

**ART:**

**Knowledge:** Children will be able to:

Use a range of different sketching techniques to demonstrate, tone and contrast.  
Focus on scale and perspectives in their sketching of landscapes, roads and features of their local area.

**Skills:**

Use first hand observations using different viewpoints, developing more abstract representations  
Introduce perspective, fore/back and middle ground Investigate proportions  
Use a range of mediums on a range of backgrounds  
Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.

**Vocabulary:** Sketch, line, tone, shape, form, evaluate, marks, lines, texture, shade, perspective, viewpoint, scale, rotation, cross hatching, pointillism, sidestrokes, representation.

**English**

This half term, children will be studying the book The Stone Lion by Margaret Wild. They will focus on the homeless crisis in the UK and the local area today through emotive writing and speech.

The children will:  
Ensure the consistent and correct use of tense throughout a piece of writing

Use inverted commas and other punctuation to indicate direct speech.

Use effective emotive vocabulary and language features to indicate atmosphere - Similes and metaphors

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  
Indicate degrees of possibility using adverbs [for example, perhaps, surely] and modal verbs [for example, might, should, will, must]



**Unit of Enquiry Subject Knowledge and Skills Overview**

**Title:** Where in the world?

**Year Groups: UKS2**

| <b>Focus Drivers:</b>   | <b>Key Questions:</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>- Promoting independence to take responsibility for own learning.</li> <li>- Critical thinking</li> <li>- Problem solving and reasoning</li> <li>- Awareness of the wider world</li> </ul> | <p>What is the difference between physical and human geographical features?<br/>How will you conduct a reliable field work study to show the physical features of Himbleton?<br/>Can you identify the human and physical features in Himbleton village?</p> |
| <b>Vehicle for Learning:</b>  |   |
| Field work investigations in Himbleton village. .   |   |
| <b>Key Texts:</b>   |   |
| Use of atlas and search engines   |   |
| OS maps   |   |
| The Stone Lion by Margaret Wild   |   |

**Geography:**

**Knowledge:**

Children will be able to:  
Identify where Himbleton is on a map of the UK and county map.  
Identify physical and human features of their local area.  
Explain what physical and human features are. Explain how human and physical features in their local area have changed over time

**Skills:**

Use maps, atlases, globes and digital/computer mapping to locate physical and human features in their local area.  
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  
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies  
Use reliable data collection techniques when conducting fieldwork studies.  
Analyse data relating to the physical and human features of Himbleton.

**Vocabulary:**

map, scale, longitude, latitude, compass, atlas, north, south, east, west, coordinates, fieldwork, variable, research, human geography, physical geography, survey, analyse, evaluate, data, graph, tally, table, pie chart, percentage, conclusion, study, GPS, bearing, aerial photo, direction, distance, ordnance survey, symbol.

**Maths:**

**Multiplication and Division:** Children will learn to: identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19; 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; multiply and divide numbers mentally drawing upon known facts; divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context and multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

**Measurement:** Children will learn to convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ; understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ; measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ; calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes ; estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water] ; solve problems involving converting between units of time ; use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

**Science: Circulatory system**

**By the end of this unit children will be able to:**

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Describe the ways in which nutrients and water are transported within animals, including humans
- Identify and name the main parts of the human circulatory system by recalling prior knowledge of systems in the human body and labelling a diagram.

**PE:**

**Rugby:** This half term Year 5 will receive professional coaching from Worcester Warriors we hope that they will learn key skills and rules of rugby whilst being inspired by their team.

**Fitness**

Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.

**Netball**

Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.

**French: 'All about me'**

Children will learn to:

- Give and respond to simple classroom instructions appropriately
- Name parts of the body
- Identify colours
- Name items of clothing
- Ask and answer questions using the topic vocabulary
- Read and write simple words
- Say that un/une relate to masculine & feminine nouns