

# Curriculum Overview

## Portway Primary School

### Year 5

Term – Summer 1

#### Science

##### Physics - Earth and Space

This year we have increased our learning through investigation. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

##### How can we measure the movement of the Earth?

In order to answer this question they will be learning how to:

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

**This term we will be learning about...**

#### UK (Essex)



We will be visiting **Southend Beach**:  
**Tuesday 16th May Barbican**  
**Friday 24th May - Mile End**

#### Humanities

Please refer to the fact organiser at the end of this document for details about our Geography topic: UK (Essex)

#### Art

This term, children will be looking at why gargoyles were made. They will look at the history of an artist called David Mach, who was famous for creating 3D sculptures. Children will learn about the different techniques which are used to create a gargoyle before creating their own. They will be reflective of their artwork and consider ways in which it can be developed.

#### RSHE - My relationships

This term the children will learn to apply positive qualities of themselves so they can have strong self-esteem. They recognise the impact of being part of an online community - positive and negative consequences. Finally they will outline the rights and responsibilities that everyone in an online community or social network should have and uphold, summarising the rights and responsibilities when playing games and communicating with others online.

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### English

In Reading, pupils will develop their ability to justify inferences on a character's motives while discussing the meaning of words in different contexts. Children will participate in discussions, structured role-play activities and will be expected to support their opinions with evidence from the text.

In Writing, pupils will continue developing their skills through practising, applying and mastering them in a wide variety of genres. These include using a variety of sentences, figurative language, parenthesis, adverbials and modal verbs through descriptive, persuasive and poetry writing.

This half term the key text is: Counting on Katherine by Helaine Becker.

### RE

Year 5 pupils will be taught to use what they have been taught previously to analyse and evaluate different religions and how they affects daily living. In Year 5 pupils will be taught to consider and discuss ideas and themes, apply ideas from religious and world views thoughtfully and connect ideas from different religions and say what they share, and their impact on the lives of follower.

### Mathematics

This unit continues to strengthen children's understanding of decimals, fractions and percentages. Children will develop fluency with common decimals, fractions and percentages, and will learn a range of strategies to convert between equivalent decimals, percentages and fractions. This will prepare children for more complex work with decimals, fractions and percentages in future units. They will then move on to develops their geometric reasoning alongside key measurement skills. The skill of measurement is developed alongside reasoning and calculating to allow children to make predictions, to check their calculations and to discuss the properties of shapes and angles that they are to explore.

### Computing

In this unit, pupils will start to create vector drawings. They will learn how to use different drawing tools to help them create images. Pupils will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Pupils will then layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work using Google.

### You might like to join in with our learning at home by:

#### Reading

- Read everyday and record this in the reading record - try a range of text types.

#### Watching

<https://www.natgeokids.com/uk/discover/geography/countries/facts-about-scotland/>  
<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

#### Doing

Why visit a town in Essex or use Google maps to make a virtual visit.

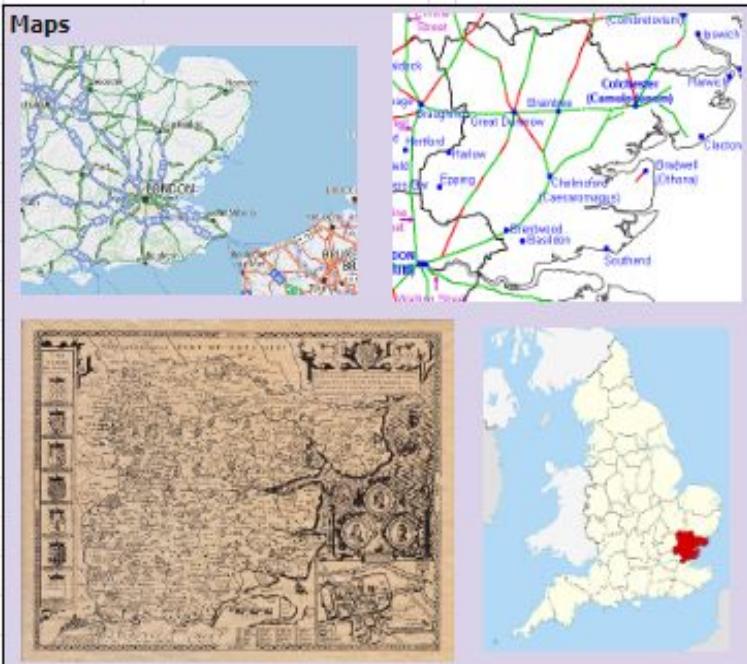
Revise times table facts up to 12x12 and use Times Table Rockstars daily

#### Visiting

An old church like Westminster Abbey to see the gargoyles in situ.

