

# Discovery

Year 5 Spring 2



## Geography: Australia & New Zealand.

- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).
- To name and locate different regions and localities in Australia, New Zealand and the islands of the South Pacific and understand the diversity of the people and places of these regions.
- To make comparisons between the various places I have studied using my knowledge of continents, countries, climate, temperature and economy.
- To give some reasons for similarities and differences between places, using geographical vocabulary and what I know about relationships between places.
- To use aerial photographs (including online e.g. Google Earth) to identify patterns (e.g. ribbon development of industry around rivers, ports etc.)
- To ask questions about environmental issues affecting the various places I have studied and compare the impact on both people and place.

## Science: Electricity

- To identify common appliances that run on electricity
- To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- To recognise some common conductors and insulators, and associate metals with being good conductors.
- To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- To use recognised symbols when representing a simple circuit in a diagram.

## English:

### Reading: Brightstorm; non-fiction texts about Australia & New Zealand

- 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: Brightstorm, Fox

- 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: Print & Printmaking

- To combine prints.
- To design prints.
- To make connections.
- To discuss and evaluate own work and that of others.
- To create pattern for purposes.
- To discuss and evaluate the following practitioners: Albrecht Durer, William Hogarth, Henri de Toulouse-Lautrec

## Computing: Data & Information: Flat-File Databases

- To use a form to record information
- To compare paper and computer-based databases
- To outline how grouping and then sorting data allows us to answer questions
- To explain that tools can be used to select specific data
- To explain that computer programs can be used to compare data visually
- To apply my knowledge of a database to ask and answer real-world questions

## Music:

**History of music:** Classical Era (1750-1820)

**Music appreciation:** Hip Hop, R'n'B

- To create increasingly complicated rhythmic and melodic phrases within given structures
- To maintain own part and be aware of how different parts fit together.
- To be aware of the audience when performing.



## PE: Physical Cog

**Real P.E** To use combinations of skills confidently in sport specific contexts.

To perform a range of skills fluently and accurately in practice situations.



## Real Dance

To perform a range of skills fluently and accurately in practice and performance situations.

## Spanish: Names of Sports

- To learn the names of a range of sports in Spanish.
- To express likes/dislikes of different sporting activities in Spanish.
- Understand that eating well and taking exercise are necessary to be healthy.

## RE: How Can Churches Help Us To Understand Christian Belief?

- To learn about the significant features found in churches of two Christian denominations
- To learn the meaning of Christian symbols found in churches and the different beliefs these express
- To learn that communion and baptism are practices for all Christians because Jesus told them to do these things
- To learn that there are similarities and differences between Christian denominations
- To learn that different denominations have features and practices unique to them

## PSHE: Living in the Wider World

- To explore and understand why protecting the environment is important and understand how to show compassion towards others.
- To understand and explore how information online is targeted, looking at different media types and their role and impact.
- To be able to identify job interests and aspirations and understand what influences career choices and workplace stereotypes.