

**YEAR GROUP: YEARS 5 AND 6**

**DATE: SPRING TERM 2015**

**TIME ALLOCATION: 1 TERM**

**TEACHERS: MRS RUSHTON, MRS CAPSTICK, MR REID**

## Literacy

Through the Power of Reading we will be looking at "Journey to the River Sea" by Eva Ibbotson. This is an exciting adventure story situated on the River Sea; the themes included are following your dreams, having a positive outlook and sense of responsibility, together with ideas concerning respect, prejudice, class and culture. Our second book will be Floodland by Marcus Sedgwick which explores what might happen if sea levels continue to rise and towns like Norfolk become islands. It raises some key questions: how people cope? How would they respond? What would happen to individuals, families and societies?

Children will produce an explanation text describing the water cycle, they will produce diaries and ship logs with reference to the Armada and Sir Francis Drake. They will need to produce persuasive posters for our "Save Water" campaign.

There will be opportunities for reading aloud, drama, discussion and debate within "Journey to the River Sea" and chorus writing and instructional texts within "Floodland". A selection of genres will be looked at in the Power of Reading including narrative writing in role, poetry writing, story-mapping and shared writing. Specifically in Floodland, we will be report writing to prepare for radio broadcasts, and writing in role.

## Maths

We will use scales in Design & Technology to build bridges. Children will look at chronological timelines, placing the Tudors into context. We will compare today's travelling routes and distances to those of the Tudor period, effectively presenting our information in various charts and diagrams. Handling data skills will be reinforced through Science. We will use and apply our knowledge of 3D shapes when constructing our Candlemas lanterns. We will present our Saving Water data in different ways including pie charts and interpret data from other sources.

## Science

Forces in action and changing state

As scientists, we will be comparing and grouping materials as solids, liquids and gases. We will investigate how materials change state when they are heated when they are cooled, and will further our knowledge of the water cycle, looking at evaporation and condensation. We will compare and group different kinds of rocks by the physical properties and learn about their formation and will be able to explain how fossils are formed.

## Computing

We will be using ICT to look further into current technology available in the modern world. Children will learn about the capabilities of smart phones, think of a problem an app could solve (linked with the topic) and work in small groups to pitch an idea to fellow pupils. Pupils will research other apps that are available, building a log of ideas from what is currently available, before creating a presentation in which they should deliver to a panel. As a class, children will develop a simple mobile app.

## Communication

As good communicators, we will present a campaign as to how we can save water. We will be researching where water comes from, and how it reaches us (via a water treatment centre in the Lake District). We will be concluding our topic by sharing with the school our findings on "Saving Water at Home" campaign through a whole school assembly. Children will engage in a class debate, arguing the positives and negatives of coastal defences. We will be researching and preparing an argument in small debate teams, before delivering our case. Using hot seating, children will delve into the characters in our Power of Reading book 'Journey to the River Sea'

## Enterprise

As enterprising young people we will be researching the cost and effect of water damage and destruction in the UK through flooding and coastal erosion, linking this to incidences of local flooding within our area. We will look at the devastating effects this can have on people's homes and lives. We will also look into the Government plans for increasing water defences particularly to low-lying areas around the Thames and South England. And we will compare this to the funding that our local area has received.

## My Place in the World

As young people in the world we will find out about the locations of different rivers and seas, and will locate them on maps. Year 5 will carry out field work activities to analyse features of rivers (Year 6 will review and revise their knowledge from last year). We will improve our understanding of life today by discovering the early Britons, i.e. Tudors and their impact on life today. We will compare and contrast our usage of water with that of other countries, such as Uganda, inhabited by our sponsored child *Kabugho Linnet*.

## Creativity

We will learn about the work of artists who use water as a stimulus. We will create our own water colour paintings developing our painting and colour mixing skills. We will create a water-inspired dance and use music to represent the Water Cycle. Using ICT, children will research apps used in today's world and in small groups create an idea for an app that can solve a problem related to water preservation, or water exploration. Children will research structures and materials for creating a lantern as part of the work on Candlemas. We will use the same research and design skills to build a bridge, inspired by the work of Brunel.



