



<b><u>Year group: 5</u></b>	<b><u>Term: 2</u></b>		<b><u>Enquiry Question: How do rivers differ?</u></b>
	<b>Essential knowledge:</b>	<b>Essential vocabulary</b>	<b>Skills:</b>
Creative development	<p><b><u>Art</u></b></p> <p><b><u>Materials – River Scenes</u></b></p> <ul style="list-style-type: none"> <li>– Know how to use a range of materials to paint creatively</li> <li>– Know how to use their imagination to and first-hand experiences to create accurate artwork</li> <li>– Continue to broaden knowledge of great artists through history and recreate their work using water colours – Monet</li> <li>– Know how to paint using contrasting and complementary colours including warm and cold colours.</li> </ul> <p><b><u>Music</u></b></p> <p><b><u>Classroom Jazz 1</u></b> Focal Composer – Louis Armstrong</p> <p><b><u>Listen and Appraise / History of Music</u></b></p> <ul style="list-style-type: none"> <li>– To know songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>– To know the style of the songs and to name other songs in those styles</li> <li>– To be able to talk about some of the musical characteristics that give the songs their style</li> <li>– To be able to discuss what songs are about</li> </ul>	<p>Structure Visual elements Artist Alternative Words for- Tone Texture Shape Grade Line Water colour</p> <p>Composer Texture Dynamic Tempo Rhythm and pitch Introduction Verse Chorus Bridge Improvise Compose Appraise Swing Crotchet Minim Quaver</p>	<p><b><u>Art</u></b></p> <p><b><u>Materials – River Scenes</u></b></p> <ul style="list-style-type: none"> <li>– Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>– Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>– Continue to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>– Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> </ul> <p><b><u>Music</u></b></p> <p><b><u>Classroom Jazz 1</u></b> Focal Composer – Louis Armstrong</p> <p><b><u>Listen and Appraise / History of Music</u></b></p> <ul style="list-style-type: none"> <li>– To identify and move to the pulse with ease.</li> <li>– To think about the message of songs.</li> <li>– To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> </ul>



	<ul style="list-style-type: none"> <li>- To discuss any musical dimensions features in the songs and where they are used</li> <li>- To identify the main sections of the songs</li> <li>- To name some of the instruments they heard in the songs</li> <li>- To identify the historical context of the songs. What else was going on at this time?</li> </ul>	<p>Big bands</p>	<ul style="list-style-type: none"> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- To use musical terminology when discussing songs</li> <li>- To talk about the music and how it makes them feel</li> </ul>
<p>Historical, geographical &amp; social understanding</p>	<p><b><u>Geography</u></b></p> <p><u>How do rivers differ?</u></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>- To name and locate counties and cities of the UK, geographical regions and key topographical features (including hills, mountains, coasts and rivers) Identify human &amp; physical characteristics</li> <li>- To locate the world's countries, focus on Europe, N and S America and key physical characteristics e.g. rivers and surrounding areas (physical/human)</li> <li>- To understand similarities and differences through the study of human and physical region of the UK, a European county and a region of N or S America (in relation to rivers)</li> <li>- To describe the key aspects of physical geography including identifying features of rivers.</li> <li>- To describe the key aspects of human geography in relation to how rivers have impacted settlement, land use, transport, trade links etc</li> <li>- Cause and effect of flooding in the local area.</li> </ul>	<p>Rivers source Meander Basin Bed Chanel Current Confluence Delta Deposition Estuary Erosion Mouth Tributary Flood Gorge Dam Pollution Bank Sediment Abrasion Attrition Alluviu Begin</p>	<p><b><u>Geography</u></b></p> <p><u>How do rivers differ?</u></p> <ul style="list-style-type: none"> <li>- Begin to suggest questions for investigating</li> <li>- Begin to use primary and secondary sources of evidence</li> <li>- Investigate places with more emphasis on larger scale, contrasting and distant places</li> <li>- Collect and record evidence unaided</li> <li>- Analyse evidence and draw conclusions</li> <li>- Use different maps e.g. compare with aerial photographs, select a map for a specific purpose.</li> <li>- Begin to use atlases to find about other features of places.</li> <li>- Use index and contents pages on atlases and medium scale OS maps.</li> <li>- Begin to draw own thematic maps based on own date and sketch maps using symbols and a key e.g. the route of a river, the features of a river</li> <li>- Select a map for a specific purpose</li> <li>- Find, recognise places on maps of different scales e.g. river Nile</li> <li>- Describe and understand aspects of physical geography</li> </ul>



