

Great Cities!

Year 5 and 6 Topic Web – Summer 1 - 2022

Geography

National Curriculum Ref. *Pupils should:*

-extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Our focus cities for this topic are:

London, Rio de Janeiro and Reykjavic

Computing

National Curriculum Ref.

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

We will:

- create a persuasive advert, linked to one of our cities.

English



The Tale Of The Three Brothers by J K Rowling

Poetry

We will:

- Study narrative poems
- map the plot for a narrative poem
- structure a narrative poem
- use a range of poetic devices. Children explore using figurative language including alliteration and similes alongside rhyme

Non-fiction – Create a pamphlet linked to our topic – Great Cities

We will use a variety of ways to open texts, draw reader in, and make the purpose clear.

We will use appropriate formal and informal styles of writing..

Choose or create publishing format to enhance text type and engage the reader.

Use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.

Science – Animals, including humans: Changes due to ageing

National Curriculum Ref. *Pupils should be taught to:*

- *describe the changes as humans develop to old age*
- *Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*
- *Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

We will: learn about the changes that humans go through from birth to death and compare some aspects with other animals. In addition, we shall link this to our topic by exploring if there are any differences, depending on where in the world people come from and why this might be.

Art and Design

National Curriculum Ref. –

KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials

KS2 - to improve their mastery of art and design techniques, including painting with a range of materials

KS2 – to know about great artists in history

We will:

- learn who Charles Fazzino is and how he creates his unique cityscapes. Explore what 3D pop art is and how it is created before looking at cityscape images and discussing the detail and layers they can see.
- look at artwork by Leonid Afremov who uses a palette knife to create textured, bold and colourful cityscapes. Find out how to make palette knives of their own using card to mimic the process used by Afremov, and how to use these 'knives' in different ways to create different effects. Create their own cityscapes using these techniques
- We will recap everything we have learnt about cityscape artwork, and create our own cityscape artwork, making decision about which city we will portray, what styles and techniques we will use and what materials and tools we will need to use.

In addition, we will be using sculpture in order to contribute to our very own art exhibition which will be on display on our Jubilee afternoon.

Other Areas of the Curriculum – not linked to the topic

Maths

Year 5

Statistics: solve comparison, sum and difference problems using information presented in a line graph / complete, read and interpret information in tables, including timetables.

Properties of shape: Measure angles in degrees; measure with a protractor; calculate missing angles on a straight line; calculate angles around a point, measure angles and lengths in shapes; be familiar with regular and irregular polygons; talk with confidence and solve problems about 3d shapes.

Position and direction: Identify and plot co-ordinates in the first quadrant; reflect and translate shapes in a mirror line or on a co-ordinate grid

Year 6

Ratio and proportion: solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts / solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison /solve problems involving similar shapes where the scale factor is known or can be found / solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Statistics: Read, interpret and draw line graphs; read, interpret and draw pie charts; find the 'mean' from a set of data

Properties of shape: Revision of measuring and calculating angles in a range of shapes; revision of 3d shapes and nets,

Position and direction: revision of identifying and plotting co-ordinates in all four quadrants; reflecting and translating shapes in a mirror line or on a co-ordinate grid.

Subject and National Curriculum Reference	Key Knowledge
<p>Religious Education – Kingdom of God – What kind of king was Jesus? (Understanding Christianity)</p>	<ul style="list-style-type: none"> - Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. -Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. -Relate Christian teachings or beliefs about God’s Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
<p>French – En vacances National Curriculum POS:</p> <ul style="list-style-type: none"> • prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts • Understand and express simple opinions • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic 	<p>Rigolo Unit - En Vacances</p> <ul style="list-style-type: none"> - Ask and say where you’re going on holiday - Express opinions about holidays - Talk about what you’re going to do on holiday - Discuss plans

<ul style="list-style-type: none"> • Re-read frequently a variety of short texts • Make simple sentences and short texts • Write words, phrases and short sentences, using a reference source • Look at further aspects of their everyday life from the perspective of someone from another country 	
<p>PSHE – Relationships and Sex Education – taught to individual year groups to coincide with when one year group is doing Forest School</p> <p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for Relationships Education:</p> <p>Being Safe (BS)• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Health Prevention (HP)• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. Changing Adolescent Body (CAB)• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>Family and People Who Care for Me (FP)• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care for them.</p> <p>Mental Wellbeing (MW)• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Year 5</p> <ul style="list-style-type: none"> -know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. -understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently. - have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. -understand the importance of washing regularly and of maintaining other hygiene routines during puberty. -understand ways they can prevent the spread of some bacterial and viral diseases <p>Year 6</p> <ul style="list-style-type: none"> -be able to describe the main stages of sexual reproduction, using some scientific vocabulary -be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively - understand that puberty affects people in different ways, both physically and emotionally -understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt -describe some characteristics of loving, trusting relationships
<p>P.E. Tennis and Rounders</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, golf, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Tennis</p> <ul style="list-style-type: none"> - master control of racket and ball - Develop the skills of serving, forehand and backhand - Practise skills through rallies before moving on to games - Know and play by the rules of tennis (with adaptations made where necessary) <p>Rounders</p> <ul style="list-style-type: none"> - master control of a traditional rounders bat - Develop throwing and fielding skills - Learn the rules of rounders, particularly ways that a player can be ‘out’ - Work as a team, encouraging and supporting each other.

Music – Technology, Form and Structure

- demonstrate increasing confidence in rehearsal and performance and use developing skills to communicate a higher level of musical expression.
- begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.
- begin to use a variety of musical devices and techniques when creating and making music and demonstrate awareness of timbre and texture in work.
- listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through discussion and composition.
- critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary.

- In this unit, children will consolidate prior learning by using texture, use of dynamics and audio effects to create pieces in Bandlab (or similar) that contain A, B and C sections. Children will write raps and body percussion rhythms in small groups and perform them over compositions made in Bandlab. Performances will take place and the class will have an opportunity to assess and offer feedback.

In addition, we will be practising the songs for our summer play.

Great Cities! - Homework Tasks

This half term, our homework is slightly different as it is a very short half term and I would like you to prepare for our summer play, Mystery at Magpie Manor. **I would like everyone to do all of the following tasks please:**

Do your own project on a city of your choice from either Asia or North America

As part of your project, you need to explain where your city is located in the world and find out about the population there as well as key facts such as climate and language spoken.

You should find out the main types of employment in that city e.g. is it a city that is famous for tourism, is it a fishing port, is there a particular industry there or are offices and retail the main types of employment?

Does your city have any particular difficulties e.g. homeless people or people living in slums, geography related problems such as flooding or earthquakes, high rates of unemployment?

What is great about the city that you have chosen? The climate? The culture? The landmarks?

You can choose how you present your project but I would like a minimum of five pages.

Learn your lines

Within the next week, you will find out which part you will be playing in our musical, Mystery at Magpie Manor. You will all be given a copy of your part of the script and I would like you to work really hard at learning your lines – little and often is best.

We will be performing a matinee and evening performance on Thursday 23rd June. I will give more details nearer the time.

In addition, the PTFA need your help to create a **GARDEN HAMPER** to be used as a raffle prize at the Summer Fair!

Donations could include: seeds, pots, gloves, hand tools, voucher, plant labels, a plant, gardening book etc.

There will be a box in the classroom for you to drop off donations – required before 10th June.

Prepare your costume and props

Within the next few weeks, I will give you details of the costume needed for your character as well as any props.

Please do not go out spending lots of money on a costume that you won't wear again. I am giving you plenty of time so that you can ask around, make a costume or visit charity shops.

I would like your costume to be at school by Monday 13th June please.

