Learning Journey

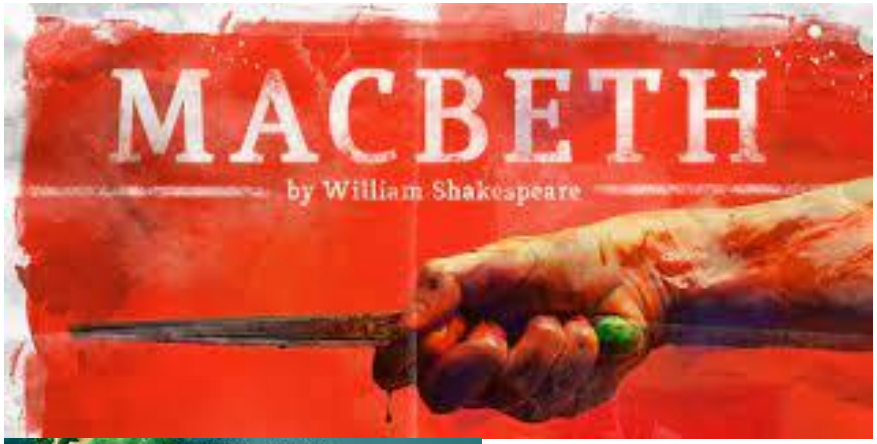
Year 5 – Spring 1

Areas of learning

As Geographers, we will investigate the impact humans are having on the Amazon Basin.

Within English, we will be immersing ourselves in the play Macbeth by William Shakespeare

In Science, we will be investigating the properties of materials and how to group and separate them.





5Cs focus	
Care	We will show care to each other and ourselves when using the internet and other technology such as mobile phones
Challenge	We will understand how to add and subtract fractions
Collaboration	We will work in groups to develop a routine in gymnastics lessons
Courage	We will need courage to compete in our own games of Tag Rugby
Creativity	We will use typography to reflect the characteristics of a particular place

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td>Reading
To be able to give synonyms for key words in text
To be able to predict the meaning of unknown words with increasing accuracy
To be able to identify relevant points in a text
To be able to use quotes from a text to support thinking (Point, justify
To be able to compare two different characters
To be able to use show and tell to infer characters feelings, thoughts and motives
To start to explain why author’s choice and the effect it has on the reader</td><td>Grammar
To be able to understand and use relative clauses (embedded, essential, non-essential) in writing
To be able to use parenthesis in writing
To show evidence of varied sentence structures (simple, compound, complex)
To punctuate speech accurately
To use commas accurately to clarify meaning, for parenthesis, and to separate items in a list.
To vary sentence openers
To understand and use a range of tenses</td></tr>
<tr><td rowspan="2">Writing
“Macbeth”:
To write a setting description using figurative language to create atmosphere.
To include relative clauses and parenthesis to add detail to a piece of writing.
To write dialogue which is punctuated correctly.
To be consistent in the use of tenses
To be able to identify and use the past progressive and the past perfect tenses</td><td>Spelling
-ant and ent endings
-able and ible suffixes to make adjectives
-soft c and hard c words
- Words of Greek origin:
Words with the /k/ sound spelt ‘ch’
Words with the /f/ sound spelt ‘ph’
Words with the /s/ sound spelt ‘sc’</td></tr>
<tr><td>Handwriting
To cursively join handwriting, ensuring children are using appropriate capital and lower case letters and joining letters with diagonal and horizontal strokes.</td></tr>
<tr><th colspan="2">MATHS</th></tr>
<tr><td colspan="2">To explain what area is and can measure using counting as a strategy
To explain how to make different shapes with the same area
To explain how to compare the area of different shapes
To measure the area of flat shapes area using square centimetres
To measure the area of flat shapes area using square metres
To calculate the area of a rectangle using multiplication
To calculate the area of rectilinear shapes
To use their knowledge of area to solve problems
To compare and describe lengths by using their knowledge of multiplication
To use their knowledge of multiplication to solve comparison and change problems
To compare and describe lengths by using their knowledge of division
To use their knowledge of division to solve comparison and change problems
To compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time)
To describe the changes in measurements using their knowledge of multiplication and division
To use their knowledge of multiplication and division to solve comparison and change problems</td></tr>
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SCIENCE - Properties and changes of materials

- Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets
- Know and explain how a material dissolves to form a solution
- Know and show how to recover a substance from a solution
- Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)
- Know and demonstrate that some changes are reversible and some are not
- Know how some changes result in the formation of a new material and that this is usually irreversible

Know that materials have different properties and can be grouped/ separated based on properties
Can describe the properties of one material using the terms: soluble/ insoluble, translucent/ opaque, magnetic, conductive
Can define soluble and insoluble
A reversible change is melting and dissolving and can be changed back again.
An irreversible change is burning, rusting or decaying cannot be undone.
With prompting, to plan different types of scientific enquiries to answer questions
To record data using labelled diagrams, keys, tables and bar charts
Suggest how evidence can support conclusions
To use test results to make predictions to set up further comparative and fair tests

ART- Wild watercolour

Practical – Watercolour and paint techniques can be used to create textured papers for collage
Theoretical – Artists use layering and composition to create depth and atmosphere in landscapes.
Disciplinary – How do artists create a sense of place in their work?

