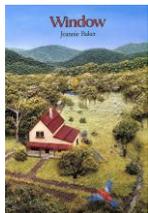
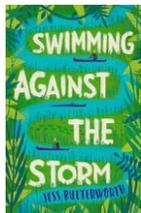


Bay Class Year 5 Topic Overview Summer Term 2022

English



Class books:

- **Swimming Against the Storm by Jess Butterworth**
- **Window by Jeannie Baker**

Types of writing that we will focus on:

- Narrative writing
- Newspaper report
- Persuasive writing

Grammar

- Passive verbs
- Semi-colons and colons
- Hyphens
- Relative clauses
- Dashes, brackets, commas for parenthesis
- Commas to clarify meaning or avoid ambiguity.
- Editing and improving sentences by using a wide range of devices to build cohesion across paragraphs, such as using adverbials, connectives etc.

Music

Exploring different music, dance and instruments from around the world.

P.E

Tuesday- Handball, tennis and circuit training.
Thursday- Swimming

Computing

We will be using Scratch to develop simple computer games.

PSHE

Following the TEN:TEN programme Life to the Full, we will cover:

- Under pressure
- Do you want a piece of cake?
- Self-Talk
- Sharing isn't always caring.
- Cyberbullying
- Types of abuse
- Impacted lifestyles
- Making good choices
- Giving assistance
- What is puberty?
- Changing bodies

RE

Unit I - Easter

To know that the Easter Vigil is the Church Celebration of the Resurrection of Christ. To know the meaning of some Easter symbols and discuss the importance of Christian belief in eternal life.

Unit J – Pentecost

To know that the Holy Spirit brought change to the life of the Apostles and is God the Holy Spirit. To discuss some of the qualities of the Holy Spirit and understand the Church's belief in the Holy Trinity.

Unit K - The work of the Apostles

To know about the work of the Apostles after Pentecost and understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world.

Unit L - Marriage & Holy Orders

To know that Marriage and Holy Orders are Sacraments of Commitment and recall the promises of a Bishop, Priest, and deacon.

Big Question: Who am I? How am I made in the image and likeness of God? What does it mean to be human? Why are other people important?



Focus:

Climate change

Topic (Geography)

- Understand the difference between climate and weather
- Learn key aspects of climate zones, biomes and ecosystems.
- Learn about the causes and effects of climate change including greenhouse effect, global warming and carbon footprint.
- Research the impact of climate change on plants and animals.
- Explore how children's rights are being affected by climate change and what can be done to help.
- How can we make a positive eco-impact on our school environment?

Maths

Decimals and percentages

Decimals up to 2 decimal places, decimals as fractions, understanding thousandths, thousandths as decimals, rounding, order and comparing decimals, understanding percentages and percentages as fractions and decimals. Equivalent fractions, decimals and percentages. Adding, subtracting, multiplying, dividing and problem solving decimals.

Geometry

Properties of shape
Position and direction

Measurement

Converting units
Volume and capacity

Science

Animals, including humans: Discuss why living things need to reproduce and look in detail at human life cycle, comparing with other animals. Study physical and emotional changes at puberty. We will look at how gestation periods differ depending on the size of the animal. We will be able to describe the changes as humans develop to old age.

Properties and changes of materials: We will revise the three states of matter and properties of materials then introduce further properties: solubility and thermal conductivity. The class will look at separating materials using a range of methods and understand that some changes are irreversible. We will finish off the topic by discussing the formation of new materials.

Art/DT

- Make your own Eden Project.
- Observational drawing of leaves.
- Paint a Rainforest scene in the style of artist John Dyer.
- Create a biome in a bag.
- Make Eco bricks and create an installation around school.

Knowledge Organiser Summer Term 2022

| <u>TOPIC</u> | <u>SCIENCE</u> | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------|----------------|---------|------------------|-------|-------|-------------|-----------|---------------|----------------|-----------|------------|------------|---------|-----------|--|--------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Key Vocabulary: <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">biomes</td> <td style="width: 50%;">greenhouse gases</td> </tr> <tr> <td>climate</td> <td>global warming</td> </tr> <tr> <td>weather</td> <td>carbon footprint</td> </tr> <tr> <td>zones</td> <td>Earth</td> </tr> <tr> <td>environment</td> <td>Ecosystem</td> </tr> <tr> <td>environmental</td> <td>Interdependent</td> </tr> <tr> <td>nutrients</td> <td>Endangered</td> </tr> <tr> <td>vegetation</td> <td>Habitat</td> </tr> <tr> <td>renewable</td> <td></td> </tr> <tr> <td>energy</td> <td></td> </tr> </table> | biomes | greenhouse gases | climate | global warming | weather | carbon footprint | zones | Earth | environment | Ecosystem | environmental | Interdependent | nutrients | Endangered | vegetation | Habitat | renewable | | energy | | <p>Key Vocabulary: <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • sieving • evaporating • reversible • changes • mixing • evaporation • filtering • sieving • melting • irreversible • conductivity • filtering </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • opaque • translucent • rusting • residue • condensing • insulation • chemical • properties • hardness • solubility • transparency • puberty • gestation period </td> </tr> </table> | <ul style="list-style-type: none"> • sieving • evaporating • reversible • changes • mixing • evaporation • filtering • sieving • melting • irreversible • conductivity • filtering | <ul style="list-style-type: none"> • opaque • translucent • rusting • residue • condensing • insulation • chemical • properties • hardness • solubility • transparency • puberty • gestation period |
| biomes | greenhouse gases | | | | | | | | | | | | | | | | | | | | | | |
| climate | global warming | | | | | | | | | | | | | | | | | | | | | | |
| weather | carbon footprint | | | | | | | | | | | | | | | | | | | | | | |
| zones | Earth | | | | | | | | | | | | | | | | | | | | | | |
| environment | Ecosystem | | | | | | | | | | | | | | | | | | | | | | |
| environmental | Interdependent | | | | | | | | | | | | | | | | | | | | | | |
| nutrients | Endangered | | | | | | | | | | | | | | | | | | | | | | |
| vegetation | Habitat | | | | | | | | | | | | | | | | | | | | | | |
| renewable | | | | | | | | | | | | | | | | | | | | | | | |
| energy | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • sieving • evaporating • reversible • changes • mixing • evaporation • filtering • sieving • melting • irreversible • conductivity • filtering | <ul style="list-style-type: none"> • opaque • translucent • rusting • residue • condensing • insulation • chemical • properties • hardness • solubility • transparency • puberty • gestation period | | | | | | | | | | | | | | | | | | | | | | |
| <p>Star Questions- these are key things to think about.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>* How is weather different to climate?</p> <p>** Describe what we mean by climate zones and biomes.</p> <p>*** Is climate change caused by humans?</p> <p>**** How is climate change affecting the ocean?</p> <p>***** What renewable energy options available to try and reduce our carbon footprint?</p> | <p>* How do humans change as they grow older? Can you name the stages e.g. baby, child, etc.</p> <p>** What is the difference between these two processes – melting and dissolving?</p> <p>*** When water evaporates, where does it go? How can we speed up the process of evaporation?</p> <p>**** What materials have chemists accidentally discovered whilst they were trying to invent something else?</p> <p>***** What if the average lifespan of a human was 200? Think about positive, negative and interesting ideas about the question.</p> | | | | | | | | | | | | | | | | | | | | | | |

The questions are of increasing difficulty, encouraging pupils to be 'ambitious for the higher gifts'. The four-and five-star questions are designed to be opened ended and rely on higher order thinking. Perhaps these questions could form the basis of discussions at home, as well revisiting key knowledge in the first three-star questions.