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| **Geography Focus – Enquiry Question****Changes in our local environment.** | **Y5 Changes in our Local Environment****How has our area changed from past to how might it look in the future?** | **The Curriculum – Threshold Concepts** |
| **Working goegraphically to:** **Communicate Goegraphically** * name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

**Enquire Goegraphically** * understand geographical similarities and differences through the study of human and physical geography of a region of the UK

**Use mapping techniques*** use maps, atlases, globes and digital/computer mapping to locate countries and describe features
* use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world

**Study Location** * 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.
 | The Explorer (Katherine Rundell) themed subject and object ...**English Focus text: The Explorer by Katherine Rundell Writing Outcomes:** Extended piece: Play scriptMini process: setting description (from a character point of view).Poetry: War Poetry – Narrative Poetry**Reading Outcomes:**Reading skills: predicting, clarifying, questioning and summarising. **Grammatical Skills:**Subject related vocabulary (incl. old English) Basic punctuation Present Tense (for stage directions) Word classes Adverbs (character’s actions) Pronouns Determiners Prepositions (scene description)**Link Reading:** ‘Bombs and Blackberries – WW1 – a play script’ by Julia Donaldson**‘**Journey to the river Sea’ – Eva Ibbotson **Maths: White Rose****Multiplication & division** · Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. · Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers · Establish whether a number up to 100 is prime and recall prime numbers up to 19 · 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 · Recognise and use square numbers and cube numbers, and the notation for squared (2 ) and cubed ( 3 ) · Solve problems involving multiplication and division**Fractions*** Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
* Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
* Compare and order fractions whose denominators are all multiples of the same number
* Add and subtract fractions with the same denominator, and denominators that are multiples of the same number
 | **P.E****Invasion Games – Football**-To be able to control the ball, dribble and turn.-To be able to pass the ball accurately and find space to receive a pass-To be able to tackle and mark players.-To be able to apply learned skills in a game of football.**ICTComputer Science**: Spreadsheets – Using Formula to automate mathematical problems.**Computer Science:** Networks: Search Algorithms*E-Safety project: Project evolve – online bullying* **PSHE****Jigsaw: Celebrating difference**To explore culture and cultural differences.I will learn about…-The lives of people in other countries,- My own and other people’s cultures**RE****Enquiry Questions: What does it mean to be a Muslim in Britian today?**-To understand Muslim beliefs about God, the Prophet and the Holy Qur’an.-To gain an understanding about ibadah and the links to the Five Pillars, festivals, and places of worship.**MUSICUnit 2: Solar Systems** Key Skill: Listening1. Listening to music with focus and analysing using musical vocabulary2. Relating sound sequences to images 3. Interpreting images to create descriptive sound sequences4. Developing the use of dynamics in a song**MFL****Intermediate Skills**Unit: The Date-Learn to recognise and recall the 7 days of the week in Spanish.-Learn to recognise and recall the 12 months of the year in Spanish. -Learn to recognise and recall numbers 1-31 in Spanish.**Art****Pathway: Making Monotypes***-* To be able to learn *that we can combine monotype with other disciplines such as painting and collage.*-To be able to understand that Monotype is a process where we make images by transferring ink from one surface to another to make a single print.**DT****Unit Focus: Structures****-**To understand that structures can be large (e.g. buildings and bridges) or small (e.g. chairs and tables) -To understand that freestanding structures are structures that can stand up without being attached to something else. -To understand that freestanding structures need to support their own weight and also the weight of the things/people using them. -Use designing, making and evaluating skills to create a bridge strong enough to transport a vehicle over water. (Use historical evidence of bridges being used in the past to support the movement of goods/ people |
| **Science Physics – Forces** **Working Scientifically to:*** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives.
* Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.
* Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.

**Scientific Enquiry:** |