

Year 5 Half Termly Overview – Spring 1

Oversea Neighbours

How is North America different/similar to Britain?

<p>Big Impact Event Structures day</p>	<p>Celebration of Learning Showcase to parents</p>
<p>Geography</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region within North America • 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 • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, • Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life • Use 8 compass points; • Begin to use 4 figure co-ordinates to locate features on a map. • Begin to draw a variety of thematic maps based on their own data. • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. • Compare maps with aerial photographs. • Select a map for a specific purpose. (e.g. Pick atlas to find Alaska, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the USA) • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Mississippi.) • Draw a plan view map with some accuracy. • Identify significant places and environments • Use index and contents page within atlases. • Use medium scale land ranger OS maps. 	<p>PSHE + C</p> <ul style="list-style-type: none"> • Recognise why we should take action when someone is being unkind • Describe caring and considerate behaviour, including the importance of looking out for others • Demonstrate why it is important to behave in an appropriate and responsible way • Identify how making some choices can impact others' lives in a negative way • Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • Explain how feelings can be communicated with or without words • Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • Demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger <p>Music</p> <ul style="list-style-type: none"> • Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness • Improvise within a group using melodic and rhythmic phrases • Recognise and use basic structural forms e.g. rounds, variations, rondo form • Begin to use standard notation • Use their notations to record groups of pitches (chords as accompaniments) • Choose the most appropriate tempo for a piece of music • Describe, compare and evaluate music using musical vocabulary • Suggest improvements to their own or others' work • Identify and begin to evaluate the features within different pieces of music • Contrast the work of established composers and show preferences

<p>DT</p> <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. 	<p>Computing - Evaluating digital content</p> <ul style="list-style-type: none"> • Explain the benefits and limitations of using different types of search technologies e.g. Voice-activation search engine. I can explain how some technology can limit the information i am presented with • Explain what is meant by 'being sceptical'; i can give examples of when and why it is important to be 'sceptical' • Evaluate digital content and can explain how to make choices about what is trustworthy e.g. Differentiating between adverts and search results • Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence • Identify ways the internet can draw us to information for different agendas, e.g. Website notifications, pop-ups, targeted ads • Describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. By commercial companies or by vloggers, content creators, influencers). • Explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes may influence how people think about others • Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful • Explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share
<p>Art</p> <ul style="list-style-type: none"> • Work at a larger scale and combine pinch, slab and coil techniques to create an object e.g. pot, tile. • Plan and design a sculpture/object and choose the tools and ways of working appropriate to the task. • Explore different ways to finish a piece of work (glaze, paint, polish). • Confidently and successfully join clay using slip. • Use recycled, natural and manmade materials to create sculptures and successfully join/fix • Secure work to continue at a later date. 	
<p>PE and Games – Gymnastics, Hockey, Health and Fitness, Tennis</p> <ul style="list-style-type: none"> • Use previous learning to perform sequences based around a theme. • Use a greater range of skills and apply these to more complex attacking and defending principles. • Use a greater range of skills and apply these to more complex attacking and defending principles. 	
<p>RE</p> <ul style="list-style-type: none"> • Accurately explain meanings of concepts in the traditions studied. • Children can discern the value of the concepts studied for the traditions being looked at, as well as realizing the issues that could arise. • Children are able to discern possible value in the concepts for their own lives or communities. 	<p>MFL</p> <ul style="list-style-type: none"> • Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from Language Angels: Phonics • Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.
<p>Not taught Science and History</p>	<p>Enrichment Opportunities e.g. outdoor learning Tent building outside Arts week</p>