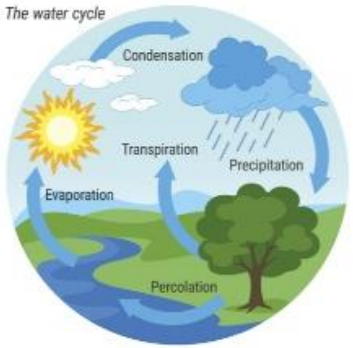
TOPIC TITLE: YEAR 5/6 (Spring 2025)

<table>
<tr>
<td>Wild Water
 
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<td>ART:
As artists we will:
Explore the purpose and impact of images from the ‘Space race’ era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.

Our artist study is: Claude Monet.</td>
<td rowspan="2">HISTORY/GEOGRAPHY
As Historians we will:
Find out about the role rivers played in the location of settlements in the past.

As Geographers we will:
Recognise the physical and human features of a river.
Use O.S maps to locate local rivers and describe their position
Use world maps to find important rivers.
Locate key rivers and describe their importance to the settlements that have developed there.
Describe the water cycle
Describe how rivers are formed and change along their course
Carry out fieldwork at the local river.</td>
<td>KEY QUESTIONS
• What is the water cycle?
• How is a river created?
• What are the features and processes of a river?
• What are the rivers like in our locality?
• Where are the major rivers of the world?
• Why do people settle near rivers?</td>
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<td>COMPUTING:
In computing we will:
Learn how to search for information in a database, create a data base for rivers of the world. To start to understand binary and then how to count using it. To examine how whole numbers are used as the basis for representing all types of data in digital systems. Then to use this in writing digital data that involves just 0’s and 1’s.</td>
<td>DT
As designers we will:
Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge. Look at pneumatics and how we can use this to build a model of tower bridge.</td>
<td>ENGLISH:
As readers we will:
Study the novel Floodland by Marcus Sedgewick: Imagine the future and England is flooded; Norwich has become an Island. We will look at explaining natural phenomena associated with flooding. We will look at a variety of poetry connected with the sea and rivers.
As writers we will:
Write explanation texts about key aspects of the theme, including the water cycle, coastal erosion and how a river gets from source to sea. Write haikus and cinquains to describe world rivers or features of rivers, including waterfalls, streams and rapids.</td>
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<td>PE
In PE we will
Develop our use of dynamic balances and counter balances using real Gym. Using real Dance, we will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.
Our sports coach session will focus on developing our sports hall skills and tennis.</td>
<td>MATHS:
As mathematicians we will:
Learn about fractions, decimals and percentages, ratio and algebra (Year 6)
Calculate perimeter, area and volume. Convert units of measures and learn about Statistics.</td>
<td>MUSIC:
As musicians we will:
Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose.
Children will use their own notation to guide their performance.</td>
<td>SCIENCE:
As scientists we will:
Learn about changes of state – how water can be a solid, liquid and a gas.
Observe and describe evaporation, condensation, freezing and melting.
Ask and investigate questions about what can affect rates of evaporation, melting etc.
Recognise solids that dissolve in water.
Explore irreversible changes of state.
Separate mixtures using filtering, sieving and evaporation.</td>
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LANGUAGES: **As linguists we will;** Use the story "Gaston la Goutte" to explore the language of weather and days of the week. We will retell the story in different ways using simple sentences.	**PSHE/ SMSC/ BRITISH VALUES** We will study Jigsaw PSHE Scheme Units: Celebrating Differences and Dreams and Goals .	**VISITS & EXPERIENCES** Visit from education officer from Severn Trent to discuss water conservation and a workshop on cleaning water. We will also visit Hatton Locks for a STEM based day.	

RE: based on the Warwickshire syllabus and Understanding Christianity

CWAS Unit U2.3 Do religions change or do they stay the same?

UC Unit 2B.6 What did Jesus do to save human beings?