



Spring Term 1

TOPIC	Raging Rivers	Driver subject(s)	Geography - Rivers
Values (s)	Ambition Self-Belief		
Learning Links	Past – How were rivers used in the past? Present – How are rivers used now? Future - Will technology be used to advance our use and the sustainability of world rivers?	Global Themes	EDI/Cultural Capital
Opening Wow /Immersive classroom	River experience in the immersive classroom	End of topic showcase (Sharing with parents)	Creating 3D model rivers.
Trips/Visitors	n/a		
What do the children want to learn?	How many rivers are there in the world? Which is the longest river? How are rivers formed? What purposes do rivers had? Which animals live in rivers? When/who discovered rivers? Who names rivers?		

English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing/PE/French)	Science	RE/PSHE/RSE
<p>King of the Fishes – Wishing tale</p>	<p>Geography Knowledge: I can name and locate at least 5 of the world's most famous rivers</p> <p>I understand and can describe aspects the water cycle</p> <p>I know what rivers are and how they are formed</p> <p>I understand and can describe the physical features of rivers</p> <p>I know about the course of a river.</p> <p>I know why most cities are situated by rivers.</p> <p>I know how humans use rivers</p> <p>I know why ports are important and the role they play in distributing goods around the world</p> <p>Skills: Use fieldwork to observe, measure and, record human and physical features of rivers using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Music: CHARANGA Make you feel my love: Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>Computing – Game Creators Skills: Work collaboratively with others creating solutions to problems using appropriate software such as 2Code.</p> <p>PE Knowledge: I can confidently participate in dances from different parts of the world</p> <p>I can discuss what non-locomotor is and demonstrate a non-locomotor movement</p> <p>Skills: Refine & improve dances adapting them to include the use of space rhythm & expression Perform different styles of dance clearly and fluently Perform a solo dance to an audience Incorporate more challenging formations into dances Create and use compositional ideas confidently, such as pathways, step patterns and unison Recognise and comment on dances suggesting ways to improve Adapt a pair dance into a small group dance</p> <p>French Listening: I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes'.</p> <p>Reading: I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics. I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me. I can understand the main points from a short written text, which contains some unfamiliar language. I can read aloud a short story containing familiar language, clearly and with expression. I can understand the difference between 'le'/'la' and 'un'/'une'. I can recognise the meaning of 'mon'/'ma'/'mes'. I can recognise that some nouns have irregular plurals. I can recognise that adjectives' endings often change to match the noun they're describing.</p> <p>Writing I can express my opinions using complex sentences. I can write several sentences from memory. I can adapt familiar written sentences by changing a few words. I can write several sentences from memory to describe what other people do, or like doing. I can write several sentences from memory to describe a place, person or thing. I can use the correct article to match the gender of a noun.</p>	<p>Life Cycles (living things and their habitats) Knowledge: Recognise that flowering plants produce seeds from their flowers which grow into new plants Describe the life cycle of flowering plants including pollination, fertilisation, seed production, seed dispersal and germination Describe the structure of a flower, naming the main parts of the flower Describe different ways of growing new plants other than using seeds Know the difference between asexual and sexual reproduction in plants Know that all animals have a life cycle that includes being born, developing into an adult, reproducing, and eventually dying Know that life cycles vary from one class to another Know that insects and amphibians undergo metamorphosis</p> <p>Skills: Make observations of plant and animal life cycles Compare the production of new plants through the planting of seeds and the taking of cuttings Research the life cycle of an unfamiliar bird and an unfamiliar mammal Describe the changes that occur during the growth and development of insects and amphibians Compare the life cycles of an insect and an amphibian in simple terms</p>	<p>RE SACRE – Sikhism Knowledge: Know and retell some Sikh stories Understand the relevance of Sikh stories Today</p> <p>Skills: Evaluate and make comparisons between the different ways Sikhs put their religion into practise Show critical awareness of how religious stories may influence how Sikhs behave Give opinions as to why Sikh stories may be important today</p> <p>PSHCE/ RSE – Anti Bullying Knowledge</p> <ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR <p>Skills:</p> <ul style="list-style-type: none"> • Be able to describe the key characteristics and forms of bullying • Be able to talk about personal reasons why someone may engage in bullying • Be beginning to identify and describe specific types of prejudice driven bullying • Be able to describe the different roles of those involved in a bullying situation • Be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied



Year Group Topic Curriculum Map 2023-24 Year 5

		<p>I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.</p> <p>I can use some simple sentence structures that differ from English in my writing.</p> <p>Speaking</p> <p>I can join in with a short, continuous conversation, including giving simple opinions.</p> <p>I can adapt familiar sentences by changing a few words.</p> <p>I can prepare a short talk on a familiar subject and present it clearly and confidently.</p> <p>I can sing familiar songs clearly and confidently, with accurate pronunciation.</p> <p>I can describe what other people do, or like doing.</p> <p>I can prepare and present a short talk about a place, person or thing.</p> <p>I can use either 'le'/'la' or 'un'/'une' appropriately.</p> <p>I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.</p> <p>I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'</p> <p>I can use what I have learnt about the structure of French sentences to build new ones using the same model.</p>		<ul style="list-style-type: none">• Be able to describe confidently and demonstrate a number of assertiveness techniques• Be beginning to identify places where bullying may take place in the community.
--	--	--	--	--