


<p>How to solve a mystery?</p> 		<p>Derry Hill C of E Primary School</p>	<p>Year 5: Term 4: Spring 2025</p>
<p>National Curriculum Subject</p>	<p>Key vocabulary</p>	<p>Skills & Knowledge</p>	<p>Learning intent and implementation</p>
<p>Geography</p>	<p>Compass Directions Contours Relief Maps Atlases Digital Categorise Grid Reference Keys Physical feature Human feature Contrasting Globes Mapping</p>	<p>Skills</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating</p>	<p>L.I: Use keys, compasses and grid references</p> <p>The children will take part in a series of activities to improve their knowledge and understanding of map symbols, keys, compass direction and grid references. Will they win a gold medal at the map Olympics?</p> <p>L.I; To describe human and physical features, including contours and relief</p> <p>The children will learn how to use a compass and how to read the typography of the land. Can you then create a treasure map and use your understanding of compass directions and contours to set clues that unlock a password and the location of the treasure?</p> <p>L.I: Identify and categorise land use within school and its surroundings</p> <p>Aliens are planning to flatten the local area in order to build an intergalactic supermarket. It is our job to present the arguments for saving our school and its surroundings by highlighting the importance of its current land use</p>

		<p>on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>L.I Use digital technologies to highlight the physical and human features of our school and its surroundings.</p> <p>The children will need to prepare a presentation for the Department for Planning on planet Epra, in order to save our school and local area from over development. We will annotate a satellite image of the area and find out more about current land use before creating a PowerPoint (PPT) that brings all of our arguments together.</p> <p>L.I: Identify physical and human features of contrasting UK counties on maps</p> <p>The children will expand and apply mapping skills by taking part in a UK-based treasure hunt. To succeed they will need to use maps, atlases, and digital maps to describe the features you find to help locate four mystery UK counties.</p> <p>L.I; Locate places around the world using maps, atlases, globes and digital mapping.</p> <p>The children will expand and apply mapping skills as we take on a mission from MI6 to identify and describe the locations of a series of operatives. Then find a suitable new location for an overseas base.</p>
<p>Science</p>	<p>reproduction, reproduce, flower, organ, carpel, stamen, pollen, seeds, seed head, berry, fruit, pollinator, pollination, fertilisation, propagate, stem, leaf and root cuttings,</p>	<p>Knowledge</p> <p>Know about reproduction in some types of plants and animals, including humans.</p> <p>Children will extend their knowledge from Year 3 of the function of the different parts of flowering plants.</p>	<p>L.I: how do flowering plants reproduce</p> <p>Children will learn the role of the flower, its parts and their function, and of the processes of pollination and fertilisation. They will have communicated their understanding of the process of sexual reproduction in flowering plants in a storyboard or other form.</p> <p>L.I: Are all flowers on all plants the same</p>



runners, tubers, bulbs, rhizomes, gender, male, female, sex, sexual, asexual, metamorphosis, mate, sperm, pregnant, give birth, young, pup, calf, foal, chick, hatch, fledge, fledgling

Learn that plants can reproduce in other ways, through asexual reproduction.

Learn how mammals and animals reproduce.

Skills

The children will investigate and enquire practically into many aspects of the learning about reproduction in plants and animals

Children will work scientifically, to carry out first-hand observation of flowering and other plants, and also use secondary sources of information

Children will group and classify living things according to similarities in reproduction processes.

Children will report and present findings from their enquiries in a variety of ways, including posters, fact cards and guides.

The children will have learned that not all plants have 'perfect flowers', containing both male and female parts, but that some have male and female flowers that differ in shape, size and structure, on the same or different plants of the same species

L.I: Do all plants reproduce by producing seeds

In this lesson, children learn about asexual reproduction, that is, the ways that plants can produce new plants from different parts of the parent plant, rather than by producing seeds. By the end of this lesson they will be able to describe the different methods in some detail and suggest the benefits to plants of asexual reproduction.


L.I: How do amphibians and insects reproduce



In this lesson children find out in more detail about how amphibians and insects reproduce. By the end of this lesson they will be able to compare the process of reproduction in amphibians and insects, identifying and describing similarities and differences between the two and recognizing both as examples of sexual reproduction, with some exceptions


L.I: How do birds and mammals reproduce


In this lesson children find out more about how mammals and birds reproduce. By the end of this lesson they will be able to compare the process of reproduction in mammals and birds, identifying and describing similarities and differences between the two and naming both as examples of sexual reproduction.

