## Geography

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

*Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.*

*describe and understand key aspects of:*

*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*

In this Unit, we will:

Learn the names and locations of the Earth's oceans as well as some seas.

Learn about the characteristics of oceans e.g. the layers of the ocean, coral reefs, currents and plants and animals that live in them.

Learn about the interdependence of species within the ocean, revising our understanding of food chains and food webs.

Explore issues affecting the healthy life of flora and fauna within the oceans and seas.

Revise the water cycle and the link between what we do on land and how this can impact the oceans too.

# Our Wonderful World of Water

Year 5 and 6 Topic Web – Spring 1 – 2022

**Continued…**


**Our Class Book:**

**While The Storm Rages**

**by**

**Phil Earle**

**We will also explore a range of non-fiction books linked to our topic.**

## Design and Technology National Curriculum Ref. –

*Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].*

We will:

Collect and clean single use plastics from our home

Look at examples of murals and sculptures created by artists and sculptors, particularly those which use items that would otherwise be thrown away.

Design a mural or sculpture, linked to our topic, which celebrates oceans

Use our collected plastics to create a large mural or sculpture

**Art and Design** National Curriculum Ref. – *-- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

*-to create sketch books to record their observations and use them to review and revisit ideas*

*-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*

## Maths (Highlighted = completed last half term)

### Year 5:

**Fractions, Decimals and Percentages** Step 1 Find fractions equivalent to a unit fraction; Step 2 Find fractions equivalent to a non-unit fraction; Step 3 Recognise equivalent fractions; Step 4 Convert improper fractions to mixed numbers; Step 5 Convert mixed numbers to improper fractions; Step 6 Compare fractions less than 1; Step 7 Order fractions less than 1; Step 8 Compare and order fractions greater than 1; Step 9 Add and subtract fractions with the same denominator; Step 10 Add fractions within 1; Step 11 Add fractions with total greater than 1; Step 12 Add to a mixed number; Step 13 Add two mixed numbers; Step 14 Subtract fractions; Step 15 Subtract from a mixed number ;Step 16 Subtract from a mixed number – breaking the whole; Step 17 Subtract two mixed numbers

Step 1 Decimals up to 2 decimal places Step 2 Equivalent fractions and decimals (tenths) Step 3 Equivalent fractions and decimals (hundredths) Step 4 Equivalent fractions and decimals Step 5 Thousandths as fractions Step 6 Thousandths as decimals Step 7 Thousandths on a place value chart Step 8 Order and compare decimals (same number of decimal places)Step 9 Order and compare any decimals with up to 3 decimal places Step 10 Round to the nearest whole number Step 11 Round to 1 decimal place Step 12 Understand percentages Step 13 Percentages as fractions Step 14 Percentages as decimals Step 15 Equivalent fractions, decimals and percentages

**Area and Perimeter** Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area

### Year 6

**Fractions, Decimals and Percentages** Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems **Fractions B** Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages Step 7 Percentage of an amount – one step Step 8 Percentage of an amount – multi-step

**Area and Perimeter** Step 1 Shapes – same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle Step 6 Area of a parallelogram Step 7 Volume – counting cubes Step 8 Volume of a cuboid

## English

**Non-fiction** – Persuasive Pitch  Text and Video Resources: Plastic Pollution

We will: look at a model text of a persuasive pitch and identify its features which we will then incorporate into our own writing. Step by step, we will build up our persuasive pitch using research from our topic work on oceans.

**Spelling** – The children will all do daily spelling work which is introduced on Monday and tested on Friday. The children are also encouraged to correct their own spellings from written work across the curriculum.

**Guided Reading** – In small groups, the children take part in a weekly reading session where they share a book and study it in depth alongside the teacher or teaching assistant.

