



At Churchwood Everyone Can

Year: 5	Term: 3
Topic Name: Our Changing World	
Subject / Topic Focus: Geography	

**Grand Finale... The Rainforest Classroom
- an exhibition for parents**

**Wow Starter: Art
Afternoon making
the Book Corner
into a Rainforest**

**A visitor from ... A Virtual Trip to a
Rainforest**

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	To understand plants	<p><u>To work scientifically:</u></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 – building on Milestone 2 in relation to the Rainforest ecology:</u></p> <ul style="list-style-type: none"> • <i>Relate knowledge of plants to studies of evolution and inheritance.</i> • <i>Relate knowledge of plants to studies of all living things.</i> <p>Rule of law</p> <p>Individual liberty</p>

Geography	Climate Change	<p><u>To investigate places:</u></p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. <p><u>To investigate patterns:</u></p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change.
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		<ul style="list-style-type: none"> • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. <p>To communicate geographically:</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
Computing	<p>Espresso coding: 5A</p> <p>E-Safety Week</p>	<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 technology respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in and out of school</p> <p>Democracy Rule of law Individual liberty Mutual respect</p>
Art and Design	Collage	<p><u>To develop ideas:</u></p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources • Use the qualities of materials to enhance ideas.

		<ul style="list-style-type: none"> • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. <p><u>To master techniques:</u></p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <p><u>To take inspiration from the greats (classic and modern):</u></p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. <p>Individual liberty Mutual respect</p>
Music	Charanga	Charanga Mutual respect
P.E	PE Syllabus	Dance Mutual respect
R.E	ESCC Agreed Syllabus	Where did the Christian Bible come from? Tolerance
PSHE	PSHEe Syllabus	Going for goals ~ Aspiration Week E-Safety Week Democracy

		Rule of law Individual liberty Mutual respect Tolerance
MFL	Mandarin Club French Club	Mutual respect
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects

Vocabulary, Punctuation and Grammar focus:	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Commas to separate items in a list.
Spelling Focus	Progression in spelling follows Spelling Bank material and Support for Spelling to show weekly progression.

Linked Extended Writing:	Continuation of an adventure story set in the Amazon. Imagery Poetry: Tiger Tiger burning Bright.
Cross curricular Maths opportunities:	Statistics – using data to investigate climate change. Dimensions – the earth and places in relation to each other
Early Morning Maths Focus:	Multiplication.
Target Writing:	Using a wider range of vocabulary. To be determined according to needs.