



Moorside Community Primary Academy - Theme Overview

Year: 5 Term: Spring 1 Theme: The Eye of the Storm

Geography/ History

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|----|------------------------------|---|
| 1 | Climate zones and biomes | Describe and understand different climate zones and biomes. |
| 2 | Focus on a particular biome. | Understand the physical environment of the desert biome. |
| 3 | Focus on a particular biome. | Understand how humans use the desert biome. Focus on the Mojave Desert. |
| 4 | Biome Detectives | Children choose a biome that interests them and find information through research. |
| 5 | Time Zones | Understand that the Mojave Desert is in a different time zone to the UK. |
| 6 | Extreme weather events | The impact of heat - wildfires. Look into the impact of the Current LA wildfires and the impact they have had (English) |
| 7 | Extreme weather events | Hurricanes – discuss and research (English). |
| 8 | Adaptation | Identify how animals and plants adapt to the biome in which they live |
| 9 | | |
| 10 | | |

Key People/Places/Facts

| | | |
|----|------------------------|--|
| 1 | Climate zones | What are they? |
| 2 | Biomes | Several different types of biome. |
| 3 | Extreme weather | Hurricane, wildfire, flood. |
| 4 | Adaptation | How do living things adapt to their environment? |
| 5 | Time Zones | How do they work? |
| 6 | | |
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Big Questions

| | | |
|---|---|---|
| 1 | How can human actions change/ improve the environment? | Is there a relationship between extreme weather and human action? |
| 2 | Why there are currently more extreme weather events than there were previously? | What evidence is there to prove/ disprove a link between the cause and effect of human actions? |
| 3 | Whose responsibility is it to look after the planet? | |
| 4 | | |

Vocabulary

| | Tier 2 | Tier 3 | |
|--|--|--|--|
| | Continent Devastation Indigenous | Climate/ Weather Climate zones Biome | |
| | Planet Severe Precipitation | Wildfire Canyon/ Ravine Temperate | |
| | Extreme Cause condensation | Polar Desert Tropical | |
| | Recount Non chronological | Arid Humid Drought Tundra | |
| | Evaporation Storm Flood | Greenhouse effect Climate Change Global Warming | |
| | Force Frequent Courage | Hurricane Typhoon tsunami | |
| | Friction Evacuate Rapid vegetation | Longitude/ latitude Equator Tropics – Cancer & Capricorn | |
| | Gravity Potential Residents engulf | Embers/ Firebrands Windstorm Topography | |
| | Force/ distance Intense Moisture Ignite | | |

ENGLISH Reports and recounts/ Poetry

Reading: Non fiction texts on extreme weather
Newspaper reports, information and recounts.
Comprehension- retrieval, inference, word meanings.
Bug Club Guided Read.

Speaking/ drama

The class will play the role of detectives investigating an incident – they will also act as reporters posing interview questions about a specific event/ weather related.
Recite a class poem- class will recite the poems that they have written

Writing Opportunities:

Write reports on extreme weather events – newspaper report about LA wildfires.
Report about hurricanes.
Biography writing – autobiography & David Attenborough biography.
Poetry competition – Wonderverse.

Grammar:

-Modal verbs Expanded noun phrases
-Adverbs of possibility
-Inverted commas
-Place adverbials

MATHS – Multiplication and Division B

-Multiply up to 4 digits by 2 digits.
-Solve problems using multiplication
- Short division
- Efficient division
-Dividing with remainders
Solve problems with division
-Arithmetic strategies
Problem solving including money

Fractions B

-Multiply a unit fraction by an integer
-Multiply a non-unit fraction by an integer
-Multiply a mixed number by an integer
-Calculate a fraction of a quantity
-Find a fraction of an amount
- Find the whole
- Use fractions as operators

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ART – I Need Space- space imagery

Understand and explain what retrofuturism is. Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print.

MUSIC

Charanga unit 3- song focus- Make you feel my love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads. Music Service specialist teaching Yr5- how to play the Ukulele. The class will learn a range of musical vocabulary and use this when discussing different pieces of music

PE-Gymnastics and Netball (WLSSP)

COMPUTING – Coding

Be able to simplify code and create a simple game. Understand what a simulation is and programme a simulation. Know what decomposition and abstraction are in computer science. Understand how to use recursion in code and understand how to use a function in code. Understand how to create a string.

SCIENCE – Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Explore falling objects and raise questions about the effects of air resistance. Explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. Experience forces that make things begin to move, get faster or slow down. Explore the effects of friction on movement and find out how it slows or stops moving objects. Explore the effects of levers, pulleys and simple machines on movement. Find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation

Vocabulary

Attract, contact, distance, force, friction, lever, pulley, gravity, push, pull, repel, water/air, resistance, surface, gears, streamlined, buoyancy, buoyant mechanism.

RE- Sikhism

What is the best way for a Sikh to show their commitment to god? Following on from prior learning about the beliefs of Sikhs. Children will explore the Gurdwara and Sewa. The Are Sikh stories important today? Do sacred texts have to be true?

Jigsaw /PSHE – Dreams & Goals

Children learn that they will need to have a job/career in the future and will need to earn money to achieve some of their dreams and goals. They will compare themselves with children in another culture and understand how they can make a positive contribution in supporting them to achieve their dreams & goals.

LANGUAGES- Celebrations

Learn the months of the year in French. Learn the vocabulary for sport and activities and put them in to a simple sentence.

