

Spring Term Curriculum Overview

Rivers Overview: Children will be investigating features of rivers and river in England and around the world.

Children will have an opportunity to investigate:

- How will they investigate? The river tide, ph in a river.
- ICT links- recording results.
- Music links- river poetry and raps.

Maths links British values links Literacy links ICT links

Daily maths Soft start - writing, ordering and powers of ten for number.

Fraction of amount of children in each day. Pie chart/tally of meal choices each week.

Telling the time

Date - What will the date be in 3 days' time etc? How long until the next break?

- Skills that link to literacy are to be highlighted in the overview. - What skills will they be practising?

Trips: Children will be going to Kew Bridge to study environmental issues, which links to history and science. Fieldwork includes using a range of scientific equipment to record simple data e.g. water temp, weather and state of tide, assessing water quality through chemical tests and invertebrate sampling. Pupils will observe river features including meanders and islands and investigate erosion and deposition. Pupils will use the real life environment to discuss different organisms and habitats. By going on this trip it will provide children with a real life case study to help raise questions and use scientific vocabulary in their local environment.

Childhood Promise trip - Aladdin West End Show

Linked with guided reading for all groups.

Persuasive text - going to see show.

Newspaper reports - tickets for show stolen/ fire/accident at performance.

Spring Term Curriculum Overview

Enrichment

| | English | Maths | Science | History/ Geography | Art / DT -Lino printing | Music | ICT | RE and PSHE |
|------------------------------|--|--|-----------------------------------|--|--|--------------------|----------|--------------------------------------|
| Displays <i>Location?</i> | Explanations of river process and river poems. | Four operations and backwards maths. (Mastery maths) | Living things and their habitats. | Rivers Key vocab Diagrams Key questions local rivers case study (The Thames) Outside display -rivers around the world (River Nile, Mississippi River, Amazon River) | Corridor display opposite. - learning journey on board. Each stage pictures etc. lino on board and finished product. Risk taking OM on display | Raps about rivers. | E-safety | Charity - Year 5 Barnardo's charity. |
| Trips / visitors | Aladdin- child hood promise trip. Link with literacy and guided reading. | | | River - Kew Bridge | | | | |
| Safety | Include dates for important events i.e. up charters E-safety- ongoing Safety week - British values | | | | | | | |
| Whole school focus | E-safety week Whole school art exhibition | | | | | | | |

Spring Term Curriculum Overview

| | | |
|---------------|--|---|
| Opening Minds | <p>Moral and Ethics</p> <p>Students develop an understanding of ethics and values, how they inform personal behaviour and reflect on their application in everyday situations.</p> | <p>I can reflect on the choices I have made (know if it was the best choice or could have been better)</p> |
| | <p>Links with PSHE unit.</p> <p>Spring 2 - Linking with DT and art in spring 1.</p> | |
| | <p>Risk Taking</p> <p>Students understand how to assess and manage risk and uncertainty, including the wide range of contexts in which these will be encountered and techniques for managing them</p> | <p>I can say what could be done in a situation where the outcome is uncertain</p> |

Spring Term Curriculum Overview

Core subjects

| | <u>Writing</u> | <u>Grammar</u> | <u>Spelling</u> | <u>Science</u> | <u>Computing</u> |
|--------|--|---|---|---|--|
| | <p>Handwriting Expectations</p> <p>Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality.</p> <p>Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. explain why a particular pen colour and thickness was chosen for a particular poster or flyer.</p> | | | Forces | |
| Week 1 | <p>Persuasive writing</p> <p>Context- saving water</p> <p>*I can identify the audience and purpose of writing.</p> <p>Drafting:</p> <p>Take a survey to find evidence including fractions and percentages to back up our argument</p> <p><i>I can evaluate writing against agreed success criteria identifying strengths and areas for</i></p> | <ul style="list-style-type: none"> I can link ideas together using adverbial phrases I can use adverbial phrases to link paragraphs | <p>1 <i>Plurals</i></p> <p>To examine the properties of words ending in vowels other than the letter e</p> <p>Bananas</p> <p>Umbrellas</p> <p>Pizzas</p> <p>Volcanoes</p> | <p>Forces</p> <p>I can identify and measure forces.</p> | <p>I can use the internet to research information to inform a PowerPoint presentation.</p> |

