


<p>How to solve a mystery?</p> 		<p>Derry Hill C of E Primary School</p>	<p>Year 5: Term 4: Spring 2026</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>fertilisation reproduction asexual reproduction genes tuber mammary glands monotreme mammal pouch marsupial placental mammal amphibian</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: understand the life processes of a plant</p> <p>We will explore sexual and asexual reproduction of plants, using examples of plants for children to have a hands on experience looking at the different parts.</p> <p>L.I: understand the life processes of a mammal</p> <p>We will discuss the different classifications of mammals and how they reproduce and grow. We will learn about the 3</p>

	<p>metamorphosis larva caterpillar pupa hatch egg fledgling egg tooth embryo natural sciences primatologist endangered documentary naturalism living organism life cycle warm-blooded vertebrate reproduction</p>	<p>Learn that plants can reproduce in other ways, through asexual reproduction.</p> <p>Learn how mammals and animals reproduce.</p> <p>Skills</p> <p>The children will investigate and enquire practically into many aspects of the learning about reproduction in plants and animals</p> <p>Children will work scientifically, to carry out first-hand observation of flowering and other plants, and also use secondary sources of information</p> <p>Children will group and classify living things according to similarities in reproduction processes.</p> <p>Children will report and present findings from their enquiries in a variety of ways, including posters, fact cards and guides.</p>	<p>different types of mammals and how they give birth and care for their young.</p> <p>L.I: Compare the life cycles of insects and amphibians</p> <p>We will explore the life cycles of insects and amphibians and make comparisons. We will discuss metamorphosis and explain that this only happens with some insects and amphibians.</p> <p>L.I: understand the life cycles of birds and reptiles</p> <p>We will discuss how birds and reptiles have similar life cycles to one another, except for a few key differences. We will work in groups to dissect eggs and understand that we don't eat fertilised eggs.</p> <p>L.I: know about the life and work of Jane Goodall and David Attenborough</p> <p>We will work in groups to research the life and work of these two key figures and present our findings to the class.</p> <p>L.I; research and present the life cycle of a creature</p> <p>We will discuss the different life cycles of the living things studied and compare their similarities and differences. The children will think of their own favourite living thing and conduct a study and investigation into its characteristics. They can either create a short film of them presenting the information - like David Attenborough - or they can use presenting tools on a device</p>
<p>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>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>



Use a sketchbook to record observations and other visual information from different sources

Knowledge

Know how to apply my learning for the maximum effect

Children to choose three contrasting facial expressions from the Picture Cards and sketch them in their sketchbooks.

L.I: To study the techniques of artists when portraying movement.

Children will use a variety of techniques to recreate movement in their sketchbooks

L.I: To be able to create a montage to portray movement.

Children will explore montages, how to create them and link in our movement skills.

L.I: To be able to use printing to create movement art.

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

L.I: To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art.

Children will put their learning together to create their final pieces

Computing
Networking and the Internet




Networking
Internet
World wide web (www.)
Safety
Cloud computing
Server
Router
Firewall
IP address


Key Skills

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).

What are we learning about email?

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

	<p>Wireless access point (WAP) Email address Inbox Outbox Junk attachments</p>		<p>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: <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>Key Skills: <i>Use bible passages to find evidence to support beliefs. Consider different viewpoints.</i></p>	<p>LI: understand the role of the 'Messiah' 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 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 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</p>

			<p>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><u>LI: Was Jesus the Messiah?</u> 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 <i>Emotions, listening and responding</i></p> 	<p>Physical Emotional Mental Emotions Secret Confidential Safety Listening Communication Advice Friendship relationships</p>	<p><u>Key Knowledge:</u> <i>Certain information is confidential and should not be shared freely with others (e.g addresses, contact details, medical info etc.)</i></p> <p><u>Key Skills:</u> <i>Recognise how to listen and communicate effectively with others.</i> <i>State the difference between physical, emotional and mental health.</i></p>	<p><u>LI: Know about the basic synergy between physical, emotional and mental health</u> 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><u>LI: Understand the need for confidentiality in certain Situations</u> 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><u>LI: Know and understand the importance of listening to others</u> 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>Spanish <i>In a Spanish café</i></p>	<p>para beber comer quiero con por favor gracias</p>	<p><u>Key Skills:</u> <i>Language comprehension: Listening and responding to full sentences. Identifying and discussing cognates and beginning to explore various</i></p>	<p><u>Lesson 1:</u> <u>LI: reading a menu</u> <i>Apply comprehension strategies and discover the meaning of new words.</i></p> <p><u>Lesson 2: Ordering Food and Drink</u> <i>Make polite requests about what I want to eat and drink.</i></p>



¿Qué quieres beber?
¿Qué quieres comer?
Aquí tienes.
¡Que aproveche!
primer plato
segundo plato
postre

language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.

*Language production:
Recognising and answering simple questions which involve giving personal information. Using a variety of conversational phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play. Selecting and writing short words and phrases.*

Key Knowledge:

Grammar

To know:

That a few adjectives can be positioned in front of the noun in Spanish e.g. bueno – un buen día, malo– hace mal tiempo, primero – el primer plato,

Lesson 3: Café conversations

Identify conversational language.

Lesson 4: Menu del día


Engage in conversations that involve making requests.

Lesson 5: Role play performances

Perform, evaluate and improve a role play.

Lesson 6: Writing a café conversation

Write a role play script for conversation.

		<p><i>tercero – la tercera persona, grande – el gran momento. That the infinitive of a verb in Spanish e.g. comer – to eat, means ‘to do something’. That para is a preposition that, when followed by an infinitive, means ‘in order to’.</i></p> <p><i>Cultural awareness To know: some typical Spanish food and drink. about the Spanish tradition of menú del día.</i></p>	
<p>Music <i>Ukuleles</i></p> 	<ul style="list-style-type: none"> Beat Lyric Ukulele parts Pluck Strum Chord Tuning Rest Strumming pattern Accompaniment 	<p>Key Skills:</p> <p><i>I can follow rhythms accurately and keep the beat in a piece of music.</i></p> <p><i>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></p> <p><i>I know what it means to tune the ukulele and what pitch each of the strings is.</i></p> <p><i>I can pluck the individual strings clearly and in time.</i></p> <p><i>I can strum in two ways: ‘down /down’ and ‘up/down’ and say which way of strumming I prefer and why.</i></p> <p><i>I can form the chords C and F correctly and move between them.</i></p>	<p>We will learn the different parts of the ukulele and know the difference between a ukulele and a guitar.</p> <p>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.</p>

	<p><i>I can follow a chord pattern on a song and strum at the correct times according to the beat.</i></p> <p><i>I can sing in tune and in time as I play simple songs.</i></p> <p><i>I can perform to others as part of a group.</i></p>	
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