and design **Context – Henri Rousseau (Term 3)**  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** | 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 |
| French  **The weather / Habitats**  Listening: Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.  Speaking:  Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.  Reading:  Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'  Writing:  Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.  Grammar:  Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'  Key skills:   * Explore and collect visual and written information * Take part in short conversations * Ask and answer simple questions * Talk about interests * Use short phrases to respond * Develop a growing vocabulary * Write sentences using expressions learnt * Apply skills taught through oral conversations and extra-curricular events | **Religious Education**  Enquiry questions:   * What does it mean to be a Muslim in Britain today? * Why is the Torah so important to Jewish people?   Christianity: Incarnation  - Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.  - Identify Gospel and prophecy texts, using technical terms.  - Explain connections between biblical texts, Incarnation and Messiah, using theological terms.  - Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.  - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.  Weigh up how far the idea of Jesus as the ‘Messiah’ – a saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers.  Judaism  - Identify and explain Jewish beliefs about God.  - Give examples of some texts that say what God is like and explain how Jewish people interpret them  - Make clear connections between Jewish beliefs about the Torah and how they use and treat it.  - Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).  - Give evidence and examples to show how Jewish people out their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). | 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. |
| Physical Education  **Context – Gymnastics & Hockey (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   **Hockey**  Develop defending – blocking and tackling  Refine dribbling/passing to create opportunities  Refine attacking skills, passing dribbling and shooting  Refine defending skills developing transition from defence to attack  Tag Rugby:  Refine passing and moving to create attacking opportunities  Explore different passes that can be used to outwit defenders  Refine defending as a team  Create and apply defending tactics  Develop officiating  Dance:  using compositional principles  Extending sequences with a partner using compositional principles  Creating movements using improvisation where movement is reactive  Key skills:   * Understand and use principles of warm up and good health * Participate in games with understanding of tactics and rules | PSHE RSE **Context – Healthy Me (Term 3)**  **Dreams and Goals (Term 4)**  Term 3 Key Skills/Objectives  - Understand the health risks of smoking and how tobacco affects the lungs, liver and heart  - Understand some of the risks with misusing alchohol and affects on the body  - Know and put into practice basic emergency aid procedures  - Know how to get help in emergency situations  - Understand how the media and celebrity culture promotes certain body types and images  - Describe the different roles food can play in people’s lives and how disorders can develop due to body image pressures  - Know what makes a healthy lifestyle  Term 4 Key Skills/Objectives   * Identify and explain goals and aspirations * Explore and understand a range of jobs and the contributions made by people in different jobs * Identify a job/career I may like to do * Understand personal motivations * Describe the dreams and goals of young people in different cultures * Understand that communicating with someone in a different culture provides learning experiences and support * Encourage myself and others with meeting aspirations and how to achieve these   **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…Experience a tropical downpour by creating percussion music to represent the rain, launching our new music focus on body percussion and instruments.  VR headset fun!  Intorducing Rousseau!  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. |