L.I; How does the human life cycle compare with that of other mammals

			<p>In this lesson children identify the stages of the human life cycle, including puberty and pregnancy, and compare lengths of gestation for different mammals. By the end of this lesson they will have plotted a scatter graph and used it to find a correlation.</p>
<p style="text-align: center;">Art</p> 	<p>Montage Expression Facial expression Movement Action Pose Shades</p>	<p>Skills</p> <p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Use a sketchbook to record observations and other visual information from different sources</p> <p>Knowledge</p> <p>Know how to apply my learning for the maximum effect</p>	<p>L.I; To be able to record from first-hand observation.</p> <p>Children will recreate poses and movement in their sketchbook</p> <p>L.I: To study facial expressions relating to movement.</p> <p>Children to choose three contrasting facial expressions from the Picture Cards and sketch them in their sketchbooks.</p> <p>L.I: To study the techniques of artists when portraying movement.</p> <p>Children will use a variety of techniques to recreate movement in their sketchbooks</p> <p>L.I: To be able to create a montage to portray movement.</p> <p>Children will explore montages, how to create them and link in our movement skills.</p> <p>L.I: To be able to use printing to create movement art.</p> <p>Children will create their print press in the shape of a person in motion to make their movement art. Children will use more than one colour in their artwork and to add detail to the outline of their figure</p> <p>L.I: To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art.</p>

			Children will put their learning together to create their final pieces
<p style="text-align: center;">Computing Networking and the Internet</p> 	<p>Networking Internet World wide web (www.) Safety Cloud computing Server Router Firewall IP address Wireless access point (WAP) Email address Inbox Outbox Junk attachments</p>	<p>Key Skills</p> <ol style="list-style-type: none"> 1. Understand Computer Networks, Internet, Cloud Computing and Bluetooth and how they help us. 2. What is email and how can we use it safely? 3. Understand how and why we collaborate online (including blogging). 	<p>What are we learning about email?</p> <p>Email allows us to send mail to other people using computers and mobile devices. It is basically an electronic way of sending a letter in the post but has advantages, including being quicker because it uses the internet. We can also attached files to an email, such as a video. Instead of sending the mail to a physical address where someone lives, we send it to their email address (joebloggs@yahoo.com). We have to be careful with email, making sure we only reply to people we know in the real world and do not click links we are unsure of, as they may contain computer viruses.</p> <p>What are we learning about computer networks?</p> <p>Computers in schools, businesses, hospitals and other large buildings are connected to a network. This allows the computers to share information, software and save files to one central computer (the server) so that any computer on the network can access them. These places have lots of important information so it is important the network is secure and does not have viruses.</p>
<p style="text-align: center;">RE Incarnation Was Jesus the messiah?</p> 	<p>Messiah Incarnation Judaism Christianity Old Testament New Testament Bible Gospel Saviour</p>	<p>Key Knowledge:</p> <p><i>The Jewish people were exiled from their promised land. Jewish people believed God would send a 'Messiah' to rescue them from their oppressors. Some Jews believed that Jesus was the promised Messiah. Christians believe that Jesus was an incarnation of God.</i></p>	<p>LI: understand the role of the 'Messiah'</p> <p>We will explore the Jewish exile to Babylon around the time of Christ and think about the changeover to the New Testament. We will consider what a Messiah is and the question 'what kind of saviour?'</p> <p>LI: describe the Messiah</p> <p>We will use prophecies and expectations the Jewish community had for the Messiah and use these to create wanted posters.</p> <p>LI: explore evidence that Jesus was the Messiah</p>