	<p><b><u>RE</u></b></p> <p><u>Expressions of Faith – How do people express their faith?</u></p> <ul style="list-style-type: none"> <li>– Explore how people express their beliefs through personal symbols and artefacts.</li> <li>– Investigate the significance of religious festivals and rituals.</li> <li>– Explore how values provide rules for living and may be influenced by religious belief.</li> </ul> <p><u>Christmas Unit</u></p> <p><u>The Prince of Peace-what is peace?</u></p> <ul style="list-style-type: none"> <li>– Explore Isaiah’s prophecy- what did the writer mean? Did Jesus bring peace?</li> <li>– Read and add to a variety of writings/artworks linked to peace- symbols, stories, prayers, poems, songs</li> </ul> <p><b><u>French</u></b></p> <p><u>All About Ourselves</u></p> <ul style="list-style-type: none"> <li>– Know how to describe people, places and things when talking and in writing</li> <li>– Know how to hold a conversation by asking and answering questions</li> <li>– Know how to express own opinions about myself and interests</li> <li>– Know the correct pronunciation and intonation</li> </ul>	<p>Symbol Artefact Faith Festival Ritual Value Belief</p> <p>Les cheveux Les yeux Qu’est-ce qu’il/ qu’elle porte? Comment te sens-tu aujourd’hui?</p>	<p><b><u>RE</u></b></p> <p><u>Expressions of Faith – How do people express their faith?</u></p> <ul style="list-style-type: none"> <li>– Explain how personal symbols and artefacts express the belief of 2 different faith members.</li> <li>– Show understanding of the way participating in festivals and rituals effects the life of a faith member.</li> <li>– Understand that values provide rules for living and may be influenced by religious belief.</li> </ul> <p><u>Christmas Unit</u></p> <p><u>The Prince of Peace-what is peace?</u></p> <ul style="list-style-type: none"> <li>– Explain how peace is linked to Christmas</li> <li>– Explain why Christians believe Jesus is the prince of peace</li> </ul> <p><b><u>French</u></b></p> <p><u>All About Ourselves</u></p> <ul style="list-style-type: none"> <li>– Describe people, places and things orally and in writing</li> <li>– Engage in conversations; ask and answer questions; express opinions and respond to others about myself and interests</li> <li>– Develop accurate pronunciation and intonation so that others understand when</li> </ul>
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	<ul style="list-style-type: none"> <li>– Understand and appreciate songs and rhymes exploring the patterns and sounds in the French language.</li> </ul>	<p>Je suis...</p>	<p>they are reading aloud</p> <ul style="list-style-type: none"> <li>– Explore and appreciate the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</li> </ul>
<p>SMSC</p>	<p><b><u>Celebrating Difference</u></b></p> <p>Children are taught that differences, including cultural and racial differences, can cause conflict and that bullying has many forms including direct and indirect bullying.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> <li>– To understand that cultural differences sometimes cause conflict</li> <li>– To understand what racism is</li> <li>– To understand how rumour spreading and name calling can be bullying behaviours</li> <li>– To explain the difference between direct and indirect types of bullying</li> <li>– To compare my life with people in the developing world</li> </ul>	<p>Culture Conflict Differences Similarity Belong Culture wheel Racism Colour Race Discrimination Ribbon Rumour Name calling Homophobic Cyber bullying Texting Problem solving Happiness Continuum Developing world Plantation Artefacts Display Celebration</p>	<p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>– I can be aware of my own culture</li> <li>– I can be aware of my attitude towards people of different races</li> <li>– I can give a range of strategies in managing my feelings</li> <li>– I can encourage children who use bullying behaviours to make other choices</li> <li>– I can appreciate the value of happiness</li> </ul>



