

Living in a Material World

Learning Journey Showcase

Our learning journey showcase will give opportunities to share our learning about our world, from both the learning in our Science about materials – their properties and the ways in which they change – and about the environmental issues facing us all. As junior historians, we will be able to demonstrate our findings about how medicine has developed throughout history, looking at influential figures such as Hippocrates, Louis Pasteur and Marie Curie. As young geographers, we will look at Britain’s changing coastline. Some of this work will showcase our related English learning through explanation texts reports, poetry and environmentally-themed stories. Our Art skills will be represented by natural collage work, after we have looked at some of the work by Kurt Schwitters. Together, this work should leave Year 5 with a solid understanding of our world – its physical materials and the many environmental issues we all face together.

The main **Class Texts and Poems** for this theme are:

Fiction:

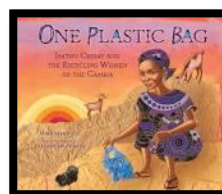
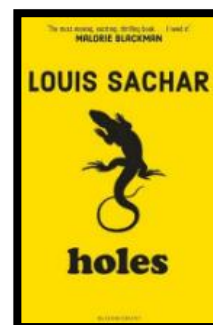
- Greta and the Giants – Zoë Tucker and Zoë Persico
- Holes – Louis Sacher
- One Plastic Bag

Non-Fiction:

- Seven Worlds One Planet (BBC) – by Jonny Keeling, Scott Alexander and David Attenborough

Poem:

- The Question – Theo Dorgan



During this theme we will develop as

Mathematicians

As mathematicians, the children will focus on:

- Fractions and decimals
- Angles
- Fractions and percentages
- Transformations

We follow the **Mathematics Mastery** scheme of learning.

Speakers, readers and writers

During the Spring term, we will write:

- Narrative
- Recount
- Set of instructions
- Biography
- Journalistic report
- Explanation text

We follow the **SpellingShed** scheme of learning to develop our spelling knowledge and understanding.

Scientists

As scientists, the children will learn about;

- Properties of materials
- Changes States of Materials

Geographers

As geographers, the children will find out about our changing coastline – finding out about the UK. The children will:

- Use grid references to locate coastal areas
- Use map symbols to identify coastal land use
- Understand how coastlines have changes
- Research how coastal erosion occurs

<p><u>Theologians</u> (RE)</p> <p>As theologians, the children will discuss:</p> <ul style="list-style-type: none"> • Why people go to a place of worship if God is everywhere <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p><u>Historians</u></p> <p>As historians, the children will investigate the development of medicine through the ages:</p> <ul style="list-style-type: none"> • Pupils should be taught about: a study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 • Changes in an aspect of social history (non-statutory)
<p><u>Linguists</u></p> <p>As French linguists, the children will cover the following units:</p> <ul style="list-style-type: none"> • My Town (F) - (Spring 1) • Describing People (G) - (Spring 2) <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages.</p>	<p><u>Citizens</u> (PSHE)</p> <p>The children will begin by looking at the units 'dreams and Goals' and 'Healthy Me'. During these units we will think about:</p> <ul style="list-style-type: none"> • Our ambitions for the future, and how these can motivate us in the here-and-now • The goals we set for ourselves, in the short and long term • The many ways – physically, socially and mentally – we need to know about to be healthy young people <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject, and schools have the flexibility to decide on their own content, based on their context.</p>
<p><u>Artists</u></p> <p>As Artists, the children will:</p> <ul style="list-style-type: none"> • Collaging using natural materials • In the style of Kurt Schwitters • Begin to add collage to a painted or printed background. • Show confidence in creating and arranging accurate patterns. • Show experience in using a range of mixed media. • Use a sketchbook to plan, collect and develop ideas. 	<p><u>Designers</u> (D&T)</p> <p>As Designers, the children will create a pop-up tuck shop to sell fruit and vegetables:</p> <ul style="list-style-type: none"> • Researching existing products • Designing our own products • Making our products using a range of tools, materials and equipment • Sharing and evaluating their products
<p><u>Musicians</u></p> <p>As musicians, the children will listen to a range of songs, sing and play instruments.</p> <p>The children will focus on the following units:</p> <ul style="list-style-type: none"> • Make you Feel my Love – Pop Ballad style • The Fresh rice of Bel Air – Hip Hop style • The children will be taught the recorder, alongside their other units <p>We follow the <u>Charanga</u> scheme of learning for music.</p>	<p><u>Users of technology</u> (Computing)</p> <p>As users of technology, the children will learn about:</p> <ul style="list-style-type: none"> • Online Safety • Word processing • Databases <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p>

Sports people

As athletes, the children will focus upon Gymnastics in Spring 1. Our unit is called Viking Balance. We will learn to:

- Gain elevation from a powerful run and jumping technique
- Perform different movements within a range of dynamics
- Perform a sequence of movements to music
- Perform to the rhythm of music
- Evaluate their own and other's performances

End Of Unit Celebration Event: Gymnastics Presentation.

For Spring 2 we will focus upon Dance. Our unit is called Rock and Roll. We will learn to:

- Express energetic dynamics
- Demonstrate rock n roll techniques such as the hand jive and flick.
- Demonstrate extension through the limbs
- Develop contact work
- Execute lifts safely and competently.

End of Unit Celebration Event: Dance Festival.

We follow the IPEP scheme of learning for PE.

Spiritual, Moral, Social and Cultural (SMSC) citizens

We will focus on:

- How to be a good British Citizen
- How we recognise right from wrong
- Our culture and historical past
- Our ambitions for the future, and how these can motivate us in the here-and-now

We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

Some subjects do not link directly to the theme and will therefore be taught discretely.

Key dates and school events that link to this theme include a showcase of the work carried out by the children during the Spring Term.

These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.