

Year group: 5 Term: Summer 1

Focus Subject: Geography

**BIG Question: Why does inequality exist between countries?**



Educate  
Protect  
Love  
Serve

**Key Vocabulary:** Rethink, Refuse, Reduce, Reuse, Recycle, Repair, energy, produce, Curitiba, Freiburg, sustainable, sustainability, green, economy, community, power, energy sources

**Practise at Home:**

- Homework grid
- Spellings
- Maths and English tasks weekly
- IXL

**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

**Relationships and Health Education:** Continuing from the NSPCC resources used in LKS2, this session presents the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses children making safe and sensible decisions about what content to share or not share, including photos, passwords and other personal information. Children will discuss how this can be damaging and dangerous, and will devise rules to remember to keep themselves safe.

**As Musicians, we will:** This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

**DT: As designers, we will:**

Know that mechanical and electrical systems have an input, process and output. The correct technical vocabulary for the projects they are undertaking. Accurately assemble, join and combine materials and components. Use techniques that involve a number of steps. Use a wider range of materials and components than Key Stage 1, including electrical components. Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. How more complex electrical circuits and components can be used to create functional products. Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work. Explain how particular parts of their products work.

**RE: as theologians, we will:**

**Area of Study 1:** Knowing and loving God, the Scriptures, Jesus Christ, Son of God, the Holy Spirit

**Area of Study 2:** What is the Church? One and holy, Cath

**Area of Study 3:** Liturgy, prayer

**Area of Study 4:** The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour

Some children will be able to **make links** to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others.

Some children will be able to **compare** their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses.

Some children will begin to **show understanding** of how their own and others' decisions about the use of transforming energy are informed by belief and values.



**Science: As scientists, we will:**

Describe how particles are arranged in solids, liquids and gases. Explain what happens to particles in substances that change state. Identify phase changes present in a range of examples. Know what a physical change is. Describe signs that a physical change has taken place. Give examples of physical changes. Know what a chemical reaction is. Describe signs that a chemical reaction has taken place. Give examples of chemical reactions. Describe the similarities and differences between physical and chemical changes. Identify whether a physical or chemical change has taken place



**English: As readers and writers, we will:**

Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**PE: As athletes, we will:**

Children will practise skills such as; passing and receiving (chest pass, shoulder pass, one/two handed passing).

Dodging – single/double/sprint.

Marking a player.

Shooting (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players).

Footwork and movement – landing on one/two feet, pivoting.

**Maths: As mathematicians, we will:**

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $2\frac{5}{4} = 6\frac{5}{4} = 1\frac{1}{4}$ ]. Children will learn to read and write decimal numbers (up to two decimal places) using concrete equipment. They will explore the value of each digit and represent a range of numbers on a place value grid. read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]. recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. round decimals with two decimal places to the nearest whole number and to one decimal place. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

**MFL: As linguists, we will learn:** Saying what I and others do. Saying how many and describing things Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)

**Art**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

**Geography: As geographers, we will:** Explore what sustainability is.

Review examples of sustainable and unsustainable practice. How power was historically generated and the rise in the use of electricity throughout the industrial revolution that led to huge advancements in humans' capacity to power our world. Non-renewable and renewable energy and consider the pros and cons of fossil fuels.

**Computing: As programmers, we will:**

Learners will be introduced to video as a media format. They will see examples of videos featuring production and editing techniques that they will work towards using their own videos. Learners will begin by explaining what the medium of video is before analysing and comparing examples of videos.

- **History: As historians, we will:**  
N/A this half term