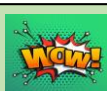


Year 5 - Autumn Term 2020



We will be look at and learning about the devastating floods of 2015 in Cumbria.

Topic Driver – Geography



Final Cross Curricular Outcome

Journey of a River writing linked to Geography

ENGLISH

We will apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

We will draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.

We will give a personal point of view about a text.

We will explain the reasons for my viewpoint, using evidence from the text.

We will aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade and using other similar writing as models for my own.

We will organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)

We will ensure the correct and consistent use of tense throughout a piece of writing.

We will use commas to clarify meaning or avoid ambiguity in writing.

GEOGRAPHY

We will look at OS maps and thematic maps of rivers and find common themes/patterns of a river.

We will learn vocabulary such as source/mouth/meander and locate them on a real map. We will use these to label a diagram of a typical river course.

We will explore the 3 different stages of a river, upper, middle and lower and identify the features of each stage upper-erosion, middle- erosion and deposition, lower-deposition. Look at features of a river waterfall/gorge/ox-bow lake/floodplain. Discuss the pros and cons to settlement at each stage of a river. We will create models of the 3 stages of a river looking at the relief of the land, typical features and patterns.

We will look at human settlement and industry at each stage. E.g. Upper hydroelectric power in the upper course, middle course farmland, lower course docks and trade and add these areas to model.

T4 W Unit

Using a journey story (T4W) teach the features of journey narrative.

Innovate – Change the place the character journey to.

Invent – Write own journey story based on Flood land book and the journey the character goes on.

COMPUTING

We will use Purple Mash to develop our coding skills. We will be able to create a code that informs others and includes buttons and objects that launch windows to websites and programs.

PE

We will develop our ball skills involving throwing, catching, aiming shooting, dribbling, attacking and defending and working together as a team.

MATHS

Place Value: reading, writing, ordering and comparing numbers to 1,000,000. Rounding up and down. Read Roman Numerals. Reasoning and problem solving.

Addition and Subtraction: Adding and subtracting up to two 4-digit numbers. Column Method. Round to estimate and approximate. Inverse operations. Multi- step problems.

Statistics: Interpret charts. Read, interpret, and draw line graphs and tables. Use line graphs to solve problems. Use of timetables.

Multiplication and Subtraction: Multiples. Factors. Prime, square and cubed numbers. Multiplying and dividing by 10, 100 and 1,000.

Perimeter and Area: Measuring and calculating perimeter. Finding the area of rectangles, compound shapes and irregular shapes.

PSHRE

We will learn about how to take care of our bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. We will also learn about the importance of sleep and keeping clean, especially as our bodies change during puberty. We will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. We will be encouraged to consider the choices we have and learn about the support that is available to us.

Floodland CLPE Unit

Writing Outcomes

Poetry

CREATIVE

In our art lesson we will be learning about textiles in response to the artist Jean Davywinter.

Our music lessons will allow us to explore and appraise rock music and we will be singing and playing along to the Bon Jovi classic 'Livin' on a prayer'.

Our French vocabulary will also develop including learning how to express emotions in French.

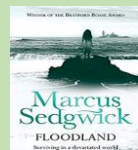
Floodland CLPE Unit

Writing Outcomes

Narrative letter writing

Writing in role

NOVEL STUDY



Floodland by Marcus Sedgwick

SCIENCE

We will be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

We will conduct tests to identify the effects of air resistance, water resistance and friction that act between moving surfaces.

Using this knowledge we will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.