

Year 5

Spring 1 and 2

Subject	Skill	Context	Vocabulary
<p>To be a scientist</p>	<p>Can I compare and group materials based on comparative tests?</p> <p>Can I give reasons based on evidence on comparative tests for the particular use of everyday materials?</p> <p>Can I explain how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution?</p> <p>Can I use knowledge of solids, liquids and gases to describe how mixtures might be separated through filtering, sieving and evaporation?</p> <p>Can I demonstrate that dissolving, mixing and changes of state are reversible changes?</p> <p>Can I explain that some changes result in the formation of new materials and this is usually not reversible?</p>	<p>Children investigate different ways in which materials can be mixed and separated using sieving, evaporating and condensing.</p> <p>Children investigate solids to see which dissolve and which do not.</p> <p>Children investigate variables, which might make a difference to how quickly a solid dissolves, collecting evidence systematically.</p> <p>Children use their knowledge of evaporation and condensation to get back materials from solutions, recording their observations.</p> <p>Children design and carry out their own experiment to separate salt from a rock salt mixture.</p> <p>Children will predict and observe what happens to a solution when another material is added.</p> <p>Children use the knowledge gained to solve a real world problem.</p>	<p>Solid</p> <p>Liquid</p> <p>Solution</p> <p>Reversible</p> <p>Non-reversible</p> <p>Evaporation</p> <p>Dissolve</p> <p>Materials</p> <p>Comparative</p> <p>Substance</p> <p>Mixture</p> <p>Filtering</p> <p>Sieving</p> <p>Observation</p> <p>Prediction</p> <p>Experiment</p> <p>Investigation</p>
<p>To be a geographer</p>	<p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?</p> <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I study rivers, mountains, volcanoes and</p>	<p>Children use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges.</p> <p>Children can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical</p>	<p>Mountain ranges</p> <p>Height</p> <p>Continent</p> <p>Physical</p> <p>Environmental regions</p> <p>Human characteristics</p> <p>Atlas</p> <p>Globe</p> <p>Europe</p>

	earthquakes and identify cause and effect?	<p>features (including hills, mountains, coasts and rivers).</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Children can explain how different types of mountains are formed.</p> <p>Children can explain what the climate is like on a mountain.</p> <p>Children can 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.</p>	<p>Biomes</p> <p>Vegetation belts</p> <p>Volcanoes</p> <p>Earthquakes</p> <p>Water Cycle</p> <p>Summit</p> <p>Tectonic plates</p> <p>Climate</p> <p>Tourism</p> <p>Natural resources</p> <p>Economic activity</p> <p>Settlement</p>
To be an historian	Can I investigate significant events that were taking place at that time in history?	<p>Children to explore the historical context of the First World War.</p> <p>Children to find out about other famous explorers such as Scott and Amundsen</p>	<p>Significant events</p> <p>Explorer</p>
To be an artist	Can I develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design?	<p>Children to produce paintings of sea and ice using illustrations as inspiration.</p> <p>Children to investigate a series of monochrome images of scenes from Shackleton's adventure and create their own using pencil, charcoal, mono, lino or press print with captions to create a class or group photo album or photo exhibition of the expedition.</p>	<p>Monochrome</p> <p>Charcoal</p> <p>Lino</p> <p>Materials</p> <p>Press print</p> <p>Captions</p>

To be a designer	Can I develop and communicate design ideas using annotated sketches, detailed plans oral and digital presentations?	Design and build an erupting volcano using papier mache technique and then assess how effective this was by causing the model to erupt and observing the results.	Sketch Annotate Oral Digital Design Volcano Erupt Observe Papier mache'
To be a computing designer	<p>Can I search for digital content when using a search engine?</p> <p>Can I explain in detail how credible a webpage is and the information it contains</p> <p>Can I understand the value of computer networks whilst being aware of the main dangers?</p> <p>Can I test and debug programs and use logical methods to identify the approximate cause of any bug with some support to identify the specific line of code?</p> <p>Can I translate algorithms that include sequence, selection and repetition into code with increasing ease and do my own designs show that I am thinking how to accomplish the set task in code utilising such structures?</p> <p>Can I combine sequence, selection and repetition with other coding structures to achieve my algorithm design?</p>		
To be linguist	<p>Can I Listen to 'authentic' conversation, picking out familiar phrases and sentences?</p> <p>Can I ask and answer more complex familiar questions with a scaffold of responses?</p>	Children to follow the Rigolo programme for key stage 2.	

