

### History

- Ask and address historically valid questions about change, cause, similarity and difference over time.

### Geography

- Locate countries on a map, focussing on Europe and North and South America.
- Name and locate counties and cities in the United Kingdom.
- Discuss key topographical features of places in the United Kingdom (in particular the rivers and mountains)
- Use land patterns to understand physical and human geography of areas near rivers and mountains, and how some of these aspects have changed over time.
- Identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Discuss how Geographical patterns change over time.
- Compare the Geographical similarities and differences of North West America to that of the United Kingdom.
- Describe and understand the key aspects of the water cycle.
- Describe and understand the key aspects of a river and how it is formed.
- Describe and understand the key aspects of a mountain and how it is formed.
- Discuss how rivers and mountains influence types of settlement and land use in Puget Sound and Manchester.
- Use maps, atlases, globes and digital mapping to locate rivers and mountains and describe features studied.
- Use a the eight points of a compass, ordnance survey maps and six figure grid reference, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the United Kingdom and the Wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

## Year 5 Summer Term Topic: Rivers and Mountains



### PE

#### **OAA**

- Take part in outdoor and adventurous activity challenges both individually and working as part of a team.

#### **Net and Wall Games**

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Play Competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate

### Computing

#### **Flowol 4**

- 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.
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs and systems to accomplish given goals.

#### **Concept Maps**

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### RE

#### **Life in the Lord has Risen**

- Know and understand that Jesus is risen from the dead
- Know that Jesus is present among us in different ways
- Know there are different ways of praying
- Reflect on Jesus' teaching and example on prayer
- Learn how to pray the Rosary

Art & Design

**Simon Parkin**

- Study the work of Simon Parkin to create own art work to represent the Geographical landscape of the High Peak.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Create mood boards in art.
- Evaluate and analyse creative works using the language of art, craft and design.

Design and Technology

**Textiles – Rivers**

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, pattern pieces.
- Select from a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Music-Charanga

**Motown- Dancing in the Street**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

**Reflect, Rewind and Replay**

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

improvement to achieve their personal best.

Educational Visit – Crowden River Study

A trip to the river Crowden in Longendale to take part in geographical fieldwork investigations.

- Use fieldwork to observe, measure, record and present the humans and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

**People of other Faiths**

- Know that we live in a country where people have different cultures
- Reflect on different beliefs in our country
- Reflect on similarities between Christianity and other religions

**PSHE**

RSE – A Journey in Love.

- Know and become aware of physical and emotional changes that accompany puberty and grow further in their understanding of God's presence in their daily lives.

<p><u>MFL</u> <b>French</b> <b>Topics – School Life &amp; Time Travelling</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Write phrases from memory and adapt these to create new sentences to express ideas clearly.</li> <li>• Describe peoples, places, things and actions orally and writing.</li> <li>• Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance to build sentences; and how these differ from or are similar to English.</li> </ul>		
<p><u>Science</u> <b><u>Properties and Changes of Materials (Reversible)</u></b></p> <ul style="list-style-type: none"> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,</li> </ul>	<p><u>Maths</u> <b>Decimals</b></p> <ul style="list-style-type: none"> <li>• Add and subtract decimals less than 1.</li> <li>• Add and subtract decimals which cross the whole.</li> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>• Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits</li> </ul>	<p><u>English</u> <b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Narrative with a flash back – A Veteran Never Forgets</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Non-Chronological Reports</li> </ul> <p><b>Poetry</b></p> <p><b>Grammar</b></p>

including changes associated with burning and the action of acid on bicarbonate of soda

**Living Things and their Habitats (Life Cycles and Reproduction)**

- 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.

**Working scientifically**

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements using a range of scientific equipment with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including in

in the answer as ones, tenths and hundredths.

- Multiply and divide decimals by 10, 100 and 1000.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Convert between different units of measure [for example, kilometre to metre]

**Properties of Shape**

- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees.
- Identify: angles at a point and one whole turn (total 360 degrees), angles at a point on a straight line and  $\frac{1}{2}$  a turn (total 180 degrees) other multiples of 90 degrees.

**Geometry: Position and Direction**

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and

- Consolidate Year 5 grammar.
- Use of commas to
- Relative clause
- Complex sentences
- Punctuation for parenthesis commas and brackets
- Modal verbs
- Use a thesaurus to refine word choice

<p>written forms such as displays and other presentations.</p> <ul style="list-style-type: none"><li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li></ul>	<p>know that the shape has not changed.</p> <p><b>Measurement: Converting Units</b></p> <ul style="list-style-type: none"><li>• Covert between different units of metric measure [for example, km and m; cm and m'; cm and mm; g and kg; l and ml]</li><li>• Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li><li>• Solve problems involving converting between units of time.</li><li>• Use all four operations to solve problems involving measure using decimal notation including scaling.</li></ul> <p><b>Measurement: Volume</b></p> <ul style="list-style-type: none"><li>• Estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity for example using water]</li><li>• Use all four operations to solve problems involving measure.</li></ul>		
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