Spring Term Curriculum Overview

| | | | | | |
|---------------|---|--|--|--|---|
| <p>Week 2</p> | <p>improvement. (linked to recent teaching and feeding back appropriately and confidently to the writer)</p> <p>Editing:</p> <p>I can draw on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.</p> | <ul style="list-style-type: none"> • I can use apostrophe s to show single possession • I can use apostrophe s to show plural possession | <p><i>Plurals</i></p> <p>To investigate, collect and classify spelling patterns in pluralisation</p> <ul style="list-style-type: none"> - add s to most words - add es to most words ending in ss, sh, ch and x - when y is preceded by a consonant, change to ies - when y is preceded by a vowel, add s <p>dish dishes worry worries sister sisters lunch lunches army armies monkey monkeys</p> | <p>Forces</p> <p>I can conduct a fair test. (Balanced forces - Sir Issac Newton)</p> | <p>I can begin creating a PowerPoint presentation using the research I collected.</p> |
| <p>Week 3</p> | <p>Explanation texts <u>Context:</u> t.b.c</p> <p>Context</p> <p>*I can identify the audience and purpose of writing.</p> <p>Drafting:</p> <p>I can always think aloud and record ideas from research.</p> | <ul style="list-style-type: none"> • I can use its and it's correctly • I can use apostrophe s correctly | <p><i>Plurals</i></p> <p>To investigate what happens to words ending in f when suffixes are added</p> <p>calf calves elf elves knife knives thief thieves</p> | <p>Forces</p> <p>I can investigate which surface their sports shoe will perform best.(Friction</p> | <p>I can incorporate advanced tools into my PowerPoint.</p> |

Spring Term Curriculum Overview

| | | | | | |
|---------------|--|---|--|---|---|
| <p>Week 4</p> | <p>Editing: I can select appropriate grammar and vocabulary and am beginning to understand how such choices can change and enhance meaning.</p> <p>S and L <i>*Explaining the process.</i></p> <p><i>Look at data e.g. rainfall</i></p> | <ul style="list-style-type: none"> I can use the suffixes sion, tion, cian correctly I can use the word ending for 'shus' correctly, cious, tious etc | <p><i>Plurals</i> Irregular plurals mouse/mice louse/lice die/dice tooth/teeth</p> | <p>Forces- I can identify the effects of air resistance.</p> | <p>I can finish my PowerPoint presentation.</p> |
| <p>Week 5</p> | <p>Newspapers - crime scene. Context *I can identify the audience and purpose of writing. Drafting: <i>I can evaluate writing against agreed success criteria identifying strengths and areas for improvement.</i> (linked to recent teaching and</p> | <ul style="list-style-type: none"> I can know when to use ant or ent | <p><i>Prefixes</i> To recognise and spelling the prefixes auto and bi Automobile Bilingual Biceps Autopsy Bisect Automaton Bicycle Automatic</p> | <p>Forces - I can identify that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p>I present my PowerPoint presentation.</p> |

Spring Term Curriculum Overview

| | | | | | |
|--------|--|--|---|---|--|
| Week 6 | <p>feeding back appropriately and confidently to the writer)</p> <p>Editing:</p> <p>I can draw on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.</p> | | <p><i>Prefixes</i></p> <p>To recognise and spelling the prefixes trans and tele</p> <p>Telephone Transmit Telegraph Transfer</p> | <p>Forces - I can apply my knowledge & experience to design and make an artefact that use mechanisms.</p> <p>E.g simple levers, pulleys, gears and/or springs & explore their effects. Linked to maths.</p> | <p>I can use the internet to research information to inform a PowerPoint presentation.</p> |
| Week 7 | <p>Fantasy Stories -<u>Context:</u> By the end of Week 2 the big write will be writing about Harry Potter or Nania. Using an everyday object to transport you into a new world.</p> <p>Context</p> <p>*I can identify the audience and purpose of writing.</p> | <p>I can use coordinating conjunctions</p> <p>I can use subordinating conjunctions</p> | <p><i>Prefixes</i></p> <p>To recognise and spelling the prefix circum</p> <p>Circumstance Circumnavigate</p> | <p>I can describe the life process of reproduction in plants.</p> | <p>I can write a code programming a sprite to move using Scratch.</p> |
| Week 8 | <p>Drafting:</p> <p>I can always think aloud and record ideas from research.</p> <p>Editing:</p> <p>I can can select appropriate grammar and vocabulary and am beginning to understand how such choices can change and enhance meaning.</p> | <ul style="list-style-type: none"> • I can use conjunctions to make my writing flow • I can use prepositions correctly in my writing | <p><i>Words from roots</i></p> <p>Collect and clarify words with common roots</p> <p>Sign/signature/signal Bomb/bombastic/bombard Remit/permit/permission</p> | <p>I can make observational drawings of non-reproductive plants.</p> | <p>I can use script to control the sprite in a variety of ways.</p> |