	Can I ask for clarification and help?		
To be a musician	Can I perform in a group and alone using voices and instruments creatively incorporating expression and control?	Children to follow Charanga teaching programme for music	
To be a sportsman	<p>Can I develop my gliding, front crawl and backstroke techniques?</p> <p>Can I develop rotation, sculling, breathing and treading water skills?</p> <p>Can I learn techniques for personal survival, develop water safety skills and increase endurance in swim challenges including identifying my fastest strokes and personal bests?</p> <p>Can I recap on the rules of dodgeball and apply them to a game?</p> <p>Can I develop throwing at a moving target, use jumps, dodges and ducks to avoid being hit and develop catching to get an opponent out?</p> <p>Can I learn to block using a dodgeball?</p> <p>Can I develop the emotional licence to select and apply tactics in the game and employ officiating skills?</p>	<p>Spring 1 Swimming</p> <p>Spring 2 Dodgeball</p>	<p>Front crawl</p> <p>Backstroke</p> <p>Breaststroke</p> <p>Sculling</p> <p>Gliding</p> <p>Opponent</p> <p>Tactics</p> <p>Target</p> <p>Duck</p> <p>Block</p>

<p>To be a theologian</p>	<p>Can I describe how events in history and society have influenced some religious and non-religious worldviews? Can I describe some key theological similarities and differences between and within religions and worldviews? Can I describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others?</p>	<p>Spring 1 How does worshipping god make a difference to Hindus?</p>	<p>Diwali Puja Bhagavad Gita Rama Sita Holi Monotheism Polytheism Dharma Reincarnation Karma Moksha Ganesh Brahma</p>
<p>To be a reflector</p>	<p>Can I link a range of different pieces of evidence together to form a coherent argument? Can I explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are difference?</p>	<p>Spring 2 Can one person change the world?</p>	<p>Ghandi Martin Luther King Theology Racism Society Civilisation</p>
<p>Educational Enhancements</p>			
<p>Power of Reading text To be a writer (including grammar)</p>	<p>Ice Trap – Shackleton’s Incredible Expedition’ by Meredith Hooper. This retells the story of Ernest Shackleton’s incredible adventure to the Antarctic in 1914. Drawing and annotating ♣ Note writing in role as character ♣ Reading journals ♣ Text marking ♣ Story mapping ♣ Role play ♣ Character description ♣ List poetry ♣ Letter writing Character description</p>		

	<p>(Grammar) – using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials.</p> <p>Can I use expanded noun phrases to convey complicated information concisely? Can I use modal verbs or adverbs to indicate degrees of possibility? Can I use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun?</p> <p>Journey to the River Sea by Eva Ibbotson Poetry ♣ A note to a friend ♣ Diary entries ♣ Notes for research – non chronological report (rainforest) ♣ Timetables ♣ Annotated maps ♣ Notes of advice ♣ Narrative fiction ♣ Letters</p> <p>(Grammar) –</p> <p>Can I recognising vocabulary and structures that are appropriate for formal speech and writing?</p>	
<p>Collins Maths <i>To be a mathematician</i></p>	<p>Children to follow Collins maths programme</p>	
<p>Big Cat Collins Reading <i>To be a reader</i></p>	<p>Emerald - Volcanoes Mapping Australia On Safari Ruby - Welcome to my City Food Chains The Water Cycle</p>	