

Sow, Grow and Farm (Geography)

Year 5/6

Term: Spring

This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

| National Curriculum objectives & skills to be taught | |
|---|--|
| <p>English</p> <ul style="list-style-type: none"> -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Assess the effectiveness of their own and others' writing. -Evaluate and edit. -Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). -Use a wide range of devices to build cohesion within and across paragraphs. <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <ul style="list-style-type: none"> -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. -Retrieve, record and present information from non-fiction. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | <p>Maths</p> <ul style="list-style-type: none"> -Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. -Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders. -Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$). -Add and subtract fractions with the same denominator and denominators that are multiples of the same number. -Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. -Read and write decimal numbers as fractions (for example, $0.71 = 71/100$). -Round decimals with two decimal places to the nearest whole number and to one decimal place. -Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. |
| <p>Science</p> <ul style="list-style-type: none"> -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. -Describe the life process of reproduction in some plants and animals. -Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. -Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. -Use test results to make predictions to set up further comparative and fair tests. -Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p>History/Geography</p> <ul style="list-style-type: none"> -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. -Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. -Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. -Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. -Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. |
| <p>Art/DT</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> -Learn about great artists, architects and designers in history. -Visual elements include line, light, shape, colour, pattern, tone, space and form. -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <p>Computing</p> <ul style="list-style-type: none"> -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of |

| | |
|---|--|
| <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. | <p>programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| <p>PE</p> <ul style="list-style-type: none"> -Develop flexibility, strength, technique, control and balance -Perform dances using a range of movement patterns -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <p>Music</p> <ul style="list-style-type: none"> -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Listen with attention to detail and recall sounds with increasing aural memory -Use and understand staff and other musical notations -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |
| <p>RE</p> <p>Why do Hindus want to be good? What do Christians believe Jesus did to 'save' people?</p> | |