

Local Geography - Hayes Overview: Children will be investigating the local geographical features of Hayes (London) and comparing to a European city (Paris).

Children will have an opportunity to investigate:

*Population - effects of populations

*Land use

*Urban features

*Children will conduct a survey on the local area e.g. traffic

Maths links- skills that link to maths are to be highlighted in the overview. - What skills will they be practising?

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

Trips:

Space Planetarium Dome

Chn will get an hour session inside a learning dome where they will be able to visualise and learn about the earth, stars, moons and planets.

Hayes Town

Chn will conduct traffic surveys and land use surveys on the local town. Also children will conduct questionnaires for parents to take home on the local area.

Enrichment

| | English | Maths | Science | History/ Geography | Art / DT | Music | ICT | RE and PSHE |
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| Displays <i>Location?</i> | Mystery stories | Four operations and backwards maths. | Earth, moon and space | Local Geography- Hayes/London. <ul style="list-style-type: none"> • Case study • Birdseye view • Presentation findings - diagrams/pictures. | Space craft-chn designing spaceships. Monet and Renoir | NM planned | Movies | Sikhism |
| Trips / visitors | | | Planetarium | Hayes conducting a survey, | | | | |
| Safety | Include dates for important events i.e. up charters E-safety- ongoing | | | | | | | |
| Whole school focus | Futures week PGL | | | | | | | |

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| Opening Minds | Leadership I can recognise the strengths in members of my team Summer 1 | | |
| | Links with PE unit | | |
| | Self-Management I can plan and manage an activity Summer 2 | I can say what could be done in a situation where the outcome is uncertain | |

Core subjects

| | <u>Writing</u> | <u>Grammar</u> | <u>Spelling</u> | <u>Science</u> | <u>Computing</u> |
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| | <p>Handwriting Expectations</p> <p>Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality. Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. <i>explain why a particular pen colour and thickness was chosen for a particular poster or flyer.</i></p> | | | Earth, Sun and Moon | Coding and creating an advert |
| Week 1 | <p>Stories- science fiction linked to space</p> <p>Context *I can identify the audience and purpose of writing.</p> | <p>Verbs: Tenses</p> <p>LO: I can use present and past tense</p> | 1. Suffix – ‘full’ becomes ‘ful’ | Puberty lessons | I can understand that a computer program runs sequentially |
| Week 2 | <p>Drafting: I can always think aloud and record ideas from research.</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>Verbs: Present perfect/present perfect progressive</p> <p>LO: I can use the past tense with ‘have’</p> | 2. Suffix – ‘cian’ and ‘ologist’ | | I can discuss what a program does based on its code |
| Week 3 | <p>S and L</p> | <p>L.O. I can use present perfect form of verbs instead of simple past.</p> | 3. Word roots | | <p>I can understand relative sizes of the Earth, moon and sun and that they are spherical and how Science has helped to confirm this.</p> <p>Scaling maths link</p> |

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| Week 4 | <h1>PGL WEEK</h1> | <p>word types: Verbs</p> <p>LO: I know which suffixes can be added to verbs</p> | <p>4. Ancient word roots</p> | <p>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky</p> | <p>I can plan what needs to be written for each stage</p> |
| Week 5 | <p>Non chronological reports <u>Context:</u> By the end of Week 2 will write a non-chronological report ABOUT Space</p> <p>Context *I can identify the audience and purpose of writing.</p> <p>Drafting: I can always think aloud and record ideas from research.</p> | <p>LO: I can use passive tone of voice.</p> | <p>5. Words ending in vowels other than e</p> | <p>I can Understand that the Earth orbits the Sun as it rotates on its own axis. And explain why we have four seasons each year</p> <p>Calendar maths link</p> | <p>I can write a computer program containing a loop, conditionals and variables</p> |
| Week 6 | <p>Editing: I can can select appropriate grammar and vocabulary and am beginning to understand how such choices can change and enhance meaning.</p> <p>S and L *Quotes - interesting speech.</p> | <p>I can use commas, dashes and brackets correctly. Commas are used to avoid ambiguity, e.g they can differentiate the meaning between 'the children, who had been given ice cream, were happy' and 'the children who were given ice cream were happy'</p> | <p>6. Creating verbs – add 'ise', 'ify', 'en' and 'ate'</p> | | <p>I can debug a program after testing it</p> |