**Handwriting** – Our handwriting work will also incorporate an element of grammar and punctuation from our English work  to re-enforce prior learning.

| Subject and National Curriculum Reference | Key Knowledge |
|---|---|
| **Science - All living things and their habitats: Classification of plants and animals**<br>**National Curriculum Ref.**<br><br>Pupils should be taught to:<br><br>- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals<br><br>- give reasons for classifying plants and animals based on specific characteristics. | Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. |
| **Religious Education – Incarnation – Was Jesus the Messiah?**<br>**Understanding Christianity Syllabus** | Pupils will know that:<br>-Jesus was Jewish<br>-Christians believe that Jesus is God in flesh.<br>-They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.<br>-the Old Testament talks about a messiah and some texts talk about what the messiah would be like.<br>-Christians believe that Jesus fulfilled these expectations and that he is the Messiah but Jewish people do not think Jesus is the Messiah.<br>-Christians see Jesus as their Saviour. |
| **Computer Science – Creating Media – Video Editing – National Curriculum reference:**<br>**Computing**<br>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br>• 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<br>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **We will:**<br>This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. |

| | |
|---|---|
| **Internet safety**<br>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour | |
| **French – La journee (Our Daily Routine) – National curriculum reference:**<br>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help reading aloud or using familiar words and phrases<br>• read carefully and show understanding of words, phrases and simple writing<br>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly<br>• describe people, places, things and actions orally and in writing<br>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | **We will:**<br>• Ask and talk about the daily routine<br>• Talk about times of the daily routine<br>• Ask and talk about breakfast<br>• Talk about the details of a typical day |
| **PSHE – Financial capability**<br>Understanding and managing our money is an important aspect of wellbeing. Research shows that, by the age of seven, children are aware of the impact of money in their lives. Teaching children about personal finance and to respect and manage money helps them to become financially capable and better able to meet the increasingly complex financial challenges that await them in the wider world. | This unit will deepen children's understanding of money, including currencies and trade. They will find out about earning money and how this can help support the wider community. They will explore the different ways we use this resource, including planned spending, saving, risk taking and debt and who can help when we need it. They will deepen their understanding of the difference between essentials and desires and how they may change according to individual circumstances, values, beliefs and culture. |
| **P.E. Gymnastics**<br>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics, dance and gymnastics]<br>Pupils should perform a sequence of movements, considering smooth transitions. | **Health and Wellbeing: Speed, agility and quickness**<br>In this unit, the children will focus on understanding ways that we can measure our fitness e.g. a resting heartbeat. They will carry out a range of exercises, focussing on improving their own personal best time / speed / heartrate. |
| **Music – Whole Class Ensemble Teaching**<br>Pupils should be taught to:<br>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music<br>♣ listen with attention to detail and recall sounds with increasing aural memory<br>♣ use and understand staff and other musical notations<br>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>♣ develop an understanding of the history of music. | - This year, Class Three will be learning how to play Steel Pans. Our whole class lessons will take place each Monday afternoon and are delivered by the Leicestershire Music Hub. You can find out more by watching this video: https://www.youtube.com/watch?v=koB1q1S4Srw<br>- Before lessons begin, we will learn about the history and culture of steel pans and take time to appreciate music in which they are prominent.<br>- We look forward to performing for you all. |

# Our Wonderful World of Water - Homework Tasks

**Please choose a minimum of two of the following tasks** which are linked to our topic. You are welcome to do more than two if you wish. You can hand the homework in as follows: by emailing it to class3@thrussington.leics.sch.uk or by physically bringing it in. Towards the end of the topic, we will celebrate our learning and parents will be invited to see what we have been doing at school and at home. Homework is due in by Monday 6th February.

Can you make a water gauge to measure rainfall. Take a photograph of your gauge and create a table or graph to show your results.

Write a poem about an aspect of marine life. You can also illustrate your poem or you could do a voice recording of your poem and email it to me.

Sharks have a terrible reputation. Persuade me that they do not deserve this reputation. You will need to carry out research and then give a speech – this can be in person at school, or you could record a video at home.

Do a project on a river of your choice

Which countries or cities does it pass through?

What animals and plants occupy the river?

Who uses the river and why?

What form of transport is used on the river?

Water is fantastic for bringing wildlife to a garden. Can you create a mini container pond for your garden. Once it is made, enjoy seeing all the wildlife that comes. Take a photograph of your container pond. Use pictures, diagrams or writing to explain how you made it and any special features that you included.