		<p>Key Skills: <i>Use bible passages to find evidence to support beliefs. Consider different viewpoints.</i></p>	<p>We will investigate evidence from Matthew's gospel that supports the belief that Jesus was the Messiah. We will also consider that most Jewish people then and now did not believe Jesus to be their saviour.</p> <p>LI: write a report about the Messiah The children will consider the different viewpoints and evidence to write a newspaper report about Jesus being the Messiah.</p> <p>LI: consider how Christians celebrate the arrival of the Messiah We will consider the different things Christians do to remember and celebrate the arrival of Jesus and remember that Christians believe Jesus to be God in the flesh.</p> <p>LI: Was Jesus the Messiah? We will recap our areas of learning and discuss and answer questions such as; <i>was Jesus the Messiah? Why might people think the world needs a saviour? If God sent a messenger today, what would they say?</i></p>
<p>PSHE Emotions, listening and responding</p> 	<p>Physical Emotional Mental Emotions Secret Confidential Safety Listening Communication Advice Friendship relationships</p>	<p>Key Knowledge: <i>Certain information is confidential and should not be shared freely with others (e.g addresses, contact details, medical info etc.)</i></p> <p>Key Skills: <i>Recognise how to listen and communicate effectively with others. State the difference between physical, emotional and mental health.</i></p>	<p>LI: Know about the basic synergy between physical, emotional and mental health We will consider the difference between physical, emotional and mental health and the importance of looking after all three. We will create 3D pyramids and use these to remind us of who we can go to if we have issues with each area.</p> <p>LI: Understand the need for confidentiality in certain Situations We will use drama to explore different situations where confidentiality is important and build an understanding of what is confidential. We will also list people who can keep us safe.</p> <p>LI: Know and understand the importance of listening to others We will use games to help understand the importance of listening to one another.</p>

			<p><u>LI: Recognise that there are many ways to Communicate</u> We will consider a range of scenarios and use drama to give advice to friends who may be experiencing these things.</p>
<p style="text-align: center;">Spanish <i>Classroom Objects</i></p> 	<p>una regla una goma una botella de agua un lápiz un bolígrafo un cuaderno un estuche tengo no tengo ¿Tienes...? ¿Qué tienes...? en mi mochila y pero</p>	<p><u>Key Skills:</u> <i>Listening and responding to single words and short phrases.</i> <i>Recognising some familiar Spanish words in written form.</i> <i>Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</i> <i>Forming simple statements with information including the negative.</i> <i>Using short phrases to give information.</i> <i>Recognising that sounds and spelling patterns can be different from English.</i></p> <p><u>Key Knowledge:</u> <i>Every Spanish noun is either masculine or feminine.</i> <i>Gender affects the form of the indefinite article un or una.</i> <i>Feminine nouns usually (but not always) end in 'a' and masculine nouns usually (but not always) end in 'o'.</i> <i>The ending of a noun can change when the noun is in the plural form.</i></p>	<p><u>Lesson 1:</u> <u>LI: follow instructions</u> <i>Recognise and respond to spoken classroom instructions.</i></p> <p><u>Lesson 2: Un or una?</u> <i>Name school bag objects and identify if they are masculine or feminine nouns.</i></p> <p><u>Lesson 3: What classroom items do you have?</u> <i>Identify how a noun phrase changes in the plural form when describing classroom items.</i></p> <p><u>Lesson 4: I do not have...</u> <i>Construct a phrase using the negative form, no tengo – I do not have.</i></p> <p><u>Lesson 5: What is in your school bag?</u> <i>Read and interpret sentences featuring the conjunctions y and pero.</i></p> <p><u>Lesson 6: En mi mochila</u> <i>Compose a piece of writing describing what is in a school bag.</i></p>
<p style="text-align: center;">Music <i>Ukuleles</i></p>	<p>Beat Lyric</p>	<p><u>Key Skills:</u></p>	<p>We will learn the different parts of the ukulele and know the difference between a ukulele and a guitar.</p>



Ukulele parts
Pluck
Strum
Chord
Tuning
Rest
Strumming pattern
Accompaniment

I can follow rhythms accurately and keep the beat in a piece of music.

I can explain what type of instrument a ukulele is, where it comes from and name some of the different parts of the instrument.

I know what it means to tune the ukulele and what pitch each of the strings is.

I can pluck the individual strings clearly and in time.

I can strum in two ways: 'down/down' and 'up/down' and say which way of strumming I prefer and why.

I can form the chords C and F correctly and move between them.

I can follow a chord pattern on a song and strum at the correct times according to the beat.

I can sing in tune and in time as I play simple songs.

I can perform to others as part of a group.

We will practice basic strumming patterns and be able to form the C and F chords correctly and use these to accompany a song. We will perform in a small group.