

Geography:

To investigate patterns

- 1) Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and capricorn, arctic and antarctic circle, and time zones (including day and night)
- 2) Understand some of the reasons for geographical similarities and differences between countries.

To communicate geographically To describe and understand the key aspects of:

- 3) Physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- 4) Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
- 5) Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey Symbols) to communicate knowledge of the United Kingdom and the world.

To investigate places

- 6) Collect and analyse statistics and other information in order to draw clear conclusions about locations
- 7) Identify and describe how the physical features affect the human activity within a location
- 8) Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location
- 9) Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).
- 10) Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- 11) Name and locate the countries of North and South America and identify their main physical and human characteristics

Computing:

We are artists

- 1) To understand different file types e.g Bitmap and Vector, jpg and pdf.
- 2) To build images using geometric shapes.

We are web developers

- 3) To understand how to stay safe online.
- 4) To use basic HTML code.
- 5) To use web based tools.
- 6) To create hyperlinks.

Science:

Living things and their habitat

- 1) Explain how flowers reproduce.
- 2) Explain the life cycle of flowering plants including pollination, fertilisation, seed production, seed dispersal and germination
- 3) Explain that pollen has to be transferred from one flower to another during pollination *e.g. by insects, wind.*
- 4) Name the parts of the flower *eg stamen, stigma, style, petal, sepal* and explain the function of each
- 5) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- 6) Describe the life process of reproduction in some plants and animals.

Animals including humans

- 1) Describe the changes as humans develop to old age.
- 2) Describe the main stages of human development
- 3) Describe differences in capabilities of newly born humans and other animals
- 4) Explain the changes experienced in puberty

Programme of Study

Topic: Cool Planet

Year: Year 5

Term: Spring

Art and Design:

- 1) Study Brazilian street art.
- 2) Record observations and ideas in sketch books. (pastels)
- 3) Develop art techniques with pastels such as pressure, merging, overlaying, smudging, contrasting colours. (pastels)

Design and Technology:

- 1) Research and develop an innovative design; fit for purpose and aimed at carnival participant.
- 2) Select from and use a range of tools, equipment, material, textiles and components according to their functionality and aesthetic qualities. (carnival costume)
- 3) Evaluate their costume against their own design criteria and consider the views of others to improve their work.

Trips, Visitors and Outdoor Learning:

London Zoo – Habitats
First Aid training

RE - Sikhism: The Sikh Gurus

Buddhism: Buddhist Teaching

- 1) Recognise and express feelings about their own identities.
- 2) Relate these to religious beliefs or teachings.
- 3) Explain their own ideas about the answers to ultimate questions.
- 4) Explain why their own answers to ultimate questions may differ from those of others.
- 5) Explain why different religious communities or individuals may have a different view of right and wrong
- 6) Show an awareness of morals and right and wrong beyond rules (ie. Wanting to act in a certain way despite rules)
- 7) Express their own values and remain respectful of those with different values

Music:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Languages:

Write phrases from memory and adapt these to create new sentences, to express ideas clearly.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Communicate with others using simple words, phrases and short sentences.

Write some familiar simple words using a model.

Identify the country or countries where the language is spoken.

National/International Links:

Physical Education:

- (1) Develop flexibility, strength, technique, control and balance.
- (2) Perform dances using a range of movement of patterns
Compare their performances with previous ones and demonstrate improvement .
- (3) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- (4) Use running, jumping, throwing and catching in isolation and combination