Spring Term Curriculum Overview

| | | | | | |
|----------------|---|---|---|---|---|
| <p>Week 9</p> | <p>S and L *Describing the setting.</p> | <ul style="list-style-type: none"> • I can use brackets for extra information • I can use apostrophes to shorten words | <p><i>Suffixes</i> To practise extending words by adding -ful play/playful shame/shameful doubt /doubtful boast/ boastful</p> | <p>I can compare and contrast life cycles of humans and other mammals.</p> <p>Reinforce language of days, months years</p> | <p>I can understand what a costume is and demonstrate how to display multiple costumes.</p> |
| <p>Week 10</p> | <p>Stories with flashbacks Linked to Matilda/ Charlie and the chocolate factory Context *I can draw on imaginatively on what they have previously learn. Drafting: I can produce clear paragraphs in a logical sequence and link them, signposting the reader: e.g. <i>establishing simple links between Paragraphs through use of language</i></p> | <ul style="list-style-type: none"> • I can understand how to use prefixes under, over • I can understand how to use the prefixes en, em | <p><i>Regular Verb Endings</i> To protect short vowel sounds by doubling the last consonant before adding -ing beg begging big bigger dig digging drop dropping</p> | <p>I can identify difference in the life cycles of mammals & birds.</p> | <p>I can use the IF statement to program my sprite.</p> |

Spring Term Curriculum Overview

| | | | | | |
|----------------|--|--|---|--|---|
| <p>Week 11</p> | <p><i>like firstly, next, moreover.</i></p> <p>Editing:</p> <p>I can consistently and confidently spot spelling and punctuation errors quickly and knows how to correct them.</p> | <ul style="list-style-type: none"> • I can understand how to use the prefixes mid, pre • I can understand how to use the prefixes fore and non | <p><i>Words with the letter c</i></p> <p>To know the c is usually soft when followed by I</p> <p>circus accident</p> | <p>I can understand differences between complete & incomplete metamorphosis.</p> | <p>I can understand the X and Y positions as well use them to control my sprites.</p> |
| <p>Week 12</p> | | <p>I can use hyphenating prefixes correctly</p> | <p><i>Homophones</i></p> <p>To spell words with common pronunciations but different spellings</p> <p>hair / hare plane / plain fate / fete here / hear sum / some flour / flower herd / heard</p> | <p>Topic week</p> | <p>I can write a code programming a sprite to move using Scratch.</p> |

Spring Term Curriculum Overview

Foundation subjects

| | <u>History/ Geography</u> Rivers across the world | <u>Art / DT</u> Lino printing and wooden boats | <u>Music</u> Songs with messages | <u>RE (PPA)</u> Fables and Sikhism festivals | <u>PE (PPA)</u> Outdoor(Swimming)Spring 1 Indoor(Dodgeball Spring1 Outdoor(Swimming) Spring2 Indoor(Badminton)Spring 2 | <u>PSHE</u> Charity based work Getting on and falling out |
|----------|--|---|---|--|--|--|
| Lesson 1 | I can use geographic vocabulary to describe the features of a river. | I can investigate a range of materials for printing. OM- potential outcomes. <ul style="list-style-type: none"> - Potato - Sponge - Stamps - Stencils - Cotton buds | I can identify key messages/morals in songs. OM Individual liberty and mutual respect | I can understand why Sikhs celebrate their festivals. Understanding faiths and beliefs | LO: I can float 5m using two floats LO: I can reach and lunge | I can identify effective ways to raise money for our chosen charity. |
| Lesson 2 | I can use a map to describe the path of the River Thames | L.O. I can explore ideas and create my own template.(choose a picture and put on tracing paper) | I can compose a rhythm Counting the beat in 4s and 8s | I can compare and contrast between Sikh ceremony and Christian. Understanding faiths and beliefs | LO:I Can float 5m using one float | I can create a plan for the event. *Considering day/time Activity Amount of people etc |

