

# Year 5

## Brief outline of Learning Journey:

A Geography based project which teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.



# Sow, Grow and Farm

Spring Term 2022

## English

**Key Texts-** The Nowhere Emporium (Class Novel)

**Reading-** we will be exploring non-fiction farming facts and taking a deep dive into our class novel

**Writing-** Children will be learning to write non chronological reports about farming, writing speeches diaries and writing leaflets. We will also be exploring persuasive texts and be writing narratives.

**Sentence Focus-** use a variety of sentence starters such as 'ed' sentences and practice 'Three adjectives and a question sentences.'

## History

**Skills developed:** Make links to the past and present

**Knowledge** - A historical link will be made to WWII and how allotments and growing assisted the country to dig for victory

## PE

**Mondays-** Swimming at Westgate Leisure Centre

**Wednesday** - PE with the Coaches - Hockey

**Watch out for canoeing-** to be organised this term

## Maths

**Main foci: Multiplication/Division, Fractions, Decimals and percentages**

**KIRFs- Spr 1: Converting metric measurements**

**Spr 2: Prime numbers up to 20**

- \*Multiply up to 4 by two digits
- \*Divide up to 4 by 1 digits
- \*Divide with remainders
- \*Identify and compare fractions
- \*Add and subtract fractions
- \*Understand mixed numbers and improper fractions
- \*Identify fractions as decimals and percentages
- \*Understand thousandths
- \*Order, compare and round decimals
- \*Understand decimals as fractions

**Music: CHARANGA - Make you feel my Love - Adelle**

This unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool. This is a six-week Unit of Work where we will sing, play, improvise and compose music.

## Main subject for topic- Geography

**Context-** Farming

**Skills developed-**comparing between two different areas, investigating patterns in society, describing the impact of human activity on the world. Use Grid references, Draw maps, Compare geographical features, Read contour lines

**Knowledge -**

\*In this topic we will explore the land use in the UK in rural and urban areas.

\*There will be a focus on allotments and how they are used in urban areas.

\*The class will discuss seasonality of fruits and vegetables and it's impact on society.

\*We will look closely at farms in the UK and the impact of modern farming on the environment.

\*The climate zones will be investigated and the impact on plant life

\*There will be a focus on South America and we will compare these methods to the UK

\*We will investigate the impact of food that is exported and world farming patterns

**INNOVATE:**

For this part of the topic, we will create a market for a gardening business We will consider all the factors such as, growing, distributing, and selling the produce

**VISITS/VISITORS**

We have an expert farmer in the fruit industry who we will visit and will discuss new and modern farming techniques. He will discuss the history and how it has changed too.

Year 5 will have the opportunity to grown some form of plant (possibly strawberries)

## Computing

We will be discussing the importance of internet safety and looking at using various technologies for podcasting.

**RE-** Passover is one of the most important Jewish festivals. It commemorates the time Moses led the Israelite slaves to freedom over 3000 years ago. The word Passover refers to the final plague of Egypt, when God 'passed over' the houses of the Israelites and killed the first born sons of the Egyptians. After this plague, Pharaoh set the Israelites free and they were led into the desert by Moses. This is known as the Exodus.

## Design Technology- Eat the Seasons

This project teaches children about seasonal eating, preparation of food and cooking techniques.

They will design healthy recipes

Discuss healthy diets and the implications of this on the body

Talk about kitchen safety and taste their food when cooking their own recipes.

## Homework: Target Work

**Reading:** Please fill in your reading diaries at least 3x weekly

**Target:** There will be an English and Maths Task on weekly basis

**Spelling:** Learn your weekly spellings for the test on Wednesday

**Project/Task:** This is usually a selection of activities that will complement the work that is learnt during the topic.

# Sow, Grow and Farm



## Science: Sow, Grow and Farm

**Context:** Animals Including Humans

**Living things in their habitats**

**Skills Developed:**

Describe the life processes of different plants and animals

Plan scientific enquiries and compare these with a control

Carry out a set of investigative activities identifying the variables

Predict the outcomes of experiments and explain using scientific knowledge

Compare different soil types and make decision about which is the most suitable.

**Knowledge:**

We will recap on the life cycle of different animals in particular the human life cycle.

We will record, observe compare and identify different life cycles of various animals such as frogs, insects

Year 5 will grow different plants, Understand plant types and look closely at plant features

Grow strawberry plants and record it's progress

Understand the different parts of animals and plants

Describe how plants and animals reproduce in particular seed dispersal

Label and draw different parts of a plant

## Art and Design Natures Art

**Context 1:**

This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.

**Skills developed:** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

Develop ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.

Evaluate and analyse creative works using the language of art, craft and design.

## Local links and Exciting experiences

Canoeing

Trip to a working farm and a Farming Expert

Swimming

## Jigsaw- Lifeskills

Spring 1: Dreams and Goals

This topic will look at aspirations and jobs In the future

Spring 2: Healthy Me

During this term we look at healthy food and lifestyles

