

Year group: 5 Term: Spring 1

Focus Subject: Geography

**BIG Question: What is the biggest threat to biomes?**



Educate  
Protect  
Love  
Serve

**Key Vocabulary:** abyssal, Alpine, aquatic, Arctic, bayou, benthic zone, biome, bog, boreal forest, broadleaf forest, campo, cave, chaparral, city, coastal river, cold seep, coniferous forest, coral reef, deciduous forest, deep sea, deep sea trench, desert, disphotic zone, ecoregion, ecosystem, ecozone, euphotic zone

**Practise at Home:**

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

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

Eden project

**Relationships and Health Education:**

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping 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:** how well products meet user needs and wants why ingredients have been chosen that food ingredients can be fresh, pre-cooked and processed. Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'. gather information about the needs and wants of particular individuals and groups develop their own design criteria and use these to inform their idea.

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

**Area of Study 1:** Knowing and loving God, the Scriptures, the Trinity, Je: of God, the Holy Spirit

**Area of Study 2:** What is the Church? one and holy, Catholic, Apostolic,

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

**Area of Study 4:** The dignity of the human person, the human community, love of God, love of neighbour

**Scripture:** Mark 3: 13-15 *Jesus went up the mountain and called to him those whom he wanted, and they came to him. And he appointed twelve, whom he also named apostles to be with him, and to be sent out to proclaim the message and to have authority to cast out demons.*

**Catechism of the Catholic Church 849:** *The missionary mandate. "Having been divinely sent to the nations that she might be 'the universal sacrament of salvation,' the Church, in obedience to the command of her founder and because it is demanded by her own essential universality, strives to preach the Gospel to all."*



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

- 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 how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics
- Identify and classify
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations



**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:** Can you select and learn appropriate hand gestures that are represented in a story in Indian Dance? Can you explore and improvise ideas for an Indian Style of dance, working individually and in a pair? Can you select and learn appropriate dance material to create a set phrase that represents the chosen theme of Indian Dance?

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

This unit provides children with numerical strategies to calculate area and perimeter of rectangles and squares. They will be introduced to simple formulae such as perimeter = 2 × (length + width) and Area = length × width. Application of these methods will include working inversely and using a systematic approach to find rectangles with a given perimeter or area.

**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)

**History: As historians, we will:**

N/A this half

**Geography: As geographers, we will:**

- Respond to challenging geographical questions by planning a range of tasks in order to find the answers.
- Present findings and statistical information in a range of different ways e.g. line graphs and pie charts.
- Present reasoned conclusions when presenting findings.
- Communicate findings using geographical terms e.g. location, land use, settlement.

**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.

**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.