

Geography - Driver

- Know key differences between living in the UK and in a country in South America
- Can I compare landscapes in two countries identifying human and physical characteristics that have changed over time?
- Can I locate significant human and physical landmarks of Brazil?
- Can I study economics, populations and trade of South American countries?
- Know what is meant by biomes and what are the features of a specific biome
- Label layers of a rainforest and know what deforestation is?
- Can I explore the impact of deforestation on the world and our lives?

Science – Supporting the Geography driver

- Know the temperature at which materials change state
- Know about and explore how some materials can change state
- Know the part played by evaporation and condensation in the water cycle and to connect the rate of evaporation with temperature
- Group materials based on their state of matter (solid, liquid, gas)

PSHE

Knowledge

- Know that they will need money to help them to achieve some of their dreams
- Know about a range of jobs that are carried out by people I know
- Know that different jobs pay more money than others
- Know the types of job they might like to do when they are older
- Know that young people from different cultures may have different dreams and goals
- Know that communicating with someone from a different culture means that they can learn from them and vice versa
- Know ways that they can support young people in their own culture and abroad
- Social and Emotional Skills
- Verbalise what they would like their life to be like when they are grown up
- Appreciate the contributions made by people in different jobs
- Appreciate the opportunities learning and education can give them
- Reflect on the differences between their own learning goals and those of someone from a different culture
- Appreciate the differences between themselves and someone from a different culture
- Understand why they are motivated to make a positive contribution to supporting others

Water Safety Curriculum

Can I become familiar with how to stay safe around the water including beaches, canals and rivers?

Two lessons 1: beach water safety and flags.

2: canals and rivers – activities resource 3- see teacher guidance.

Year 5 Curriculum Map – Spring 1

Why should the rainforests be important to all of us?

Music

- Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
- Explain a bridge passage and its position in a song.
- Recall by ear memorable phrases heard in the music
- Sing in unison and parts, and as part of a smaller group.
- Sing 'on pitch' and 'in time'.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (eg C-C'/do-do).
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E \flat major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C-C'/do-do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.
- Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
- Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)
- Use simple dynamics.
- Use rhythmic variety.
- Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.
- Perform from memory or with notation, with confidence and accuracy.

Computing

iDraw unit – Information Technology

Lesson 1: iCreate • To understand that digital tools can be used to create images

Lesson 2: iShape • To understand that vector images are made up of shapes and lines

Lesson 3: iDetail • To use digital tools to improve detail in images

Lesson 4: iLayer • To understand that vector images are constructed of layers

Lesson 5: iDesign • To design vector images • To create vector images • To evaluate images and make improvements

PE

- make body curled, tense, stretched and relaxed
- control body when travelling and balancing
- copy sequences and repeat them
- roll, curl, travel and balance in different ways
- throw underarm
- throw and kick in different ways
- perform own dance moves
- copy or make up a short dance
- move safely in a space
- I can understand the simple tactics of attacking and defending.
- I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

RE

- If god is everywhere, why go to a place of worship? Emerging:
 - Recall and name some key features of places of worship studied (A1).
 - Find out about what believers say about their places of worship (C2).
- Expected:
 - Make connections between how believers feel about places of worship in different traditions (A3).
 - Select and describe the most important functions of a place of worship for the community (B3).
 - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).
- Present ideas about the importance of people in a place of worship, rather than the place itself (C1).
- Exceeding:
 - Outline how and why places of worship fulfil special functions in the lives of believers (A3).
 - Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).

Art

- begin to include measuring skills to help with proportion in their drawings.
- Use shading to create mood and texture.
- Use a variety of techniques to add effects eg reflections, shadow & direction of sunlight.
- Organise line, tone, shape and colour to represent figures and forms in movement.
- Use shading to create mood and feeling.
- Learn and use technical vocabulary
- Evaluate and analyse creative works
- enhance digital media by editing, use of animation and installations
- use mixed textures to combine visual & tactile qualities in a collage

MFL

- Spring 1 – The Weather Teaching Type: Intermediate Unit Objective: To be able to describe the weather in French. By the end of this unit we will be able to:
 - Recognise and recall the 9 weather expressions in French from memory.
 - Ask what the weather is today and give a reply in French.
 - Describe the weather in France, in French using a weather map with symbols.