



## Year 5: **Go with the Flow!** Terms 1 & 2



### **GEOGRAPHY:**

In this unit of work, children in Year 5 develop an understanding of rivers. This ranges from key features of a river such as source, mouth and meander, to understanding the sequence and components of the water cycle. Children also learn about the power of water and the purpose of flood plains as a defence to help protect residential areas from flooding and the effects of erosion. An off-site visit to Horton Kirby Environmental Centre is organised as part of this topic, enabling the children to see key features of a river first-hand and investigate the flow of water in different places. They will also use the 8 points of a compass and maps as part of this trip. They will learn to name and locate major rivers.

### **MUSIC:**

In music this term, the children will have the opportunity to listen to and appraise different genres of music. The children will learn about pulse, rhythm and pitch and identify changes within a piece of music. As part of the unit, the children will develop their understanding of how a song is structured and become familiar with phrases such as introduction, verse, chorus and instrumental. At the end of the unit, the children will perform their song to their peers and evaluate the performance of others.

### **COMPUTING**

**Networks and the internet:** Children will explore computer networks including the internet. They will extend their typing and keyboard skills.

**Programming:** The children will write programmes to simulate and control events using Lego Mind-storms data logging.

They will create a sequence of instructions to control multiple outputs using Lego NXT. They will monitor, detect and correct errors in programming. They will evaluate their finished work against given criteria.

### **LANGUAGES:**

Children will be developing their French language skills relating to the home. This will include rooms of the house and describing furniture. Prepositions will be introduced to the children and there will be an increased focus on written work.

### **HISTORY:**

NOT APPLICABLE THIS TERM

### **RE:**

In this unit, children develop an understanding of the role of a Christian church and gain an insight into Christian church services and ceremonies.

In the second part of the term, Year 5 learn about the roles and beliefs of inspirational world leaders such as Mother Theresa and Martin Luther King.

### **DT (DESIGN TECHNOLOGY):**

Through computing, children will apply their understanding to program, monitor and control their product. They will also evaluate the effectiveness of their programming. In DT sessions, the children will be working on increasing their understanding and use of mechanical systems in their products, e.g. levers, pulleys and linkages. They will use their research to design their product, selecting from a range of materials/components. The children will evaluate their finished product against the design criteria.

### **SCIENCE**

The children will recap the parts of a plant through observation and be taught to describe the life cycle of a plant. They will learn to describe the differences and similarities in the life cycles of a mammal, an amphibian, an insect and a bird. In Term 2 the children will continue to look at animals including humans. They will describe the changes as humans develop from birth to old age and study the life process of reproduction in some plants and animals. They will discuss the impact of climate and habitats on animal adaptations.

### **ART – Drawing / viewfinders:**

The children will be learning about the artist Van Gogh and his drawing techniques. They will explore these in their own work. An off-site visit to a local river / lake will also be used as a stimulus for this topic. The children develop an understanding of the purpose of a viewfinder in developing detail into their sketches of a specific area. They will record their observations and use them to revisit ideas. Photos and their sketches of different areas are used as a basis for improving their techniques in drawing using a variety of media.

### **P.E**

**Dance:** Children will explore a range of skills and movement patterns. They will focus on creating dances with different shapes, levels and pathways. They will learn what a motif is and use these to create group routines. Performance and evaluation of their own and others' work takes place at various stages of the unit.

**Gymnastics:** Children create and develop a sequence of moves exploring twisting shapes and mirrored sequences.

**Football:** Children have the opportunity to develop a wide range of skills within football: dribbling, passing, shooting, creating space and keeping possession. Children have opportunities to apply these skills in small-sided games. Throughout this unit of work children learn about the positioning of players, the rules of the game and develop tactical awareness within the game of football.