



At Churchwood Everyone Can

Year: 5	Term: 5
Topic Name: London	
Subject / Topic Focus: Geography	

**Wow Starter:
Trip to London -
visiting
Parliament.**

**Grand Finale... Creating a mystery trail
for Year 6 to uncover 'who did it?'**

**A trip to ... London to the Houses of
Parliament to see our MP**

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	To understand movement, forces and magnets.	<p>To work scientifically:</p> <ul style="list-style-type: none">• Plan enquiries, including recognising and controlling variables where necessary.• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.• Present findings in written form, displays and other presentations.• Use test results to make predictions to set up further comparative and fair tests.• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. <p><u>Knowledge</u></p> <p>Magnets</p> <ul style="list-style-type: none">• Describe magnets as having two poles.• Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Forces</p> <ul style="list-style-type: none">• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

		<ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> • <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Rule of law Individual liberty</p>
Geography	London	<ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: rivers. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Describe how countries and geographical regions are interconnected and interdependent. <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>

Computing	Kodu – games making	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use variables, sequence, selection, and repetition in programs</p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p>
Art and Design	Digital Media	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Enhance digital media by editing (including sound, video, animation, still images and installations). • Give details (including own sketches) about the style of some notable artists, artisans and designers. <p>Individual liberty</p>
Music	Charanga	<p>Charanga</p> <p>Mutual respect</p>
P.E	PE Syllabus	<p>Games/Athletics</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p>

		Mutual respect
R.E	ESCC Agreed Syllabus	Pilgrimages Tolerance
PSHE	PSHEe Syllabus	<p>Relationships Money Matters Week SRE across Year 5 & 6. All in single gender groups. CW & MB in Year 5, ND & SW in Year 6.</p> <p>1. Hygiene, Puberty, Menstruation & Wet Dreams. Body changes. Unit 2. 2. Raising aspirations including making choices. 3. Different types of relationships & families. 4. Conception and Pregnancy inc. peer pressure. Unit 3. 5. Keeping Safe with a focus on online safety.</p> <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
MFL	Mandarin Club French Club	Mutual respect
British Values	Democracy Rule of law	Integrated with foundation subjects

	Individual liberty Mutual respect Tolerance	
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Vocabulary, Punctuation and Grammar focus:	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Use of the present perfect form of verbs instead of the simple past(for example, he has gone out to play, contrasted with, he went out to play) Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead I done.)
Spelling Focus	Progression in spelling follows Spelling Bank material and Support for Spelling to show weekly progression.
Linked Extended Writing:	Story written from a character's perspective Formal letter to Amber Rudd
Cross curricular Maths opportunities:	Money – city of London and trip itself Measurement – Geography of London
Early Morning Maths Focus:	Multiplication.
Target Writing:	Progress will be determined after assessment.