<p>Scientific &amp; technological understanding</p>	<p><b><u>Science</u></b></p> <p><b><u>Everyday Materials and Properties</u></b></p> <ul style="list-style-type: none"> <li>- To compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity and response to magnets.</li> <li>- To know that some materials will dissolve in a liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>- To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering sieving and evaporation.</li> <li>- To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.</li> <li>- To demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>- To explain that some changes result in the formation of new materials and that this change is not usually reversible including the changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>- To know that some changes are irreversible and a new product is made.</li> </ul> <p><b><u>Computing</u></b></p> <p><b><u>Coding (Unit 5.1)</u></b></p> <ul style="list-style-type: none"> <li>- Review coding vocab</li> <li>- Sketch or storyboard a program and use the design to create a program</li> <li>- Design and write a program that simulates a physical system</li> <li>- Explore text variables</li> </ul>	<p>Dissolve Compare Mixture Reversible &amp; Irreversible State Comparative Sieving Evaporation Properties</p> <p><b><u>Coding (Unit 5.1)</u></b> Sprite Physical system Program Command Value Button Code</p>	<p><b><u>Science</u></b></p> <p><b><u>Everyday Materials and Properties</u></b></p> <ul style="list-style-type: none"> <li>- To plan different types of scientific enquiry to answer questions, including reasoning and controlling variables where necessary.</li> <li>- To record data and results of increasing complexity</li> <li>- Use test results to make predictions and set up further tests.</li> </ul> <p><b><u>Computing</u></b></p> <p><b><u>Coding (Unit 5.1)</u></b></p> <ul style="list-style-type: none"> <li>- Create code that conforms to design</li> <li>- Select relevant features using decomposition and abstraction</li> <li>- Set/change variable values appropriately</li> <li>- Create a game with a timer and score pad</li> <li>- Use variables to control the objects in the</li> </ul>
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	<ul style="list-style-type: none"> <li>- Create a playable, competitive game</li> <li>- Combine the use of variables to achieve a desired effect in code</li> <li>- Read code so it can be adapted, personalised and improved</li> <li>- Explore command and use buttons</li> <li>- Create a program to inform others</li> </ul>		<p>game</p> <ul style="list-style-type: none"> <li>- Create loops using times and if/else statements</li> <li>- Include buttons and objects that launch to websites and programs</li> <li>- Code a program that informs others</li> </ul>
<p>Physical development</p>	<p><b><u>Physical Development</u></b></p> <p><u>Dynamic Dance (Unit 5.2)</u></p> <ul style="list-style-type: none"> <li>- Identify and practise the patterns and actions of the Bollywood dance style</li> <li>- Identify the key components of successful dancing and understand how to apply them to own sequences</li> <li>- Identify key skills needed to provide accurate and tactful evaluative feedback to peers</li> </ul>	<p><u>Dynamic Dance (Unit 5.2)</u></p> <p>Bollywood dancing</p> <p>Lotus</p> <p>Prayer</p> <p>Back point step</p> <p>Posture</p> <p>Balance Control</p> <p>Fluency</p> <p>Rhythm Phrasing</p> <p>Improvise Space</p> <p>Dynamics</p> <p>Sequence</p> <p>Flexibility</p> <p>Balance</p> <p>Co-ordination</p> <p>stamina</p> <p>Muscular Strength</p> <p>Endurance</p> <p>Agility</p> <p>Timing</p> <p>Expression</p> <p>Emotion</p> <p>Motif</p> <p>Changing Order</p>	<p><b><u>Physical Development</u></b></p> <p><u>Dynamic Dance (Unit 5.2)</u></p> <ul style="list-style-type: none"> <li>- Perform a Bollywood dance using a range of movement patterns</li> <li>- Develop dancing and performance skills</li> <li>- Demonstrate an awareness of the music's rhythm and phrasing when improvising</li> <li>- Develop and improve dancing and performance skills</li> <li>- Perform a Bollywood dance using a range of movement patterns</li> <li>- Develop and improve dancing and performance skills</li> </ul>



	<p><u>Mighty Movers- Boxercise/Running (Unit 5.2)</u></p> <ul style="list-style-type: none"> <li>- To understand the principles of dynamic stretching</li> <li>- Learn how to include linking moves into a sequence.</li> <li>- To learn how boxercise moves can be adapted and used in a different format.</li> </ul>	<p><u>Mighty Movers- Boxercise/Running (Unit 5.2)</u></p> <p>Jab Cross jab Jog and roll Boxing twist Duck and dodge Sidekick Jumping Jacks</p>	<p><u>Mighty Movers- Boxercise/Running (Unit 5.2)</u></p> <ul style="list-style-type: none"> <li>- Perform a boxercise routine demonstrating good technique</li> <li>- Create a short routine</li> <li>- Perform boxercise moves in time with the music in order to improve fitness</li> <li>- To improve fitness by raising the heart rate and strengthening the legs and arms.</li> <li>- Create and apply compositional ideas to the sequence.</li> <li>- Devise a short sequence using the moves learned so far.</li> <li>- Perform actions and moves fluently to music in order to improve personal fitness.</li> <li>- Perform a fitness circuit incorporating boxercise moves.</li> </ul>
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<b><u>Guided Reading text and other linked books</u></b>	<b><u>Previous Learning Links</u></b>	<b><u>Adaptations to the Curriculum for SEND</u></b>	<b><u>Key Questions</u></b>
<p>Street Child Fact files/leaflets related to rivers.</p>	<ul style="list-style-type: none"> <li>- Local area- Hull (How has the River Humber impacted our local area?)</li> <li>- Key vocabulary KS1</li> <li>- Anglo Saxons and Vikings settlements (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>- Visual aids</li> <li>- Chunking the text</li> <li>- Collaborative learning</li> <li>- Knowledge organisers</li> </ul>	<ul style="list-style-type: none"> <li>- Do all rivers meander?</li> <li>- What is the difference between a canal and a river?</li> <li>- Do all rivers feed into the ocean?</li> <li>- What is the relationship between human settlements and rivers?</li> </ul>