

Bishops Lydeard Church School – Learning Pathway

Red= whole school events Pink = maths links (maths book)

Green = English links (in English book)

Blue= specific designers/architects/artists/musicians studied

Project Title: How was our world formed?

Year Group:

Year 5

Term: Spring

Subject	1	2	3	4	5	6	7	8	9	10	11	12
Whole School	Winnie the Pooh Day- 18 th January 2020 National Story Telling Week- 1 st February Chinese New Year- 25 th January 2020 Pancake Day- 25 th February 2020						World Book Day- Thursday 5 th March 2020 British Science Week- 6 th March 2020 Sport relief- 9 th March 2020 National Skipping Day- 20 th March Mothering Sunday- 22 nd March Shakespeare Week- 23 rd -27 th March 2020					
English	Writing to entertain Zelda Claw (Defeating the monster)			Writing to Persuade. Superman (Formal letter).			Writing to entertain Odysseus and the Cyclops. (Meeting tale).			Writing to inform Minotaur Murdered. (Newspaper Recount).		
Maths	Multiplication and Division.	Multiplication and Division.	Multiplication and Division.	Fractions	Fractions	Fractions	Fractions.	Fractions.	Decimals and percentages.	Decimals and percentages.	Decimals and percentages.	Consolidation.
Science	Classification / Living Things and Their Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.						Properties and Changes of Materials Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes					
ICT (creative use of technology)												

Art Specific artist/ designer/architect	Hokusai: Mount Fuji Skills Develop artistic/visual vocabulary when talking about own work and that of others (Hokusai techniques and own art work) To create sketchbooks to record their observations and use them to review and revisit ideas (Focus on colour blending and matching to Mount Fuji picture) Select own images and starting points for work (Sketch from picture of Quantock Hills / Seven Sisters (Cothlestone))	Screen printing: design and create motifs to be turned into printing block images, investigate techniques from paper printing to work on fabrics.
DT		
Topic	Geography Focus Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human and physical geography Describe and understand key aspects of: Physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Skills: <u>Sketching</u> Annotate sketches to describe and explain geographical processes and patterns (rivers) 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. <u>Map knowledge</u> Locate the world's countries	Geography Focus Geographical skills and fieldwork 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 Skills: <u>Making Maps</u> Sketch map using symbols and a key. Recognise OS map symbols regularly. Human and physical geography Describe and understand key aspects of: Physical geography , including: <i>climate zones, biomes</i> and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Skills: <u>Gather information</u> Use graphs to display data collected.
Music Specific musician	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music	Develop an understanding of the history of music Classical (Beethoven, Mozart)
PE	real PE Social Cog. <ol style="list-style-type: none"> 1. Dynamic Balance (on a line). 2. Counter Balance (with a partner). 3. Levelling the playing field. 4. Dynamic Balance (on a line). 5. Counter balance (with a partner). 6. Round Robin tournament. 	real PE Applying Physical Cog <ol style="list-style-type: none"> 1. Jumping and balancing. 2. Static balance (one leg). 3. Round robin tournament. 4. Jumping and landing. 5. Static balance one leg. 6. Competition.

RE	<p>Creation/Fall.</p> <p>Week 1- Making sense of the text (Genesis and cosmology/ evolution).</p> <p>Week 2: Understanding the impact (Christians who are scientists- linking the two).</p> <p>Week 3- Making connections (Linking creation story and science).</p> <p>Week 4- Psalm 8- Comparing god and humans.</p> <p>Week 5- Behaviour of Christians due to Psalm 8- how do they look after creation and worship their creator.</p> <p>Week 6- Making connections- Caring for the world (gods creation).</p>	<p>Judaism.</p> <p>Week 1: Keeping Kosher.</p> <p>Week 2: Rosh Hashanah and Yon Kipper.</p> <p>Week 3: Jewish Scriptures.</p> <p>Week 4: Simchat Torah.</p> <p>Week 5: Mezzuzah & Jewish home</p> <p>Week 6: Levaya and Shiva.</p>
Jigsaw	<p>Dreams and Goals</p> <ol style="list-style-type: none"> 1. When I grow up. 2. Investigate jobs and careers. 3. My dream job- Why I want it and the steps to get there. 4. Dreams and goals of young people in other cultures. 5. How can we support each other. 6. Rallying support. 	<p>Healthy Me</p> <ol style="list-style-type: none"> 1. Smoking. 2. Alcohol. 3. Emergency Aid. 4. Body Image 5. My relationships with food. 6. Healthy Me.
MFL	<p>That is Tasty.</p> <ol style="list-style-type: none"> 1. I'm thirsty. 2. Open and closed. 3. Breakfast 4. Sandwiches. 5. I like to eat. 6. Pizza. 	<p>Family and friends.</p> <ol style="list-style-type: none"> 1. Meet the family. 2. At the farm. 3. I live in a 4. In my house. 5. Do you like animals? 6. What can I say?
Families and community engagement	<p>Open Classrooms</p> <p>National Story Telling Week- 1st February</p>	<p>Open Classrooms</p> <p>Parent Evenings</p> <p>Mothering Sunday- 22nd March</p>
Performance of learning/opportunity	<p>National Story Telling Week- 1st February</p>	