



SEAFORD PRIMARY SCHOOL

Year 5 Term 4

<p>Topic Title- Around the World In 80 Days</p>		
<p>History-No specific history focus this term <u>Significant people-</u> <u>Great events -</u></p>	<p>Geography – Around the World in 80 Days</p> <p><u>Knowledge-</u> <u>Location, Place and Knowledge.</u> Understand longitude, latitude, equator, hemisphere, tropics, polar circles and time zones. Understand the Prime/Greenwich Meridian and time zones (including day and night) <u>Physical Knowledge</u> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Key Skills:</u> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>Fieldwork-</u> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <u>Enquiry</u> Suggesting questions for investigating.</p>	<p>Science-Earth, Sun and Moon</p> <ul style="list-style-type: none"> Describe the Sun, Earth and Moon as approximately spherical bodies. Describe the movement of the moon relative to the Earth. Describe the movement of the Earth and other planets, relative to the sun in the solar system. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>
<p>English Text/Genres <i>Boy Overboard' by Morris Gleitzman</i> <i>Stories from around the world</i> Non-chronological reports Letter writing Poetry Persuasive writing Public speaking Diary Narrative Writing Opportunities Animal information Own story set in different parts of the world One Moment In Time poem Letter to Jamal, letter to Government Trip of a lifetime Diary entry as Jamal Continuation of story</p>	<p>Maths (opportunities for maths links) Reading Graphs and Charts Converting Units of time.</p>	<p>Computing E-Safety Ongoing input of E-Safety applicable to the needs of the class. Coding To create a sprite To clone a sprite To add difficulty to a game To add a high score to a game To make the game more enjoyable To add an interface to a game</p>

<p align="center">Design Technology</p> <p>Mechanisms- Cams to create movement <u>Creating a pop up welcome to the magic show</u></p> <p>Investigate To investigate and analyse a range of existing products.</p> <p>Design and Make To use research and develop a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, proto types, pattern pieces and computer aided design.</p> <p>To understand and use mechanical systems in their products (e.g, gears, pulleys, cams, levers and linkages)</p> <p>Evaluation <i>To be able to reflect on their work using design criteria stating how well the design fits the need of the user.</i> <i>To be able to identify what does and does not work in the product</i> <i>To be able to make suggestions as how their design could be improved.</i></p>	<p align="center">Art and Design- Art Around the World</p> <p>Knowledge Research and discuss the ideas and approaches of different artists, craft makers, designers and architects, taking into account their particular cultural context and intentions.</p> <p><i>Choose different approaches from different artists/designers from countries visited in 80 days. e.g. landscape/seascape</i></p> <p>Ideas <i>Develop own personal ideas through open ended research.</i></p> <p><i>Confidently use sketchbook to explore ideas, experiences, processes and planning.</i></p> <p>Craft Skills <i>Design a decorative print for a purpose e.g. book cover, fabric, wrapping paper.</i></p> <p><i>Use multiple colours to create layered prints.</i></p>	<p align="center">P.E</p> <p>Gymnastics-Perform a sequence. Outdoor-Invasion Games The skills below are embedded within the units taught each term. <u>Skilfulness</u> To move and be still with control, composure, good body shape, tension and changes in speed and effort. To combine skills and actions with some fluency and consistency. To use a greater range of specific skills / techniques using equipment with consistent control. <u>Condition, Health and Well-Being</u> To create and use tactics and compositional ideas that suit the situation with some success. To respond to changes in situations and new challenges and conditions with some rationale. To know what a healthy lifestyle is and how to live their lives more healthily. <u>Decision Making</u> To make accurate comments about quality of their own and others' performances and actions. To assess performance and actions against criteria and suggest improvements.</p>	
<p>PSHE</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I know and can put into practice basic emergency procedures (including recovery position) and know how to get help in emergency situations. I understand how the media, social media and celebrity culture promotes certain body types. I can describe the different roles food can play in people's lives and can explain how people can develop eating problems disorders) relating to body image pressures. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p>	<p align="center">R.E. Celebration-Easter-Good Friday</p> <p>Investigate the significance of Good Friday in the Easter story Pupils consider how the meanings of a parable/ story of Jesus are expressed in poetry, video, stained glass and drama Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules) to compile a charter of their own moral values, applying their ideas to issues of respect for all</p>	<p align="center">Music</p> <p>Samba Pupils will be developing their skills linked to Samba music.</p>	<p align="center">French</p> <p>We will be introduced to higher numbers and learn more about the French counting system, as we get closer to 100. In conversation, we will start to learn the vocabulary we need to talk about our brothers and sisters.</p>
<p>Super Start: Display of map with links to the children and postcards sent to the class from around the world Mystic Middle: Share presentations (PowerPoint?) - exhibition Epic End: Travel to most popular destination Links to careers- The Institute of Engineering and Technology - https://education.theiet.org/primary/teaching-resources Explorify science resources https://explorify.wellcome.ac.uk/</p>			