

## Science

### Y5 - Earth and Space

#### Y5 - Animals, including humans

- Describe the changes as humans develop to old age.
- Starting at birth through to death.

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

### D&T - Building Dens In Volcanic Regions

- \*Generate ideas through brainstorming and identify a purpose for their product
- \*Draw up a specification for their design
- \*Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
- \*Use results of investigations, information sources, including ICT when developing design ideas
- Evaluate a product against the original design specification
- \*Evaluate it personally and seek evaluation from others

## Music

### Y5 - Singing/Composition

**Vocal skills:** Play and perform solo and ensemble contexts with increasing accuracy, fluency, control and expression.

**Pulse and rhythm:** To be able to maintain a complex rhythmic pattern vocally or on and instrument, keeping to the pulse.

### Year 5

Topic: What impact do volcanoes and earthquakes have on South America?

### ICT

#### Y5 - Using a Multi-Media program to gather information and present

##### Multimedia

- I can use text, photo, sound and video editing tools to refine my work.
- I can use the skills I have already developed to create content using unfamiliar technology.
- I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.
- I can select an appropriate online or offline tool to create and share ideas.
- I can review and improve my own work and support others to improve their work.

##### E-Safety

- I can choose a secure password and appropriate screen name.
- I protect my password and other personal information.
- I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.
- I know that anything I post online can be seen, used and may affect others.
- I can talk about the dangers of spending too long online or playing a game.
- I can explain the importance of communicating kindly and respectfully.
- I can discuss the importance of choosing an age-appropriate website, app or game.
- I can explain why I need to protect my computer or device from harm.

## Geography

\* To know some of the world's countries, focusing on South America concentration on environmental regions, key physical or human characteristics, countries and major cities?

\*To understand geographical similarities and differences through the study of human and physical geography of a region within South America?

\*To able to confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes?

\*To able locate the world's countries, using maps to focus on South America?

\*To use maps, atlases globes and digital/computer mapping to locate countries and describe features studied?

### Geographical skills and fieldwork

\*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

\*Use the eight points of a compass, four and six-figure grid references, 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.

## Philosophy

### Philosophy:

P4C: In Ramadan Muslims fast during the daytime, why do you think they do this?

P4C: It's ok to forgive but only if the person is sorry?

P4C: Does every team need a leader in order to be successful?

P4C: If people know that helping others is kind, why do some people choose not to?

P4C: If making mistakes is ok, then why do people not like making them?

P4C: Imagine you, next year... describe yourself in 3 words.

### Grammar:

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Using the perfect form of verbs to mark relationships of time and cause

Using the present progressive, past progressive, present participle, past participle and perfect tenses.

Using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

## English/Maths Enhancement Suggestions - differentiate as appropriate to year group expectations.

### English

#### English:

##### Fiction -

**Adrift (Retell in first person, present tense)**

##### Non-Fiction -

**The Lighthouse (Newspaper Report)**

**Volcanoes (Explanation Text)**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining.
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

### Maths

#### Maths: Geometry

\*identify 3-D shapes, including cubes and other cuboids, from 2-D representations

\*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 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°), other multiples of 90°, 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.

#### Geometry - position and direction

\*identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

#### Statistics

\*solve comparison, sum and difference problems using information presented in a line graph

\*complete, read and interpret information in tables, including timetables

#### Measure

\*convert between different units of metric measure.

\*understand and use approximate equivalences between metric units and common imperial unit

\*solve problems involving converting between units of time

\*use all four operations to solve problems involving measur length, mass, volume, money] using decimal notation, including scaling

## RE

### Y5

#### What is the best way for Sikhs to show commitment to God?

Do all religious beliefs influence people to behave well towards others?

Does participating in worship help people to feel closer to God or their faith community?

#### What is the best way for Christians to show commitment to God?

Do religious people lead better lives?

Does participating in worship help people to feel closer to God or their faith community?