Great Linford Primary School

Year 5	Our Planet	Spring 2
ROOTS Linked Enquiry Question: Take Care — How can we take care of our planet?	**Whole School Project**: -	**Ignites, Trips, Visits & Visitors**:

Vision:
For this project, the children will be learning about the whole of Planet Earth and how climates change in different biomes. They will be learning about key positions on the globe such as the equator and the tropics of cancer and Capricorn, and how weather and climate differ in these areas. They will be learning about how these differences affect the plant and animal life as well as difficulties people may have living in these areas. We will also be learning about time zones and seasonal differences across the globe and linking these seasonal temperature changes to our learning in maths to create line graphs to show the temperatures in countries in the Northern and Southern hemisphere. Our key text is a collection of true stories about survivors across different biomes.

Key Texts:
- Survivors by David Long

History/ Geography

NC Links	Knowledge	Skills
• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Describe and understand key aspects of physical geography: climate zones, biomes	• Longitude is the measurement around the earth east to west or west to east and this helps to determine the time zone of a country. • That there are 24 times zones around the world. • That North America covers 9 time zones • To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. • That there are five major types of biomes: aquatic, grassland, forest, desert, and tundra • That some biomes can be further divided into more specific categories: • Aquatic - freshwater & marine, • Forests - tropical rainforest, temperate rainforest, and taiga. OL: Can locate and understand what these different geographical features of our planet?	Identify the position and describe the significance of latitude, longitude Understand the concept of Prime/Greenwich Meridian and time zones To locate Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

	Equator, Tropics of Cancer and Capricorn Northern and Southern Hemisphere Arctic and Antarctic Circles OL: Can I locate the world's biomes and identify their key features? OL: Can I understand what lines of latitude and longitude are and what they are used for? OL: Can I understand and explain why we have Greenwich Meridian and different time zones around the world? OL: Can I use a line graph to compare seasonal temperatures around the world?	

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English			
Writing Focus:	Non-chronological reports	**Short Bursts**:	setting description poetry postcard from a biome
Cold Write:	A report about our school		
WAGOLL:	A report about the frozen tundra		
Hot Write:	A report about another biome.		
Purpose:	To inform	**Audience:**	People who want to find out about biomes.

NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
Plan writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own • noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)	• Using commas to clarify meaning • Building cohesion using paragraphs and adverbials **Terminology for children:** ambiguity cohesion	• Paragraphs to organise ideas around a theme • Logical organisation • Group related paragraphs • Develop use of a topic sentence • Link information within paragraphs with a range of connectives. • Use of bullet points, diagrams • Introduction Middle section(s) Ending

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Speaking & Listening	
Speaking & Listening	**Debating**
• Understand how to answer questions that require more than a yes/no or single sentence response. • Demonstrate active listening by justifying ideas or expanding on the ideas of others. • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Present an idea, topic or explanation to a group of peers. • Comment on the grammatical structure of a range of spoken and written accounts.	• Vary language between formal and informal according to the situation. • Respectfully challenge opinions or points, offering an alternative. • Build on points and provide counter arguments with fact, opinions and rhetorical questions.

Spelling & Phonics		
NC Links	**Knowledge**	**Skills**
Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 5.0	Spellings including: • Rare GPCs • Word endings • Homophones Words on year 5 and 6 statutory list contained within NNS Y5	• Rare GPCs eg. Bruise, immediately, guarantee • -ably and –ibly word endings • Homophones

Handwriting		
NC Links	**Knowledge**	**Skills**
Pupils should be taught to: • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding • whether or not to join specific letters • choosing the writing implement that is best suited for a task.	Letters are joined using cursive style. Capitals are never joined. Choosing the writing implement that is best suited for a task	Improve the legibility, consistency and quality of their handwriting

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Art, Design & Technology		
NC Links	**Knowledge**	**Skills**
Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Know that adding small amounts of white or different hues can change the tint and tone of paint. Know that Cezanne influenced the shift to modern art. Know about the role of a 'curator'.	OL: Can I use tones and tints to create a traditional willow pattern style plate? OL: Can I create a painting in the style of Paul Cezanna? OL: Can I create a soap sculpture in the style of Barbara Hepworth? OL: Can I create a still life sketch in the style of Giorgio Morandi?

