

English

Reading - Key texts: *A River* by Marc Martin and *River Stories* by Timothy Knapman. We will also look at a range of non-fiction texts around the theme of rivers and Isambard Kingdom Brunel.

Developing pleasure and motivation to read.

Word reading and comprehension skills through a variety of text types during reading sessions and written activities. (Weekly skills building)

Reading skill focus - retrieving and sequencing

Choosing own texts to sustain reading for pleasure.

Dictionary use to check meaning.

Magpie interesting examples of setting descriptions in class and independent books.

Speaking and Listening: Drama, discussion and presentation during topic work, hot seating characters. Children will debate points of view.

Writing Composition - Writing for different purposes, developing stamina, editing and checking work throughout.

Narrative: Creating setting descriptions and write an adventure story.

Nonfiction: Writing recounts based on our day on the river. Writing thank you letters to show gratitude for the visit. Research for writing non-chronological reports about a river of choice.

Poetry: List poems related to the outdoor area at school.

Spelling: Weekly spelling lesson linked to the Statutory Word List for years 5 and 6.

Grammar: Linked to the National Curriculum requirements for Year 5.

Handwriting: Children join and enhance the fluency and neatness of their writing.

Emphasis on neat presentation and pride in all written work.

Art

Develop understanding of famous artists: Claude Monet

Understand and explore the impressionist art movement, Use and mix colours using impressionist techniques to build texture and show light when creating landscape artwork, including rivers.

Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Key Question: Why do some people believe God exists?

Outline a Christian understanding of what God is like, using examples. Give examples of how Christians show their belief in God. Know what impact having belief has on a Christian's life. Present different viewpoints of why people do or do not believe in God.

Maths

Daily focus activities around multiplication tables.

Weekly Written Arithmetic work.

Number: Place Value

Read, write, order and compare numbers up to 1 million. Round numbers to a specified degree of accuracy. Understand the concept of negative numbers and know the symbols to represent Roman Numerals up to 1,000.

Number: Addition and Subtraction

Add and subtract numbers up to 4 digits using the column method. Tackle addition and subtraction problems that will involve one or more exchange. Solve problems that require up to 2 steps.

Computing - Spreadsheets

Input, navigate and interpret the information in spreadsheets. Use information within and create formulas to solve problems. Create line graphs from the information contained within a spreadsheet.

Science

Living Things and Their Habitats

Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

Plan different types of scientific enquiries to answer questions including: observation, comparison, as well as recognising and controlling variables where necessary.

Music

Charanga

'Livin' on a prayer'

British Values and SMSC

Developing an understanding of fundamental British values

Spiritual: Think about their own beliefs and describe the ways that they show their beliefs.

Moral: investigate moral and ethical issues surrounding everyone's responsibility to look after the environment.

Social: Actively participate in activities that develop skills to support one another and work together.

Cultural: Explore how humans in different parts of the world use rivers.

Democracy: Have debates based on environmental views. Continue to work in groups, to understand and respect others views and opinions and to take responsibility around the school.

Individual liberty: understand our rights and responsibilities (PSHE link)

Tolerance and respect: understand that people can have different beliefs, views ideas and lifestyles. (RE and PSHE link)

Rivers Curriculum Plan - Autumn 1 2021 Year 5 Miss Richards



Super Activities:

River Study at Coombe Abbey
Make and test a model bridge

Design and Technology

To create and make a bridge

Analyse different styles of bridge and understand their strengths. Use the knowledge they have gained to design and make their model. Make, using a range of tools and materials, test and then evaluate the end product.

PSHE

Protective Behaviours

Understanding our rights and responsibilities, safe and unsafe feelings, safe and unsafe secrets.

Physical Education

Gymnastics

Dance

Geography / History

Use maps, atlases and globes to locate rivers. Identify the geographical features of a river and understand how rivers are used by humans.

To recognise and name important people in history and recognise how people have shaped our world. Key person - Isambard Kingdom Brunel.