



SEAFORD PRIMARY SCHOOL

Year 5 Term 3

<p>Topic Title- Around the World In 80 Days</p>		
<p>History-No specific history focus this term Significant people- Great events -</p>	<p>Geography – <u>Knowledge-</u> Location, Place and Knowledge. Understand longitude, latitude, equator, hemisphere, tropics, biomes, polar circles and time zones. Understand the Prime/Greenwich Meridian and time zones (including day and night) <u>Physical Knowledge</u> 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. <u>Key Skills:</u> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>Fieldwork-</u> 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 <u>Enquiry</u> Suggesting questions for investigating.</p>	<p>Science</p> <ul style="list-style-type: none"> Describe the Sun, Earth and Moon as approximately spherical bodies. Describe the movement of the moon relative to the Earth. Describe the movement of the Earth and other planets, relative to the sun in the solar system. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs using test results to make predictions to set up further comparative and fair tests 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 identifying scientific evidence that has been used to support or refute ideas or arguments
<p>English Text/Genres 'Boy Overboard' by Morris Gleitzman Stories from around the world Non-chronological reports Narrative Writing Opportunities Planet non-chronological report Story writing Situation of refugees</p>	<p>Maths (opportunities for maths links) Multiplication and Division Fractions</p>	<p>Computing E-Safety An e-safety lesson appropriate for the class Coding To discuss how a game works To control a sprite using input To use collision detection To add a timer to a game To add 2 player functionality</p>

<p style="text-align: center;">Design Technology</p> <p><u>Mechanisms-</u> Cams to create movement <u>Creating a pop up animal</u></p> <p><u>Investigate</u> To investigate and analyse a range of existing products.</p> <p><u>Design and Make</u> To use research and develop a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, proto types, pattern pieces and computer aided design.</p> <p>To understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages)</p> <p><u>Evaluation</u> <i>To be able to reflect on their work using design criteria stating how well the design fits the need of the user.</i> <i>To be able to identify what does and does not work in the product</i> <i>To be able to make suggestions as how their design could be improved.</i></p>	<p>Art and Design- Art Around the World Knowledge</p> <p>Research and discuss the ideas and approaches of different artists, craft makers, designers and architects, taking into account their particular cultural context and intentions.</p> <p>Self-portrait in the style of Frida Kahlo using 3-D images as well as paint.</p> <p><u>Ideas</u> Develop own personal ideas through open ended research.</p> <p>Confidently use sketchbook to explore ideas, experiences, processes and planning.</p> <p><u>Craft Skills</u> Design a decorative print for a purpose e.g. book cover, fabric, wrapping paper.</p> <p>Use multiple colours to create layered prints.</p>	<p>P.E. Gymnastics – Acrobatic Gymnastics Outdoor-Invasion Games The skills below are embedded within the units taught each term.</p> <p><u>Skilfulness</u> To move and be still with control, composure, good body shape, tension and changes in speed and effort. To combine skills and actions with some fluency and consistency. To use a greater range of specific skills / techniques using equipment with consistent control.</p> <p><u>Condition, Health and Well-Being</u> To create and use tactics and compositional ideas that suit the situation with some success. To respond to changes in situations and new challenges and conditions with some rationale. To know what a healthy lifestyle is and how to live their lives more healthily.</p> <p><u>Decision Making</u> To make accurate comments about quality of their own and others' performances and actions. To assess performance and actions against criteria and suggest improvements.</p>		
<p><u>RSHE</u> I understand that I will need money to help me achieve some of my dreams. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I can describe the dreams and goals of young people in a culture different to mine. I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</p>	<p>R.E. The Quran Compare the Quran to other holy books</p> <p>Linking to English, pupils consider how some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. the 1st Surah, the Opening) are seen as source of wisdom in different traditions. They respond to the ideas found in the texts with ideas of their own</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions.</p> <p>Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules) to compile a charter of their own moral values, applying their ideas to issues of respect for all</p>		<p>Music Guitar All pupils will be learning about the guitar and learning to play the instrument.</p>	<p>French We will be introduced to higher numbers and learn more about the French counting system, as we get closer to 100. In conversation, we will start to learn the vocabulary we need to talk about our brothers and sisters.</p>
<p>Super Start: Display of map with links to the children and postcards sent to the class from around the world Mystic Middle: Share art work - exhibition Epic End: performance Links to careers- The Institute of Engineering and Technology - https://education.theiet.org/primary/teaching-resources Explorify science resources https://explorify.wellcome.ac.uk/</p>				