1. To explore Rousseau's rainforest paintings and discuss how he created mood, colour, and depth without visiting real jungles.
2. To be able to experiment with watercolour techniques to create textured, coloured papers for later collage work.
3. To know how to use paint to create different effects and patterns inspired by rainforest textures (bark, leaves, vines).
4. To be able to design a rainforest scene using knowledge of composition and layering.
5. To understand how to create a layered rainforest collage using painted and textured papers.
6. To evaluate the final rainforest artwork and reflect on how materials and techniques created depth and atmosphere.

Geography: How is human activity changing the Amazon Basin?

Locational knowledge
1: To be able to locate some of the world's largest rainforests (Amazon, Congo, Australasia, Borneo (Sundaland).
The tropics are regions of the earth that lie roughly in the middle of the earth
1: Know what is meant by the term 'tropics' and "equator" – to know the significance of lines of latitude.
Know where the Tropic of Capricorn is on a world map
Place Knowledge
2: To describe the layers of a rainforest and the flora and fauna found there.
2: To be able to compare the climate and environment of the rainforest with a continental forest (eg: wooded area of UK).
Human and Physical Geography
1: To make links between the location of rainforested areas and surrounding physical geography (falling on or near the equator, between tropics, edged by deserts): Amazon, Congo and Borneo as prime examples.
2: Know what is meant by the vegetation belt and biomes
2: Biomes A large, natural occurring community of plants and animals that have common characteristics for the environment they exist in.
2: Vegetation belt– Plants considered collectively, especially those found in a particular area or habitat
5: Describe and understand key aspects of 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.
5: The impact of humans on the rainforest. Deforestation is occurring because areas of forest are cleared for grazing space and for growing crops to feed livestock.
Geographical skills and fieldwork
1: Use digital mapping to investigate the equator, tropics of cancer and Capricorn.
3 & 4: Survey of school grounds / local environment using quadrat sampling to investigate: Flora and Fauna count, Vegetation (type, height, %cover), Erosion, Litter. Compare with rainforest.

PE – Tag rugby	PE- Gymnastics
1. To develop attacking principles, understanding when to run and when to pass. 2. To be able to use the 'offside' rule. 3. To be able to play games using tagging rules. 4. To develop dodging (side step) skills to lose a defender. **Space**: know that by moving to space even if not receiving the ball will create space for a teammate. 5. To develop '2v1 and 3v2' attacking options and understanding when and where to pass (in front – target) **Tactics**: understand the need for tactics and identify when to use them in different situations. 6. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. **Rules**: understand and apply rules whilst playing and officiating • Actively organise and lead warm up activities and games • Keen to help others to change in order to improve performances • Accept decisions • Compromise with other teams/individuals without direction from staff	• To be able to perform symmetrical and asymmetrical balances. I can lead a partner through short warm-up routines. • To develop the straight, forward, straddle and backward roll. I can use feedback provided to improve my work. • To be able to explore different methods of travelling, linking actions in both canon and synchronisation. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • To be able to perform progressions of inverted movements. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. • To explore matching and mirroring using actions both on the floor and on apparatus. • To be able to create a partner sequence using apparatus. I can create and perform sequences using apparatus, individually and with a partner. - Actively organise and lead warm up activities and games - Keen to help others to change in order to improve performances - Accept decisions - Compromise with other teams/individuals without direction from staff -
French	**PSHE – Dreams and Goals**
• To be able to understand and say the following food vocab: Les frites, les bonbons, le chocolat, le poulet, le pain, le fromage, le poisson, le fruit, les légumes, les chips. • To be able to have a conversation about likes/dislikes eg: tu aimes? J'aime, je déteste, j'adore, Je n'aime pas Use question the question stem Qu'est-ce-que to ask : Qu'est-ce-que tu aimes manger? Or Qu'est-ce-que ta nourriture préférez? Je préfère….OR Qu'est-ce-que tu veux/voudrais ? To be able to ask for something: Je veux, Je voudrais • To be able to read a menu and translate it looking up any unknown food items in a dictionary. • To be able to read a conversation about food and translate the food that is liked/disliked. • To be able to write about their food likes/dislikes. To be able to write a simple conversation between a waiter/ress and customer to act out.	• L1- To understand that I will need money to achieve some of my dreams • L2 – To know about a range of jobs carried out by people I know and explore how much people earn in different jobs • L3 – To identify a job I would like to do when I grow up and understand what I need to do to achieve it • L4 – To describe that dreams and goals of young people in a different culture • L5 – To understand the benefits of communicating with someone in a different culture • L6 – To encourage my peers to support young people here and abroad to meet their aspirations

Computing- Branching Databases
Knowledge To understand what a search engine is and how to use it To be aware that not everything online is true To understand that anyone can create a website and therefore we should take steps to check the validity of websites To be able to search effectively using keywords and TASK To know that web crawlers are computer programs that crawl through the internet **Skills** When using a search-engine use different strategies for finding information (using different keywords, crosschecking with other websites, referring to other sources such as books, people etc.)