

# Geology Rocks!

Year 5 Summer 2

## Geography: Mountains

- To name, locate and identify key mountain ranges & volcanoes around the world and describe some of their characteristics.
- To explain how different mountain ranges have been formed and how some of the features of a mountain range have been shaped over time.
- To describe the weather and climate in a mountainous region and the impact of this on human and economic activity in these areas.
- To explain physical processes such as volcanoes and earthquakes and describe the impact these have on people and places.
- To understand and evaluate how the physical features of a place can affect human activity and suggest examples of this
- To describe height and slope using maps and models.
- To make careful measurements (e.g. distance, rainfall, temperature, etc) and record these in an appropriate way, including using ICT.



## Science: Geology

- To identify and name the layers of the Earth.
- To understand how tectonic plates work.
- To explain the link between plate tectonics and the formation of volcanoes.
- To understand that earthquakes are caused by movement between tectonic plates
- To revise the characteristics of different types of rocks
- To understand how mountains are formed and the different types of mountains
- To understand the rock cycle
- To review the water cycle
- To identify the part played by evaporation and condensation in the water cycle.
- To understand how different types of clouds are formed

## English:

### Reading: The Pebble in my Pocket, This rock that rock

- To be able to give/explain the meaning of words in context.
- To know how to retrieve and record information/ identify key details from fiction and non-fictions.
- To understand how to explain and justify inferences with evidence from the text.
- To be able to predict what might happen from details stated and implied.
- To know how to explain how meaning is enhanced through choice of words and phrases.
- To be able to make comparison within and across texts.

### Writing: Escape from Pompeii, Volcanoes

- To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- To describe settings, characters and atmosphere.
- To integrate dialogue in narratives to convey character and advance the action
- To select vocabulary and grammatical structures that reflect what the writing requires.
- To use the range of punctuation taught at key stage 2 mostly correctly
- To spell correctly most words from the Yr 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

## Mathematics:

- To solve problems in a range of contexts. To start to compare and order fractions whose denominators are all multiples of the same number with support.
- To start to distinguish between regular and irregular polygons based on reasoning about equal sides and angles with support. To start to read and write decimal numbers as fractions with support.
- To start to use all four operations to solve simple problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling with support.
- To start to identify, name and write equivalent fractions of a given fraction. To start to add and subtract fractions with the same denominator and multiples of the same number with support.
- To start to identify simple 3-D shapes, including cubes and other cuboids, from 2-D representations with support.
- To start to recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number To be able to read and convert between fractions, decimals and percentages. To convert between metric units. To start to identify, describe and represent the position of a shape following a reflection or translation

## Art/DT: Islamic Art – Printing

- Generate ideas through brainstorming and identifying a purpose for their product.
- Draw up a specification for their design.
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.
- Use results of investigations, information sources (including ICT) when developing design ideas.
- Select appropriate materials, tools and techniques.
- Measure and mark out accurately.
- Evaluate a product against the original design specification.
- Evaluate a product personally and seek evaluation from others.

## Music: Ukuleles Stage 1 Performing and Reading Music

- Reading notes and rhythms on staff notation including focus on the length of different rests.
- To use FACE for notes between the lines and Every Good Boy Deserves Fudge for notes on the lines
- To play and perform parts in a range of solo and ensemble contexts with increase accuracy and expression.
- To begin to play the ukulele with a small range of notes.

## Computing: Programming – Selection in Quizzes

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

## PE: Personal Cog & Athletics

- To be able to identify and evaluate my own learning in order to challenge myself.
- To persevere with a task and improve my performance through regular practice.
- To recognise my strengths and weaknesses and set myself appropriate targets.

## Spanish: Weather & Where you live

- To be able to identify the date from an audio recording.
- To use short sentences to give a description of the weather.
- To recognise similarities and differences between places; understand that Spain is very varied.
- To be able to say where you live.

## RE: How can a mosque help us to understand the Muslim faith?

- gather, select and organise ideas about Islam
- describe how features of a mosque / Muslim prayer reveal Muslim beliefs, using appropriate vocabulary
- suggest how praying or worshipping as a community might benefit Muslims / themselves
- suggest what would have to change in their classroom if it were to become a mosque



## PSHE: Health and Wellbeing

- To understand the physical and emotional changes in puberty.
- To understand the physical anatomy of external genitalia.
- To acknowledge and explore personal hygiene routines and why we have them.
- To understand how to keep safe in different situations including responding to emergencies.
- To be able to perform basic first aid.