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Science - Mixtures			
Enquiry Questions: How can we separate a mixture? What is the difference between melting and dissolving?		**Key Vocabulary**: dissolve, soluble, insoluble, mixture, solution, reversible, irreversible, magnetic, filter, sieve, evaporate, solid, liquid, gas	
NC Links	**Knowledge**	**Skills**	
Work scientifically by: • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Identifying scientific evidence that has been used to support or refute ideas or arguments. **Pupils should be taught to:** • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. •Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. •Demonstrate that dissolving, mixing and changes of state are reversible changes. •Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	• Once materials are mixed with a liquid they form a solution. Some of these changes are irreversible. • Dissolving is not the same as melting and does not require heat. • Some solutions can be separated with magnets, sieving, filtering and evaporation. • Some solutions can not be separated. OL: Can I identify soluble and insoluble materials? OL: Can I investigate the effects of different variables on dissolving? OL: Can I use magnets to separate a solution? OL: Can I use sieving and filtering to separate a solution? OL: Can I investigate how evaporation could separate a solution? OL: Can I identify reversible and irreversible changes?	• Be able to plan a scientific enquiry, controlling variables where necessary. • Record data using different measuring tools. • Identify anomalies in data and suggest possible reasons for these. • Apply their understanding of the properties of materials to solve a problem.	

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Music	
Termly Focus:	Key Vocabulary: pulse, rhythm, tempo, pitch, texture, melody,

NC Links	Knowledge	Skills
The national curriculum for music aims to ensure that all pupils: • listen to, review and evaluate music across a range of genres, styles and traditions • use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. **Pupils should be taught to:** • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	• Learn 'Shosholoza' – a traditional South African song. • Learn what a chord is • Know what a djembe is, how it is made and where they are from. • Know that tempo refers to the speed of a piece of music. • Know that dynamics refers to the type of sound in a piece of music.	• Learn how to play chords on chime bars to accompany a song that is sung. • Learn how to keep a beat on a djembe using a metronome. • Learn how to perform as a group

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Computing		
NC Links	**Knowledge**	**Skills**
● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	• Know what a database is. • Know how information can be recorded. • Know different ways that databases can be used.	• I can understand how information can be grouped. • I can combine grouping and sorting to answer more specific questions. • I can outline how 'and' and 'or' can be used to refine data selection. • I can refine a search in a real-world context.

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RE	
Termly Focus: Worship and Beliefs **Religion Focus**: Buddhism	**Key Question**:

NC Links	Knowledge	Skills
Learning about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief	• Know who Buddha was and why he is important to Buddhists today • To know the four noble truths and the eightfold path • To know about the Buddhist beliefs of Karma and rebirth. • To know where and when Buddhists worship.	• Be able to compare their own moral beliefs to those of Buddhists. • Explain some of the ways Buddhists worship in similar or different ways to other religions

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PSHE – Healthy Me	
Knowledge	**Skills**
Focus: • Know the health risks of smoking and how it affects the lungs, liver and heart. • Know the risks of misusing alcohol, including anti-social behaviour. • Know basic emergency aid procedures • Understand how the media and celebrity culture promotes certain body types. • Describe the different roles food plays in our lives • Understand how eating problems can develop related to body image. • Understand what makes a healthy lifestyle and the choices I need to make to stay happy and healthy.	• Can make an informed decision about what I put into my body and know how to resist peer pressure • Can put into practice basic emergency aid procedures, including the recovery position, and know how to call for emergency help. • Can reflect on my own body image and understand why it is important that I respect myself for who I am. • Know how to make healthy choices.

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PE		
NC Links	**Knowledge**	**Skills**
Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	**Indoor Focus:** Gymnastics – Press and Go • Press and Go actions – actions initiated by the body or body parts pressing into and pushing away from the floor or apparatus. • Movement phrases – link Press and Go actions with other actions on the floor and apparatus to create sequences of continuous movement. • Create and perform a floor and apparatus sequence of 6-8 actions which combines press and go actions with other actions. Make sure you show fluency, clear shapes and variety in the ways you involve the apparatus.	• Develop a broad range of skills. Link actions to make sequences of movement. • Understand how to improve and evaluate own success. • Develop flexibility, strength, technique, control and balance.
Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Outdoor Focus**: Netball • Know the rules of netball and how this differs to basketball or other similar sports. • Know of different types of passes and when these should be used. • Understanding of game principles and space related attack and defence.	• Consistent performance of ball handling skills with control and accuracy within the competitive game situation. • Application of attacking and defending strategies into small-sided competitive games. • Accurate evaluation of personal ability in attacking and defending roles.