Year: 5 Term: Spring 2 Topic: Water World

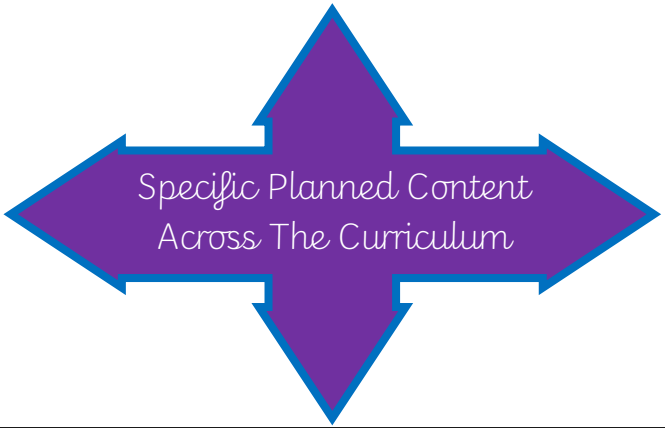
# Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*
Texts: Butterfly Lion, The Highwayman Poetry
Writing Styles and Genres: Poetry, narrative, discussion texts

Maths
White Rose Unit: Decimal & Percentages
White Rose Unit: Perimeter & Area
White Rose Unit: Statistics
*See the Long Term Plan for detailed small steps which set out the specific planned content.*

Subject: Science
The children will learn to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the reproduction process in some plants and animals.
- Use classification keys to classify living things into broad groups, according to common observable characteristics.
- Give reasons for classifying plants and animals based on specific characteristics
- Plan and carry out enquiries about habitats within the school grounds.
- Report on the findings of enquiries, presenting ideas both written and orally.




In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (lesson 19 - 24)
Music - Kapow- Unit: Looping & Remixing
PSHE - You, Me and PSHE - Unit: Healthy relationships – puberty, gender stereotyping, relationships
Computing – Purple Mash – Unit: 5.5 Game Creator
5.6 3D Modelling
Geography – Plan Bee – Water World
French – Twinkl – Unit: All About Ourselves

Subject : Geography
The children will learn to:

- locate the key rivers of the world.
- describe and understand key aspects of physical geography, including: rivers.
- explain the water cycle.
- describe the key features of a river system.
- describe how water erodes a river bank.
- describe how deposition changes the shape of a river.
- describe how waterfalls are formed.
- identify how some rivers are used.

Subject: Art
The children will learn to:

- Comment on the work of Orla Kiely, using a fluent grasp of visual language
- Take inspiration from Orla Kiely's bold, simple prints that are inspired by nature
- Create original nature-inspired designs that reflect Orla Kiely's style and influence
- Develop these designs into ceramic mosaics.

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## Curriculum Drivers

| Core Values | Knowledge and Long Term Learning | The Greats | Diversity and Community |
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| Our school values are:<br>**C**ompassion<br>**A**mbition<br>**R**esilience<br>**E**quality | Our knowledge organiser will be focused on Science: Living Things in Their Habitats. It will be used to help the children learn the essential knowledge and vocabulary that they need for the subject. We will also use quizzes to re-cap on previous learning and to show what has been learned at the end of a unit. | We will study the work of the Irish fashion designer, Orla Kiely. We will take inspiration from her simple prints and bold colours, that use the theme of nature, to create our own designs. These will then be developed into ceramic mosaics. | |

## Assessment of Threshold Concepts

### Science: Threshold Concepts

| Scientific Concepts: | Working Scientifically: |
|---|---|
| • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br>• Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics.<br>• Give reasons for classifying plants and animals based on specific characteristic | • Plan enquiries, including recognising and controlling variables where necessary<br>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.<br>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.<br>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.<br>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.<br>• Present findings in written form, displays and other presentations<br>• Secondary research |

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## Art and Design: Threshold Concepts

| Developing Ideas: | Mastering Techniques: | Taking Inspiration from the Greats: |
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| • Develop and imaginatively extend ideas from starting points throughout the curriculum.<br>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.<br>• Use the qualities of materials to enhance ideas.<br>• Comment on artworks with a fluent grasp of visual language | • Mix textures (rough and smooth, plain and patterned).<br>• Combine visual and tactile qualities.<br>• Use ceramic mosaic materials and techniques. | • Take inspiration from and use some of techniques used by notable artists and designers.<br>• Show how the work of those studied was influential in both society and to other artists.<br>• Create original pieces that show a range of influences and styles |

