Y5 – Sow, Grow and Farm

Curriculum Unit Overview		
This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.		
In Geography we will:	**In Writing we will:**	**Books we will read:**
• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers,	Produce descriptive writing inspired by the Strange World film The purpose will be to entertain an audience of Y5 classmates. The children will write up their own narrative extracts for collation into a class book for the library corner. Produce an Informal and formal letter writing about the importance of eating seasonally. The purpose will be to persuade Senior Leadership Team and the school kitchen team The letters will be sent to SLT & kitchen team focussing on the importance of ensuring our school meals are as seasonal as possible	• The Secret Garden By Frances Hodgson Burnett The Great paper Caper By Oliver Jeffers The Wolf Brother By Michelle Paver

mountains, volcanoes and earthquakes, and the water cycle. • 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.		
Computing	**Reading Skills**	**Mathematics**
<u>Databases</u> Children create a database around a chosen topic. **<u>Games creator</u>** Children design and create a game environment and design and create a game quest. **<u>3D modelling</u>** Children explore the effect of moving points when designing and design a 3D model to fit a certain criteria.	This half term we will focus on: Reading aloud fluently demonstrating appropriate expression, paying attention to punctuation. Reading further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and read for a range of purposes. Making comparisons within and across books. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing.	In Maths this term the children will learn to do the following: multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally, drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratesmultiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

		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 2 decimal places to the nearest whole number and to 1 decimal place read, write, order and compare numbers with up to 3 decimal places solve problems involving number up to 3 decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, 0.71 = 71/100] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with 2 decimal places to the nearest whole number and to 1 decimal place read, write, order and compare numbers with up to 3 decimal places

		solve problems involving number up to 3 decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
Physical Education	**PSHE**	**Science**
Gym (1) Children embed the key gymnastic skills and explore more difficult actions. **Invasion games (1)** Children develop skilful attacking and team play.	**Caring and responsibility** How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community. **Families and committed relationships** The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	**Properties and Changes of Materials** This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes.
Art & Design Technology	**Music**	**Religious Education**

Mixed media This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage. **Eat the seasons** This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.	**Make you feel my love** This is a six-week Unit of Work. All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads. **The Fresh Prince of Bel Air** This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	**Jewish worship and community** Children will find out about some of the key features of worship in Judaism and understand the significance of prayer in Judaism. **Buddhist worship and beliefs** Children will find out who Buddha was and why he is important to Buddhists today and find out about some of the core beliefs and teachings of Buddhism.

Home Learning Projects – these are some project ideas for you to enjoy at home with your child. All projects will be displayed in class.

Learn about agriculture and farming in the UK and worldwide using a range of sources. Create a mind map to organise and record your findings under headings of your choice, then use your mind map to write a non-chronological report. Include a title, an opening paragraph, subheadings, detailed and interesting facts, precise topic vocabulary and images with captions.	Research the following terms and write a definition for each to create a project glossary: allotment, arable farming,commercial farming, floriculture, market garden, mixed farming, organic farming and pastoral farming. Add other topic-related words to your glossary as you complete the other home learning activities.	Use the BBC Food and Good Food websites to find out which foods are in season in the UK throughout the year. Create a table, listing seasonal foods by month. Afterwards, use the BBC Good Food website to find a recipe for a seasonal meal. Write a shopping list, then prepare the meal with an adult.
A still life is a painting or drawing of an arrangement of objects, such as flowers, fruits and vegetables. Explore examples of still life artwork online. Collect and arrange a selection of seasonal produce, then create a still life drawing or	Gardens and allotments are habitats for many living things. These living things rely on each other as a food source. Recap on food chains and webs using various	Learn about a flowering plant's life cycle and how they reproduce, including which plant parts are involved in reproduction, using information books and the internet. Record your findings as a scientific report using labelled

painting of your arrangement. Think about including tints and shades of colour in your piece. Remember to give your completed artwork a title.	sources, then draw a food chain or web for a garden or allotment habitat	diagrams and specific examples. Share your report with a family member.

KEY DATES & REMINDERS		
PE PE lessons are on **Friday** afternoons. Please ensure that you are sending your child into school with the correct PE kit. Please check the Greet website for further details. If your child is in a club, they must bring their PE kits to school. They can change into this at the end of the day before their clubs begin.	**Weekly Homework** Every **Friday** the children will receive the following homework: **Maths** – This will be set every week on Maths Flex. Children can also practise their times tables knowledge through TT Rockstars. **Reading –** The children will be allocated different books set to an appropriate level to match their needs. This can be accessed through BOOST. **Spelling** – The children will receive 10 new words to learn every week. **Grammar** – This will be given when necessary.	**Reading Books** Children to read their home reading book for at least 5 minutes every day. These books will be changed once a week and the children will be heard read to by an adult. Please ensure your child brings their book to school every day. Reading can also be accessed online through BOOST on the Greet website.