

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year 5 Autumn Term

Design and Technology 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

Did the Spanish invasion have a positive or negative impact on the Mayans?

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.

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 accounts of the Christmas Story, to understand that stories can be true in different ways

Geography Autumn 2020

How is climate change affecting the world?

This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Through the experiences of these individuals and communities, pupils are able to reflect upon how changes to normal and usual weather conditions can have serious implications for these people. The enquiry culminates in pupils understanding the action that is being taken during this century across the world to reduce fossil fuel consumption (and therefore carbon dioxide emissions) through the development of renewable sources of energy.

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Human and physical geography

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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 skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

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

Music

Class Orchestra – Ukulele

Traditional songs and Folk songs

Clapping rhythms

Introduction of basic chords

PSHE Health and well being

Achievements, aspirations, goals, strengths target-setting, mobile phones, responsibility, safe use, safety, online, personal information, passwords, images, conflicting emotions, feelings, managing feelings

Relationships

Feelings, empathy, recognising others' feelings, listening, viewpoints, opinions, respect, privacy, sharing, personal boundaries, people, equality, identity, stereotypes, discrimination

Living in the wider world

Rules, laws, making and changing rules, discussion, debate, topical issues, problems, events, people, difference, diversity, identity, UK

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.

ICT

We are game developers

Pupils will create original artwork and sound for a game

Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables

Detect and correct errors in their computer game

Make and test a series of small changes to improve their game

E-safety- consider copyright, safe search habits, obtaining parental permission, implications of playing computer games, including violent games

We are Cryptographers

Pupils will become familiar with semaphore and morse code. Understand the need for private information to be encrypted.

Encrypt and decrypt messages in simple ciphers

Appreciate the need to use complex password sand keep them secure

Have some understanding of how encryption works on the web

E-safety: password security

Science

Living Things and their Habitats

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
Describe the life process of reproduction in some plants and animals

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 changes as humans develop to old age.

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

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 and apply basic principles suitable for attacking and defending.

Compare their performances with previous ones and demonstrate how they can improve in order to achieve their personal best.

Dance- Aztec and Samba