  

**See bespoke pathways for Maths and English**

**Music: Ukuleles**

 The children will have the opportunity to learn to play a ukulele this term.

**Year 5**

**Spring 1**

**Geography: Enough For Everyone**

In this unit children will:

* Identify the equator, northern hemisphere, southern hemisphere and the tropics and map the world’s climate zones . They will use an atlas to locate a given place and label a map using a key.
* They will investigate global food security and learn what food miles are. They will find the country or town of origin on a food label and be able to give examples of foods produced in the UK.
* They will identify ways to reduce food wastage
* Children will understand the significance of Antarctica and why some people don’t have access to clean water.
* Children will understand where energy comes from and will know the main stages of electricity distribution
* They will identify what makes an energy source renewable.
* Children will identify important features of a settlement site, rank human needs by importance and explain how settlers needs have changed over time. .
* They will investigate changes in land use in Stowmarket.

**Science: Earth and Space**

In this unit children will learn the names of the planets in the Solar System. They will learn how the planets orbit the Sun and investigate how night and day occur The children will make predictions about night and day in different places on Earth. At the end of the unit, they should be able to explain that the Moon orbits the Earth not the Sun and talk about how humans can impact on the Earth linked to topic in Geography.

Enrichment activity:

**PSHE: Dreams and Goals**

Within this unit children will think about their future dreams and how they can achieve these. They will have the opportunity to consider the importance of money and the role it plays in helping them achieve their dreams, investigate a number of jobs and careers and the contributions made by people in different jobs. They will consider what job they would like to do in the future and how they can motivate themselves to achieve this, as well as consider the opportunities that learning and education will give them. They will be able to describe the dreams and goals of young people in a different culture and reflect on how these relate to their own. They will learn to appreciate the similarities and differences in aspirations between themselves and people in a different culture.

**RE: Belief and Questions about Hinduism**

How do questions about Brahman and Atman influence the way a Hindu lives?

The children will be asking about how others feel when something they love is threatened or in danger. They will ask important questions about the value of an animal’s life and compare their ideas with others.

The children will use wide religious vocabulary to suggest reasons for similarities and differences within Hindu approaches to God, and between those of other faiths.

The children will give their own and other views in their class about the challenge of acting on the idea that all things are ‘pervaded’ by Brahman, including humans.

**DT: Cooking**

The children will cook a wide range of savoury dishes including pizza, muffins, crumble etc.

They will learn about quantities, measuring out ingredients and be able to discuss the different food groups and nutrition found in the dishes.

**PE: Swimming**

This should include teaching pupils to:

Swim competently, confidently and proficiently over a distance of at least 25 metres, Use a range of strokes effectively – for example, front crawl, backstroke and breaststroke, perform safe self-rescue in different water-based situations

**Gymnastics**

Using the Get Set For PE Year 5 gymnastics unit:

In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

**Computing: Kapow, Programming: Music**

* In this unit, children will iterate ideas, testing and changing throughout. They should be able to explain what the basic commands do and also explain how their program links to the theme. Children will learn how to include a loop in their work and correct their own simple mistakes.
* They will explain their scene in the story and link musical concepts to their scene. They will learn how to include a repeat and should be able explain its function to enhance music.
* Children will code a piece of music that combines a variety of structures and should recognise that programming music is a way to apply their skills

**French: That’s Tasty!**

In this Unit, children learn key vocabulary and phrases connected to a variety of food-based themes. They will learn vocabulary and sentence building connected to drinks, breakfasts, pizzas, sandwiches and favourite foods. They will have the opportunity to investigate typical French dishes, make French recipe books and research **traditions** of food in different regions.