## WHY?

### Water Exploration

Children will gain a greater understanding of the peninsula on which we live and the importance of water in our lives. This will include the different functions of water- as a tourist attraction and a food for life. Children will gain an understanding of the need for water safety and water conservation, contrasting our locality to desert locations.

At the end of this theme the children will have experienced a tourist attraction in the Lake District.

## PSHE

Through taking ownership of the "Save Water" campaign, the children will become responsible citizens and understand how their actions can impact on the way of others. They will develop life-skills on water consumption and gain an understanding of the importance of water in lowly economic developed countries. We will further our understanding on the power of water, and the dangers that living on a sea-peninsula can bring. Living in an area that possesses many hidden-water dangers, the children need to be aware of the "Water Safety Code" around local open-water areas. As the Upper School approach for their teenage years, they need to be aware of peer-pressure and behaviour safely around water.

## Religious Education

We will be learning about the journeys (pilgrimages) people make to express their faiths and beliefs including the pilgrimage to Mecca as one of the five pillars of Islam. We will learn about the importance of water in different religions and how and why it is used. We will refer to the Bible for the story of John the Baptist and its significance in Christianity. We will also look at the significance of Easter as a Christian festival and how this affects our lives today. After the Five Pillars of Islam, we will look at the Catholic religion and the significance of the pilgrimage to Lourdes. We will refer to our findings to write about our own special journeys in life, and how this will impact our approaching transition to secondary school.

## Geography

As Geographers we will develop a greater understanding of rivers looking at how they are formed, how they change, erosion and its effects. Year 5 will complete an in-depth river study in Coniston; Year 6 will review last year's river study. We will use maps and atlases to locate major rivers across Europe and other continents and their impact on the growth of towns and cities. We will be learning about the water cycle. We will understand the need for water and the impact it has on places where water is in short supply. We will use maps and atlases to locate major seas.

## History

As Historians we will become Tudor explorers. We will look at the importance of sailors in the Tudor period and how they set sail to discover new lands and new routes around the world. Through this we will look at significant Tudors such as Sir Walter Raleigh and Sir Francis Drake and develop an understanding of the impact of the discoveries they made on life today. We will also study The Spanish Armada and track its course through the Atlantic Ocean. Children will produce a mini project about the impact Tudor exploration has on life today with reference to the discovery of America. As a cross-curricular with English, we will investigate the origins of our language.

## Art and Design

As artists we will learn about the work of artists who use water as a stimulus e.g. Van Gogh's seascapes. We will visit Channel side and make observational drawings. We will develop colour mixing and consider the movement of water through our work. We will produce some observational drawings of shells and beaches and through a study of coral reefs produce their own coral reef art. To contrast this work, we will evaluate the paintings of Heaton-Cooper and his waterscapes of the Lake District.

## Design Technology

We will look at structures and design and make lanterns for Candlemas. We will select appropriate materials and tools to create our own lanterns and look at ways to strengthen the structure. We will research structures of bridges and develop a success criteria after investigating the work of Brunel. We will select appropriate materials and tools to create our own bridge and look at ways of strengthening the structure before evaluating our work.

## Music

We will create rhythmic patterns based on the water cycle using body, tuned and untuned percussion. We will listen to and appraise (using the musical elements) Handel's water music and the Storm by Benjamin Britten (BBC Ten Pieces). Pupils will study basic notation and learn how to improvise with tuned instruments around a jazz theme. They will also listen to a range of jazz.

## Physical Education

Throughout our dance lessons, we will be exploring movements that symbolise the movement of water. We will create a dance performance to accompany our composition of music which signifies the water cycle. Throughout gymnastics we will explore a range of movements to simulate the flow and changing moods of water. In games, children will be focussing on furthering their own understanding.

## Foreign Languages

Children will begin to develop their understanding of French clothing through Unit 10. They will gain basic language skills, focussing on clothing to guard against weather conditions like rain and snow. Children will use their knowledge to dramatise in small groups a fashion clothing show. They will begin to offer opinion using the new contexts, and read short, authentic descriptions in French to find specific information, e.g. Price and colour.