Summer Term Curriculum Overview

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| Week 7 | <p><i>Short stories</i> Horror/mystery</p> <p>Context</p> | <p>I can use the correct suffix</p> | 7. Creating nouns – add 'ness', 'ism' | LO: I can Describe the movement of the Moon relative to the Earth | I can share ideas with others to develop a short film. |
| Week 8 | <p>*I can identify the audience and purpose of writing.</p> <p>Drafting: I can always think aloud and record ideas from research.</p> <p>Editing: I can can select appropriate grammar and vocabulary and am beginning to understand how such choices can change and enhance meaning.</p> <p>S and L</p> | <ul style="list-style-type: none"> I can use sentences in Standard English | 8. Comparatives and superlatives, - add 'er', 'est', approximation – add 'ish' | <p>LO: I can research about the first men to walk on the moon.</p> <p>Cameras to film own news reports about men on the moon.</p> <p>Presenting information</p> | I can use a storyboard to plan our short film. |
| Week 9 | <p>Narrative Poetry</p> <p>Context</p> <p>*I can identify the audience and purpose of writing.</p> <p>Drafting:</p> | <ul style="list-style-type: none"> I can convert adjectives and nouns into verbs. E.g. classify | 9. Adding 'ing' or 'ed' – double the consonant | <p>LO: I can use secondary sources to find out information about the 8 planets.</p> <p>Laptops - ICT Link.</p> <p>Fact file writing</p> | I can film our short film using green screens. |

Wood End Park Academy: Year Five

Summer Term Curriculum Overview

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| <p>Week 10</p> | <p>I can evaluate writing against agreed success criteria identifying strengths and areas for 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 demonstrate understanding of how to correctly use common group nouns, (e.g. The football team) and reflect standard English where appropriate. | <p>10. Adding 'ing' – drop the e</p> | | <p>I can film our short film using green screens.</p> |
| <p>Week 11</p> | <p>Letters Context</p> <p>*I can draw on imaginatively on what they have previously learn.</p> <p>Drafting:</p> <p>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 like firstly, next, moreover.</i></p> | <ul style="list-style-type: none"> I know when to use ie or ei | <p>11. Add suffix to modifying e – keep the e</p> | <p>I can identify common constellations.</p> | <p>I can use video editing software to refine and develop our short film.</p> |
| <p>Week 12</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 use ough correctly | | <p>I can show their own understanding of the solar system by creating a simple mobile orrery.</p> <p>Measurement maths link</p> | <p>I can evaluate the quality of the films we shot, describing the techniques used.</p> |

Wood End Park Academy: Year Five

Summer Term Curriculum Overview

Foundation subjects

Maths links

Literacy links

British Links

Ict links

| | <u>History/ Geography</u> | <u>DT</u> | <u>Music</u> | <u>French</u> | <u>RE (PPA)</u> | <u>PE (PPA)</u> | <u>PSHE</u> |
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| Week 1 | <p>LO: I can draw my local area using the 'bird's eye' view.</p> <p>I can use laptops to look at different maps. (Google earth)</p> <p>Use of maps</p> | <p>L.O. I can investigate features of space rockets.</p> <p>Use of laptops to research.</p> | <p>NM planned</p> | <p>Session one: naming the planets</p> | <p>I can understand why Sikhs celebrate their festivals.</p> <p>Understanding faiths and beliefs</p> | <p>I can throw and catch a ball with control and accuracy.</p> <hr/> | <p>Earth day</p> <p><u>Reduce, reuse, recycle</u></p> |
| Week 2 | <p>LO: I can compare London with another city in Europe.</p> <p>I can use laptops to research key facts on an area.</p> <p>Facts and figures - use graphs to compare e.g. line graphs.</p> | <p>L.O. I can select ideas to create an original design. (construction materials)</p> | | <p>Session two: ordering the planets</p> | <p>I can compare and contrast between Sikh ceremony and Christian.</p> <p>Understanding faiths and beliefs</p> | <p>I can hit the ball in a variety of directions.</p> | <p>LO. I can listen to instructions</p> |