Spring Term Curriculum Overview

| | | | | | | |
|----------|--|---|---|---|---|---|
| | <p>Position and direction</p> <p>Using coordinates on an OC map</p> | | | | LO:I can attack (aiming low) | |
| Lesson 3 | <p>I can refer to physical features of the landscape to explain how things change over time.</p> <p>Time Durations</p> | <p>I can practice using the tools. (cutting a variety of shapes/lines/depth)</p> <p>Use symmetrical pattern</p> <p>Health and safety lesson - using the guard.</p> <p>I can understand it is ok to make mistakes.</p> <p>Alternative plans OM</p> | <p>I can create lyrics to persuade. (2 lessons)</p> <ul style="list-style-type: none"> - Rhyme - Beat | <p>I can identify the main features of a marriage ceremony. (Sikh)</p> | <p>I can float 5m maintaining a good kick</p> <p>LO:I Can catch (with confidence)</p> | <p>I can predict the amount of money we will spend on resources and raise.</p> <p>Money spent/raised etc.</p> |
| Week 4 | <p>I know how rivers can benefit mankind.</p> | <p>L.O. I can use the correct tools to carve a picture onto lino. (2 lessons)</p> | <p>I can edit and rehearse</p> <p>Literacy - editing skills</p> | <p><u>I can</u> identify key parts at the Vaisakhi festival.</p> | <p>LO: I can float 10m on my front and back</p> <p>LO: I Can defend (blocking)</p> | <p>I can organise the activities for our charity event.</p> |
| Week 5 | <p>I can analyse how and why people settle near rivers.</p> <p>Analyse data</p> | <p>L.O. I can use the correct tools to carve a picture onto lino. (2 lessons)</p> <ul style="list-style-type: none"> • Learn from the | <p>I can add different layers to my song.</p> <p>Audacity</p> | <ul style="list-style-type: none"> - I can research Nam Karan (naming) and Amrit Sanskar (baptism). - (ICT laptops) | <p>LO: I can swim 10m using a float and pulling with one arm.</p> | <p>I can carry out our charity event.</p> |

Spring Term Curriculum Overview

| | | | | | | |
|--------|---|--|--|--|--|---|
| | | experience - articulate this OM | | | LO: I Can play to a strategy | |
| Week 6 | <p>L.O: I can research life in the River Thames</p> <p>(linked to the trip to the Chiswick Pier) (links with science)</p> <p>ICT link - research/laptops</p> | <p>L.O. I can use lino printing techniques.</p> <ul style="list-style-type: none"> Know how to deal with potentially undesirable outcomes OM. | | I can identify morals in Christian parables. | <p>LO: I can swim 10m using my arms and legs</p> <p>LO: I can play dodgeball</p> | <p>I can evaluate the impact of our charity event.</p> <p>Reflectiveness</p> |
| Week 7 | <p>L.O: I can describe the key features of 2 rivers from different continents.</p> | <p>I can investigate potential outcomes. (Makes something that float)</p> <p>Reflection</p> | <p>I can create lyrics to persuade</p> <p>Literacy - persuasive word choice</p> | <p>- I can look at both sides of the story with the same moral message.</p> | <p>LO: I Can swim 10m front/backstroke</p> <p>I can hit the shuttle with control</p> | <p>I can understand the difference between showing I'm proud and boasting.</p> <p>Mutual respect</p> |
| Week 8 | <p>L.O. I can identify the land use around a river. (Mississippi)</p> | <ul style="list-style-type: none"> I can identify how to deal with potentially undesirable outcomes. (sinking) | <p>I can compose a rhythm</p> <p>Counting beats</p> | <p>I can understand a story is exploring the idea that we must not make preconceived judgements.</p> | <p>LO: I can swim 10m breaststroke</p> <p>I can hit a target(serving)</p> | <p>I can make a judgement about whether to take a risk.</p> |

Spring Term Curriculum Overview

| | | | | | | |
|-----------------------------|--|--|---|---|--|--|
| Week 9 | <p>L.O. I can analyse why people settle near rivers.</p> <p>Maps</p> | <p>I can choose appropriate resources.</p> | <p>I can edit and rehearse.</p> <p>Literacy</p> | <p>I can understand why forgiveness is important to Christians.</p> | <p>LO: I can tread water</p> <p>I can keep the shuttle up in rally</p> | <p>I can explain how I'm feeling when I have mixed feelings.</p> |
| Week 10 | <p>L.O: I can compare urban and rural parts of a river.</p> | <p>I can create an alternative plan in case first one does not work.</p> <p>Designing using 2d shape</p> | | <p>I can identify situations when forgiveness is important.</p> <p>Ordering and sorting in order of importance</p> | <p>LO: I can retrieve an object out of the water</p> <p>I can attack play using the smash shot</p> | <p>I can disagree with someone without falling out.</p> <p>Individual liberty and mutual respect</p> |
| Week 11 | | <p>I can learn from the experience. (create a successful boat)</p> <p>Measuring materials</p> | | <ul style="list-style-type: none"> - I can research Nam Karan (naming) and Amrit Sanskar (baptism). - (ICT laptops) | <p>LO: I can swim 15m</p> <p>I can play using the correct rules</p> | <p>I can use appropriate calming down strategies.</p> |
| <p>Week for themed week</p> | | | | | | |