

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year 5 Autumn Term

Design and Technology Rainforest Rainforest Habitats

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Use surveys and questionnaires as part of the research. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.

Make

Select from and use a wider range of tools and equipment to perform practical tasks - cutting, shaping, joining and finishing accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Technical knowledge:** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products - cams, levers.

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers. Understand how electrical systems have an input, process and output. Learn how to program a computer to monitor changes in the environment and control their products.

Evaluate

Investigate and analyse a range of existing products
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Food Technology Chilli Con Carne

Understand and apply the principles of a healthy diet and learn that food contains different substances – nutrients, water, fibre – that are important for health. Prepare and cook South American dishes such as chilli con carne using a range of preparation and cooking techniques taught. Learn that changing the ingredients changes the taste texture, appearance ie meat and vegetarian chilli, use of spices and herbs. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

History Mayan Civilization
Study a non-European society that provides contrasts with British history - Mayan civilization
Chronological understanding
Know and sequence of key events and place on a timeline
Make comparisons and to this period and the Stone Age, Ancient Egyptian and Roman periods
Knowledge and understanding of people and places
Compare and contrast this period to other periods studied
Study ancient civilization in detail, looking at aspects of life of different people
Historical interpretation and inquiry
With support identify primary and secondary sources and use them to find out about key aspects of Mayan life – food, dress, customs
Independently and in groups pupils will carry out research, select relevant information and organise into themes, communicating through writing and discussions.

Music

Class Orchestra – Ukulele
Traditional songs and Folk songs
Clapping rhythms
Introduction of basic chords

Geography Rainforests

Location knowledge

Children will locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. They will identify the position and significance of latitude, longitude in relation to climate.

Place knowledge

Children will look at the geographical similarities and differences through the study of human and physical geography of a region in South America.

Human and Physical Geography

When looking at rainforests children will describe and understand the key aspects of physical geography, including: climate zones, biomes and vegetation belts and rivers. They will also describe and understand the key aspects of 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.

Geographical fieldwork

In this unit children will develop skills in using 4 figure grid references and 8 point compass directions, using atlases more independently, planning and conduct field work with guidance including the use of digital technologies.

PSHE

Health and Wellbeing
–diet, media influences, transition, loss, separation, hygiene, drugs, alcohol, medicines

RE

To show the different ways Sikhs put their religion into practice
To show how Hindus show their commitment to God
To learn to evaluate the different account of the Christmas Story, to understand that stories can be true in different ways

Modern Foreign Languages

French

Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts
Understand and express simple opinions
Listen attentively and understand more complex phrases and sentences
Re-read frequently a variety of short texts
Make simple sentences and short texts
Write words, phrases and short sentences, using a reference
Look at further aspects of their everyday lives from the perspective of someone from France
Make a simple story book
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
Appreciate simple stories, songs, poems and rhymes in French

PE

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Use a range of movement patterns
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Games – NC linked to REAL PE Scheme

Use running, jumping and throwing in isolation and in combination.
Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending.
Take part in outdoor adventurous activities individually and in a team.
Compare their performances with previous ones and demonstrate how they can improve in order to achieve their personal best.

Dance- Aztec and Samba

ICT

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
Use sequence, selection, and repetition in programs
Use logical reasoning to explain how some simple algorithms work
Understand computer networks including the internet
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
Select, use and combine a variety of software (including internet services)
Use technology safely, respectfully and responsibly

Art and Design The Rainforest

The children will learn about significant South American artists, looking at how artists use colour to reflect a mood, feeling or time, showing awareness of composition, perspective, light and dark.
Investigate techniques and ideas in these artists' work and relate to own work.
Produce sketches, and paintings from observation and imagination, choosing from different media and techniques to express own feelings and explore effects. When drawing and painting, show increased attention to detail and subtle variations in colour.
Show increasing awareness in drawings of texture, line, pattern and shape, and colour.
Show good control of media, working in increasing detail.
Create their own compositions based on the rainforest environment, learn techniques to show perspective. Evaluate their own work.
Study the art of the Mayans and use sketches to create a clay model.
Explore different techniques for working with clay e.g. slab pots, relief tiles.

Science

Living Things and their Habitats

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
Investigate the way in which water is transported within plants
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
Describe the life process of reproduction in some plants and animals

Scientific enquiry

Planning different types of scientific enquiries to answer questions, including recognizing 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 a 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