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| Lesson 3 | <p>LO: I can design a geographical questionnaire.</p> <p>Double lesson - field trip</p> | <p>L.O. I can develop a clear sequence of how materials and tools should be used and how making the space rocket will proceed.</p> | | <p>Session 3: "u" sound linked to planets</p> | <p>I can identify the main features of a marriage ceremony. (Sikh)</p> | <p>I can develop fielding tactics. Scoring</p> | <p>LO. I can work as a team to solve problems.</p> |
| Week 4 | | <p>L.O. I can use a set of instructions to manage production of a space craft.</p> <p>English link</p> | | <p>PGL</p> | <p>I can identify key parts at the Vaisakhi festival.</p> | <p>I can develop hitting tactics. Scoring</p> | <p>I can work as a team to complete a task efficiently</p> |
| Week 5 | <p>LO: I can design a geographical survey.</p> <p>Double lesson - conducting survey</p> | <p>L.O. I can use my art skills to add detail to my product.</p> | | <p>Session 4: Describing planets</p> | <ul style="list-style-type: none"> - I can research Nam Karan (naming) and Amrit Sanskar (baptism). - High level texts - (ICT laptops) | <p>I can understand the rules in rounders.</p> | <p>PGL - OAA focus</p> |
| Week 6 | | <p>L.O. I can present my space craft and explain how it works.</p> <p>Presenting own work</p> | | <p>Session 5: Independent writing about planets</p> | | <p>I can apply the rules in rounders.</p> | <p>I can evaluate my own strengths to work as a team</p> |

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| Week 7 | <p>LO: I can carry out a survey.</p> | <p>I can compare the work of Renoir and Monet</p> <ul style="list-style-type: none"> • | | | <p>LO: I can research a famous Christian.</p> <p>Outcome: Answering questions based on Nelson Mandela.</p> | <p>I can throw a shotput with control.</p> <p>I can use videos to improve my performance.</p> | <p>I can understand emotional changes during puberty</p> |
| Week 8 | <p>I can present my findings in a suitable format. I can choose tools to present. - video/PowerPoint etc</p> <p>Double lesson</p> | <p>I can manipulate materials and processes.</p> | | | <p>LO: I can examine how Mother Teresa put her Christian beliefs into everyday practice.</p> <p>Outcome: Children explain how Mother Teresa's beliefs enabled her to put other people's needs before herself.</p> | <p>I can throw a Javelin with accuracy.</p> <p>I can use videos to improve my performance.</p> | <p>LO. I can discuss physical changes during puberty (girls)</p> |
| Week 9 | | <p>I can create a close up observational painting, using water colours</p> | | | <p>LO: I can present information about a famous Hindu.</p> <p>(Mahatma Gandhi)</p> <p>Outcome: Speech</p> | <p>I can throw a discuss.</p> <p>I can use videos to improve my performance.</p> | <p>LO. I can discuss physical changes during puberty (boys)</p> |

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| Week 10 | I can show understanding of an area over a period of time and explain why? | I can comment on peers work and compare to an original source | | | <p>LO: I can explain how a famous Muslim has inspired people.</p> <p>Mo Farah.</p> <p>Outcome: Posters/Retelling stories. Chn to think of ways to present information.</p> | I can pass and receive a baton. | LO. I can be aware of personal hygiene and what to do. |
| Week 11 | I can understand how technological changes have impacted on British society. | I can adapt and refine work | | | <p>LO: I can explain who and what inspires me and why?</p> <p>Outcome: Persuasive piece.</p> | <p>I can jump with control and balance.</p> <p>I can use videos to improve my performance.</p> <p>(long jump and triple jump)</p> | |