# Year 5 - Geography. Final Enquiry: What will Essex be like in 50 years?

Theme	Learning Goal	Key Questions to be asked	Answers
	<b>Essex is a geographically unique area of the UK.</b>	Where is Essex? What is the Essex coast like? Where did people settle in Essex?	Essex is a county in the East of England which is low lying, with a flat coast. Southend on Sea is a popular coastal city bordering the Thames estuary. Colchester was a Roman port and fortress surrounded by farmland. Chelmsford is a commuter town.
	<b>Humans have always settled and changed Essex.</b>	How did the first settlers change Essex? How did the Romans change Essex? How does modern Essex compare to historical Essex?	Essex has been continuously settled since the Stone age when it was developed as farmland. Colchester was the first Roman town attacked by Boudicca resulting in Londonium becoming the Capital city. After WW2 the main trades became superfluous and Essex became an extension to London.
	<b>Essex has many environmental challenges.</b>	What trades are important in Essex today? How has tourism affected Essex? What strategies can reduce the negative impact of tourism?	Essex has a strong tourist trade, with tourists largely visiting the resort towns and forests. Habitat destruction for housing and increased pollution have caused a reduction of biodiversity in the area. Some initiatives to increase biodiversity are unpopular with locals who do not want to make way for animals.



Physical features		Key Vocabulary	
<b>Thames estuary</b>	Where the River Thames meets the North Sea.	region	comparison
<b>Coastal (salt) marshes</b>	Wetlands that are flooded and drained by the tide. Their soils are composed of deep mud and peat.	border	Ordnance Survey (OS) map
<b>Chrishill Common</b>	Tallest hill in Essex at 147m tall located near Saffron Walden.	distance	Six figure
<b>Epping Forest</b>	Home to 55,000 ancient trees, more than any other single site in the UK. Some have been growing there since Anglo-saxon times.	coastal	grid reference
<b>Hatfield Forest nature reserve</b>	Biological site of special scientific interest 3 miles east of Bishops Stortford	map	scale bar
<b>Geographical skills (Disciplinary Knowledge)</b>		public	conservation
<b>Mapping</b>		dunes	management
Relate maps to each other and to vertical aerial photos.		linear	biodiversity
Describe and interpret relief features.		aerial photograph	
Human features		<b>Geographical skills (Disciplinary Knowledge)</b>	
<b>Colchester (Roman name: Camulodunum)</b>	Most important Roman city until it was destroyed by Boudica.	Mapping	
<b>Colchester castle</b>	Largest Norman keep in Europe dating from 1076.	Relate maps to each other and to vertical aerial photos.	
<b>Audley end house and gardens</b>	A 17th century country house outside Saffron Walden. One of the finest Jacobean houses in England.	Describe and interpret relief features.	
<b>Southend on Sea</b>	Coastal city on the Thames estuary.	Use latitude and longitude in an atlas or globe.	
		Make a sketch map of an area using symbols, key and scale.	
		Use agreed and Ordnance Survey symbols.	
		Use a scale bar on all maps.	
		Describe height and slope using maps, fieldwork and photos.	
		Draw measured plans from fieldwork.	
		Digital mapping: find 6 figure grid references	
		DM: Combine area and point markers to illustrate a theme.	
		DM: Use maps of different scales to illustrate an issue or story.	
		DM: Use linear and area measuring tools accurately.	

## Useful websites

- <https://www.climate-zone.com/>
- <https://www.worldatlas.com/>
- <https://www.kids-world-travel-guide.com/uk-facts.html>
- <https://www.mapsofindia.com/world-map/>
- <https://www.kids-world-travel-guide.com/>
- <https://www.visit essex.com/>