



Year 5. Spring 2/Summer 1



Me and My Town

This unit is designed to take pupils on an exciting journey back in time to the beginning of the settlement of Worthing, through to the modern day and the future of our town. The main subject foci will be both historical and geographical. Children will research and understand how settlements begin and their growth over time, considering significant events in Worthing's history and the impact that they have had.



Children will visit Worthing Museum and take part in a Town Trail to be able to access primary resources and look for evidence of Worthing's history out in the field. They will use old photographs to locate and identify changes in our town.

In art, children will create water colour paintings of Worthing seafront.










Living Things, life Cycles and Reproduction

This unit links closely to and builds on learning from Y3 Plants and Y5 Human Growth and again leads into Y6 SRE (PSHE). In it children will learn about sexual and asexual plant reproduction and the life cycles of birds, frogs and butterflies. They will compare this knowledge with what they have learnt about the Human Life Cycle and in the context of deepening their understanding of the importance of the seven life processes – Mrs Gren. The unit also links to the children's work on classification (Y4 and Y6) by identifying similarities and differences between the life cycles of different species of plants and animals.






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Subject Overview

	READING: In reading, children will be engaging with a range of different genres including speeches, non-chronological reports (writing a survival guide), balanced arguments, narratives and persuasion. There will also be a dedicated time to 'read for pleasure', encouraging children to develop a regular and wide reading diet.
	WRITING: Through the 'Our Town' topic, pupils will be immersed in persuasive texts to gain an understanding of the key features and will write their own persuasive speech linking to our text on a current local issue. Writing will also include a survival guide, haiku and tanka poetry and an adventure story.
	MATHS: Decimals and percentages will be explored alongside their links to fractions. Written methods for multiplication and division will be revisited. We also look at geometry including shapes, angles and co-ordinates before returning decimals and learning to add and subtract them. As usual, a problem solving approach will be adopted to support maths mastery.
	ART AND DESIGN: Contour Tubes Developing perspective – introducing a distant vanishing point, creating contour lines and a tapering effect to draw tubes. Watercolour – Seascapes Children will learn about the techniques involved in creating a watercolour painting based on Worthing's seascape. They will learn how to create a wash background in the style of watercolour artists, paint a scene in context using different techniques to create texture and visual interest and all pen to create tone, detail and depth. Link to sketching skills cross hatching. Architects Children draw together all the knowledge and skills learnt so far and see how these are relevant to the role of an architect. Children get an opportunity to be creative, linking their architect sketched to the Minecraft buildings they have created in computing.
	COMPUTING: Scratch Coding – Shapes This unit will focus on using events, repetition and variables to create and activate codes within Scratch. This will build on the knowledge used in the 'Game Developing' module and will focus on moving a sprite around a screen using repeated algorithms and variables also allowing the children to tackle a larger problem by breaking the required algorithm into smaller chunks. We Are Bloggers Children will design and make a blog on Google sites based on knowledge learnt from a previous foundation subject in that school year. They will learn about e-safety relating to communicating via blogs. This will lead on from the YR 4 wiki unit and covers a user's responsibility when publishing online, the importance of accurate content being added and how to respond to online feedback on something that they post. By using Google sites learners also have the opportunity to improve the knowledge and skills taught using this software in year 4 and can take it on further by adding video links and higher quality design features.
	GEOGRAPHY: We Are Anthropologists Aspirations – as anthropologists, pupils consider how rivers are used, here and in different countries. Sense of Place – by focussing on other major rivers, such as the River Amazon, pupils get a sense of how it is different to our local river. Sustainability – pupils learn about the different important environments that need protecting, and how the power of the water is harnessed in other areas.
	HISTORY: My Town This unit is designed to take pupils on an exciting journey back in time to the beginning of the settlement of Worthing, through to the modern day and the future of our town. The main subject foci will be both historical and geographical. Children will research and understand how settlements begin and their growth over time, considering significant events in Worthing's history and the impact that they have had.
	FRENCH: What is the date? Children will learn the basic French phrases and words to explain the date. Clothes Children will learn the basic French phrases and words to describe clothes.
	MUSIC: Folk Songs In this unit, children sing Sussex by the Sea and various English folk songs and songs from around the UK. Children sing unaccompanied and with instrumental. Children revise good singing techniques. Children learn that lyrics often help historians to find out the past in the locality. Children identify the folk rock genre and recognise Simon and Garfunkel. Children find out about two local collectors of folk songs and sing songs from Sussex. Children learn the origins of Morris dancing and have a go at dancing.
	PHYSICAL EDUCATION (PE): Handball Introduce handball formally. Stoolball Developing the basics of the traditional Sussex game. Becoming a First Aider Learn basic first aid techniques including recovery position, CPR and making emergency calls. Swimming Lessons at the local pool trying to get all pupils to swim 25m.



