

Year 5 Spring 2: Winding Rivers	Memorable experience	We are reading	Music	Art	Computing	French	PSHE	PE	Science
<p>Subject focus: Geography</p> <p>Know how to study and discuss photographs and maps of 3 different locations in the UK. Able to ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p> <p>Locate features in Fieldwork Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Label counties, cities, mountains and rivers. 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 Use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Ask questions like:. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between locations. Identify and explain different views of people including themselves.</p> <p>Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in</p>	<p><i>Visit to a local area - depending on restrictions due to COVID19</i></p>	<p>Persuasive texts</p> <p>Non-chronological reports (visitor guides)</p> <p>Poetry anthologies</p> <p>Class reader: King of the Cloud Forests by Michael Morpurgo</p>	<p>CREATE AND DEVELOP MUSICAL IDEAS</p> <p>Know how to make creative use of how sounds can be changed, organised and controlled.</p> <p>Create own songs Explore the link between music and lyrics.</p> <p>Create rhythmic patterns Explore and develop an awareness of timbre and duration.</p> <p>Identify where to place emphasis and accents in a song to create effects.</p> <p>Vary and maintain rhythms</p>	<p>Drawing (Evaluating and exploring)</p> <p>To use a range of pencil (including different grades of pencil).</p> <p>To draw the layout of the face and figure.</p> <p>To know language appropriate to skill and techniques.</p> <p>Learn to comment on ideas, methods and approaches in their own work and the work of others.</p> <p>Learn to relate ideas, methods and approaches to context in which a work was created.</p> <p>Learn to adapt and improve their own work to realise their own intentions.</p>	<p>Data handling</p> <p>Select, use and combine a variety of software (including internet services) On a range of digital devices learn to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Know a range of ways to report concerns about content and contact. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>	<p>Use prepositions</p> <p>Name countries of the world</p> <p>Name some types of transport</p>	<p>Body Image</p> <p>Know that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media. To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Peculiar Feelings</p> <p>To deepen their understanding of the range and intensity of their feelings; Explore how 'feelings' are not good guides for action.</p> <p>To learn why some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>Emotional Changes</p> <p>To know that emotions will change as they grow up</p>	<p>Basketball</p> <p>Know how to play in a team and the purpose of each person's role within the team.</p> <p>Combine basic skills such as dribbling and passing. Select and apply skills in a game situation confidently.</p> <p>Play effectively in different positions on the pitch including in defence.</p> <p>To increase power and strength of passes, moving the ball over longer distances</p> <p>Orienteering</p> <p>To build on intro activities done in Autumn 1</p> <p>Explore ways of communicating in a range of challenging activities.</p> <p>Navigate and solve problems from memory. Develop and use trust to complete the task</p>	<p>Living things and their habitats</p> <p>Able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Able to describe the life process of reproduction in some plants and animals.</p> <p>Use and develop keys to identify classify and describe living things.</p> <p>Know that animals, including humans, have offspring which grow into adults (followed up in summer term alongside 10:10)</p>

<p>history.</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability. Look for evidence of past river use by visiting the location.</p> <p>Make field notes/observational notes about land features.</p> <p>Visit a river, locate and explain the features.</p> <p>Take photographs to support findings</p> <p>Study pictures of the river in past times and compare and contrast. Select a method to present the differences in transport in the area today. Record measurement of river width/depth.</p>							<p>(including hormonal effects);</p> <p>To know about emotional well-being: Explore how beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</p> <p>Seeing Harmful Images</p> <p>To know the difference between harmful and harmless videos and images;</p> <p>Explore the impact that harmful videos and images can have on young minds;</p> <p>Learn ways to combat and deal with viewing harmful videos and images.</p>	<p>and preform under pressure.</p>	
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