

# Topic—Year 5 Go With The Flow!

## Areas of Learning

### Geography

As geographers, we will learn about rivers.  
We will:

- describe the key physical and human features of a river from source to mouth and understand how this relates to the water cycle.
- understand how a river changes over time, eg erosion and deposition.
- be able to name and locate major rivers of the UK, focusing in on a study of the Thames.
- be able to name and locate major European rivers, focusing in on a study of the Rhine.
- compare the Thames and the Rhine.
- be able to name and locate major rivers of the wider world.
- use maps, atlases, globes, ordnance survey maps and digital mapping technology to research rivers.
- create our own maps using sketching and digital technology.
- Walk in a river and take scientific measurements.



#### Learning Skills

This half term, we will **CAPTURE** our learning by **persevering**. We will:

- use deliberate practice with a clear intention and outcome
- continue to have a go, keep trying and view mistakes as learning opportunities.
- develop strategies to support us when we are stuck
- be committed to success
- develop our ability to sustain concentration in order to complete our aim.



#### PSHE

Our focus will be on **conflict resolution and anti-bullying**.

We will:

- be able to explain different reasons for conflict between friends, recognise why a conflict can escalate and understand the importance of communication
- understand conflict can occur online and recognise appropriate ways to respond
- recognise bullying and abuse in all its forms, recognise the impact bullying can have upon someone's life and explain a range of actions they can take if they are being bullied or witness it, including online.

#### Wray Common Citizens

As Wray Common Citizens we will be challenging ourselves to think before we act to ensure we uphold the behavioural expectations at Wray Common and to avoid unnecessary hurt and damage to our relationships.

We will be exploring how peer pressure - including online - can negatively impact on our behaviour and be a barrier to positive relationships – and recognise that we all have a responsibility to stand up for what is right.

As Dumbledore said, "There are all kinds of courage. It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends." With this as our mantra, we will develop strategies to support us in achieving this.

We will also develop our understanding of how unconscious bias can affect our thoughts and actions.

Threading through our work, we will be exploring the protective and restorative values of Respect, Friendship, Kindness, Justice and Patience.

# Go with the Flow – Year 5

## English

As writers, we will be using *The Wind in the Willows* to inspire our own riverside stories as well as writing information texts, persuasive texts and riverside poetry.

We will:

- use imaginative methods to produce written work, remembering all the types of writing we know.
- imitate and innovate our own information texts about woodland animals.
- imitate and innovate our own stories based on *Wind in the Willows*.
- be focusing on using a range of ENPs, relative clauses, figurative language and subordinating conjunctions.
- use our experiences of our trip to Aylmerton Field Study Centre to inspire and develop our recount writing.

## Maths

As mathematicians, we will be continuing our learning around multiplication and division and applying these to a range of contexts. We also be exploring how to interpret tables and graphs.

We will:

- explore the formal methods of multiplication and division and how each of these build onto each other.
- solve problems involving addition, subtraction, multiplication, and division and a combination of these, including understanding the meaning of the equals sign.
- solve comparison, sum and difference problems using information presented in a line graph.
- complete, read and interpret information in tables, including timetables.

## PE

As sports people, we will be developing our gymnastic skills and develop our games skills.

We will:

- improve our performances and use appropriate vocabulary to explain this.
- be learning how to use apparatus appropriately and developing spatial awareness.
- show clarity, fluency, accuracy and consistency in our movements.
- use running, jumping, throwing and catching in isolation and in combination to play competitive games including tennis and volleyball.

## DT

As technical designers, we will be make a boat fit for sailing on a lake.

We will:

- research and develop a design criteria.
- select from and use a wider range of tools and equipment to perform practical tasks accurately.
- evaluate our ideas and products against our own design criteria and consider the views of others to improve our work.

## Computing

As computer scientists, we will be using Microsoft Excel to input and present data in a variety of ways.

We will:

- use a spreadsheet to collect and record meaningful data.
- choose appropriate tools to help us collect data.
- present data in an appropriate way.

## Art

As artists, we will be drawing a *Wind in the Willows* river scene. We will:

- draw familiar things from different viewpoints and learn about the concept of scale and proportion.
- use line, tone and shade to represent texture in things seen, remembered or imagined.
- encourage more accurate drawings of people and their whole bodies including proportion, placement and shape of body.

## Science

As scientists, we will continue our study of 'Forces'.

We will:

- continue to apply our knowledge of forces from last half term (gravity, air resistance and water resistance).
- be planning and carrying out fair test experiments into up-thrust and friction.
- be investigating levers, pulleys and gears.

## RE

In RE lessons, we will:

- investigate the significance to Christians of "Jesus as Light of the World".
- think about why light is used as a symbol at Christmas.

## Music

As musicians we will continue to use the interrelated dimensions of music (e.g. pitch, dynamics, texture timbre) to discuss and compare a wide range of musical styles.

We will continue to develop confidence with our improvising and composing skills.

We will develop a greater understanding of musical notation.