## Computing: Threshold Concepts

| Computer Science: | Information Technology: | Digital Literacy: |
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| • I can test and debug my programs as I work | • I can make appropriate improvements to the digital work I have created.<br>• I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers.<br>• I can work collaboratively with others creating solutions to problems using appropriate software. | • I have a clear knowledge of online safety taught at school<br>• I can demonstrate the safe and respectful use of online technologies and online services<br>• I always relate appropriate online behaviour to my right to have personal privacy<br>• I know how to not lo let my mental well-being or others be affected by the use of online technologies and services<br><br>.. |

## Design and Technology: Threshold Concepts – N/A

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| Design, Make, Evaluate and Improve | Take Inspiration from Designs Throughout History | Master Practical Skills |
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## Geography: Threshold Concepts

| Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
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| • <br>• | • I can compare and contrast water availability and usage in the UK and Kenya. | • I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords.<br>• I know that some of the Earth's bodies of water have salt water and some have fresh water.<br>• I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation.<br>• I can explain why the water cycle is important for our planet.<br>• I can draw and label a diagram of the water cycle.<br>• I can describe some of the ways in which people need water every day to live.<br>• I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day. | • I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water.<br>• I can identify local bodies of water on a map.<br>• I can use fieldwork to observe, measure, record and present information about a local body of water. |

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| | | • I can describe the six steps in the water treatment process.<br>• I know what the term 'water conservation' means and why this is important.<br>• I know that Kenya is a water-scarce country.<br>• I can explain what hydropower is and how it can be used to contribute to a sustainable future.<br>• I can identify the positive and negative aspects of using hydropower.<br>• I can carry out my own research into a particular hydroelectric dam around the world. | |

## History: Threshold Concepts - N/A

| **Investigate and interpret the past:** | **Build an overview of world history:** | **Understand chronology:** | **Communicate historically:** |
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| Languages (French): Threshold Concepts | | | |
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| Listening and speaking | Reading and writing | Stories, songs, poems and rhymes | Grammar |
| • To listen attentively to spoken language and show understanding by joining in and responding in the context of body parts.<br>• To speak in sentences, using familiar vocabulary, phrases and basic language structures<br>• To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school. | • To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school. | . | • To understand basic grammar appropriate to the language being studied in the context of describing what someone is wearing.<br>• To understand basic grammar; key features and patterns of the language; how to apply these in the context of talking about feelings.<br>• To understand basic grammar appropriate to the language being studied in the context of talking about ailments. |

| Music: Threshold Concepts | | | | | |
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| Singing | Playing Instruments | Improvising/Exploring | Composing | Listening | Appraising |

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| | • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group<br>• Performing with accuracy and fluency from graphic and simple staff notation. | • Improvising coherently within a given style. | • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).<br>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. | • To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or in festivals.<br>• To know that remix is music that has bee n changed, usually so it is suitable for dancing<br>• To know that a loop is a repeated rhythm or melody, and is another words for ostinato | • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.<br>• Comparing, discussing and evaluating music using detailed musical vocabulary<br>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. |

## PE: Threshold Concepts (Highlight focus areas for Half Term)

KS1

| Agility | Balance | Co-ordination |
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| Body Awareness | Balancing Equipment | Combination of Skills |

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| Dodging and Evading<br>Flexibility and Movement<br>Reaction<br>Rotation<br>Travelling | Dynamic Balance<br>Generating Force Through Transfer of Weight<br>Points of Contact<br>Static Balance<br>Understanding Base | Differentiating Force<br>Organising Limbs<br>Receiving<br>Sending<br>Timing |
| KS2 | | |
| Cognitive | Manipulation | Physical |
| Anticipation<br>Evaluation<br>Peer Mentoring<br>Tactical Variation<br>Team Work<br>Understanding Rules | Accuracy<br>Dribbling<br>Fielding and Catching<br>Passing<br>Shooting<br>Striking | Agility<br>Control<br>Physical Processing<br>Power<br>Speed<br>Strength |

## PHSE: Threshold Concepts

## Relationship & Sex Education (RSE): Healthy Relationships

Children will learn:

Pupils learn about the changes that occur during puberty (revisit prior learning)

· Pupils learn about how puberty affects emotions and behaviour, and strategies for dealing with the changes associated with puberty (revisit prior learning)

· Pupils learn strategies to deal with feelings within relationships

· Pupils learn about human reproduction (how a baby is made) in the context of the human lifecycle (linked to science topic)

· Pupils learn where to find support and advice when they need it

## RE: Threshold Concepts – N/A

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| Pupils working *towards* the age-related expectations for their year group will be able to: | Pupils working *at* the age-related expectations (ARE) for this year group will be able to: | Pupils who are *deepening and widening* their knowledge and understanding will be able to: |
|---|---|---|
| **Pupils working towards the age-related expectations will:** | **Pupils working at the age-related expectations (ARE) for KS2 will be able to:** | **In order to broaden and deepen their learning, some pupils might:** |