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	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): Dog safety. Road, fire, water safety. PANTS refresher. Emotional Wellbeing. Autism Awareness. World Book/Maths Day.
	RELIGIOUS EDUCATION (RE): What are the important elements of Lent for Christians? Children will investigate the significance of Lent for Christians and explore the three fundamental elements during this time of preparation: Fasting, Giving and Praying. They will discuss why non-Christians might also 'give things up' and decide whether or not this is something they could do whilst developing their skills of empathy for other people's beliefs and views. How significant are rites of passage in a Muslim's life? Children will learn about how celebrating different rites of passage at significant stages of life help Muslims to show Allah is present in all aspects of their life. They will consider the concept of commitment in Islam as Muslims committing their life to Allah from Birth and into the afterlife. They will discuss how they and other faiths celebrate key stages in their own lives to develop their skills of empathy for other people's beliefs and views.
	SCIENCE: Living Things, Life cycles and Reproduction This unit links closely to and builds on learning from Y3 Plants and Y5 Human Growth and again leads into Y6 SRE (PSHCE). In it children will learn about sexual and asexual plant reproduction and the life cycles of birds, frogs and butterflies. They will compare this knowledge with what they have learnt about the Human Life Cycle and in the context of deepening their understanding of the importance of the seven life processes – Mrs Gren. The unit also links to the children's work on classification (Y4 and Y6) by identifying similarities and differences between the life cycles of different species of plants and animals. Focus scientists: Jane Goodall and Sir David Attenborough.



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Year 5 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 5. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the Chesswood ACRO Challenge Gold Award.

Attitude	Creativity	Relationships	Organisation
Motivation 	Problem Solving 	Negotiation, Persuasion, Influence 	Planning 
<p>Keep going, even when things are difficult or boring – try extra hard in a subject that you don't enjoy – keep this up for the whole year! Ask your teacher if you are not sure which subject or area to choose.</p>	<p>Think about all the strategies you could use to solve a problem – choose one and see if it works. Break down problems into smaller tasks and find efficient ways to solve them. Ask for help in class if needed.</p>	<p>Take up a pupil leadership role, persuade and influence others to support you in this role. Negotiate a compromise when you are others are in disagreement. Act upon your desire to see change - influence the leader of that area (Head, Leader, Teacher).</p>	<p>Show your ability to plan for an event, activity or project by producing a plan, identifying targets, actions, resources and obstacles.</p>
Absorption 	Lateral Thinking Ideas Generation 	Communication 	Research 
<p>Make learning opportunities for yourself – research more information about something that has interested you at school or in the news. Complete some choice homework tasks.</p>	<p>Think outside the box! Try to come up with imaginative solutions for problems. Share your ideas in class and provide different ideas from other suggestions made so far.</p>	<p>Communicate confidently in front of your peers, talking clearly and using body language effectively to engage the audience. Be able to give advice as well as to follow advice.</p>	<p>Take on a piece of research which takes information from at least 3 different sources – expert / interview, book / magazine, DVD / video and the Internet.</p>