Ambition – Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM

Topic: What is a river's journey?		
Year Group: 5	Term: Autumn 1 and 2	
	Ambition:	
Know that ambitions can enable us to explore new places and find out about our world in the		
conte	ext of explorers	
C	Community:	
Know that there are communities that rely on natural resources such as rivers		
Equality:		
Know that we should all have equa	l ambitions regardless of background/ beliefs.	

Links to Prior Learning

Y2 – Seaside (learning about geographical features) Y3 – volcanoes

Y4 – 4-figure grid references and use of OS maps including recognition of basic symbols

Writing Opportunities Through Topic Lessons

Explanation: The water cycle	Information: Parts of a river	Fact files: World's longest rivers and tallest mountains	Narrative: The journey of a raindrop.
Explanation text: How are mountains formed?	Tourist board style leaflet persuading people to visit rivers and mountains in the UK.	RE: Information: Gurdwara Information text – (Linked to ed visit) Langar Kitchen	Ed. Visit follow up: Information leaflet/booklet: Carding Mill Valley Recount- fieldtrip
Diary: Edmund Hillary			
	Kov	Texts	

Key Texts

Touching the Void (Scholastic)	King of the Cloud Forests, Michael Morpurgo	Survivors, David Long & Kerry Hyndman	Mountains of the World, Deiter Braun
-Fantastic Female Adventurers, Lily Dyu	Everest, Alexandra Stewart- How to climb a mountain	Mountain poetry	The Promise Nicola Davies
Where the river meets the sea, Eva Ibottson	A River, Marc Martin	Once upon a raindrop, James Carter	The Sound Collector, Roger McGough

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Key Vocabulary

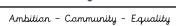
Geography rivers: tributary, estuary, floodplain, meander, mouth, source mountains: base, plateau, face, mountain range, ridge, tree line, summit, snowline, slope, landscape	Geography how different types of mountains are formed: fold mountains, fault- block mountains, dome mountains, volcanic mountains, plateau mountains Ordinance Survey Map: 6-figure grid reference, symbol, contour lines	Computing A1 Infographic, one-level deep, two-level deep, analogous, complementary, display text, image file formats, copyright, creative commons license Computing A2 Email, instant/direct messaging, social media, Wiki, Fake news, misinformation, disinformation	Art Influence, tones, texture, watercolour, acrylic, effects, pastels, technique, layer, colour theory
	Proj		
Art project: Landscape	Computing project: Aut 1 – Entrust Infographics Final project: <u>Geography/history</u> Design an infographic about rivers/mountains	Computing project: Aut 2: Computers for Communication and Collaboration	DT project: <u>Textiles</u> Make a Christmas decoration with applique design

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	Concrete H	Knowledge	
Geography Know the different types of mountains and how they are formed	Geography Know the different parts of a river	Geography Know what human and physical features are in the area around Carding Mill Valley	Geography Know the names and locations of some famous mountain ranges
Geography Know the names of some of the world's longest rivers and name some UK rivers (Trent, Avon, Severn and Thames)	Geography Know the names of some of the world's tallest mountains and name some UK mountain ranges (Pennines, Snowdonia, Cairngorms)		
Art Know different colours and tones are used to create a water effect	Art Know that different paints create different effects		Ed. visit follow up Write up fieldwork and create graphs using the measurements taken
	Skill Pro	gression	
Geography I can label diagrams to show key geographical features of: • rivers: tributary, estuary, floodplain, meander, mouth, source • the different stages of a water cycle	Geography I can label diagrams to show key geographical features of: • mountains: base, plateau, face, mountain range, ridge, tree line, summit, snowline, slope	Geography I can label diagrams to show key geographical features of: • how different types of mountains are formed: fold mountains, fault- block mountains, dome mountains, volcanic mountains, plateau mountains	Geography I can label diagrams to show key geographical features of: • the different stages of a water cycle



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figure grid references (to refer to OS map symbols)	Geography I can use contour lines o find out the height of hills and mountains Carding Mill Valley and other key mountains in the UK)	Geography I can draw a sketch map (Carding Mill Valley using OS map symbols)	Geography I can use the 8 compass points (during fieldwork orienteering)	
Art I can select which artist will influence my work	Art I can experiment with and compare watercolour and acrylic paint	Art I can create different effects by painting in layers	Art I can mix colours shades and tones confidently	
Art I can use light and dark tones within a painting to create perspective	Art I can apply colour theory to express moods			
 Computing – Autumn 1 I can make judgements on the design of an infographic to evaluate its effectiveness I understand that colour can impact the design of an infographic due to meanings and associations as well as colour combinations I know that carefully selecting images to convey the right message is important I understand that I should abide by copyright licences if I am to use someone else's image in my own work I can use charts and graphs appropriately to display data I have considered the overall design and limited my use of colour and images so as not to distract from the intention of the infographic I have used a variety of presentation skills such as layering, transparent images, coloured text, filled text boxes and background fills to design my infographic I have carefully chosen interesting and related facts and stats to convey the intended message for my infographic 		Computing Autumn 2 I know that the internet allows us to communicate with people all over the world through audio, text and video I can explain what some of the risks are when communicating online with others I know what email is and how to write an email I know what instant or direct messaging is I know that instant/direct messaging can be to one person or to many at the same time I know what a wiki is I know the difference between misinformation and disinformation I can suggest suitable strategies to help with spotting fake news when gathering information online I can work collaboratively online 		

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DT: Design

- I can describe the purpose of their products
- I can indicate the design features of their products that will appeal to intended users
- I can explain how particular parts of their products work carry out research, using surveys, interviews, questionnaires and webbased resources
- I can identify the needs, wants, preferences and values of particular individuals and groups
- I can develop a simple design specification to guide my thinking
- I can model my ideas using prototypes and pattern pieces (mark out using a ruler and create pattern pieces)
- I can generate innovative ideas, drawing on research
- I can use annotated sketches to develop and communicate my ideas

DT: Make

- I can select tools, materials and equipment suitable for the task
- I can explain their choice of tools and equipment in relation to the skills and techniques they will be using
- I can produce appropriate lists of tools, equipment and materials that I will need
- I can formulate step-by-step plans as a guide to making
- I can follow procedures for safety and hygiene
- I can accurately measure, mark out, cut and shape materials and components (make a paper pattern)
- I can accurately assemble, join and combine materials and components
- I can accurately apply a range of finishing techniques, including those from art and design (applique, embroidery, backstitch)
- I can use techniques that involve a number of steps

DT: Evaluate

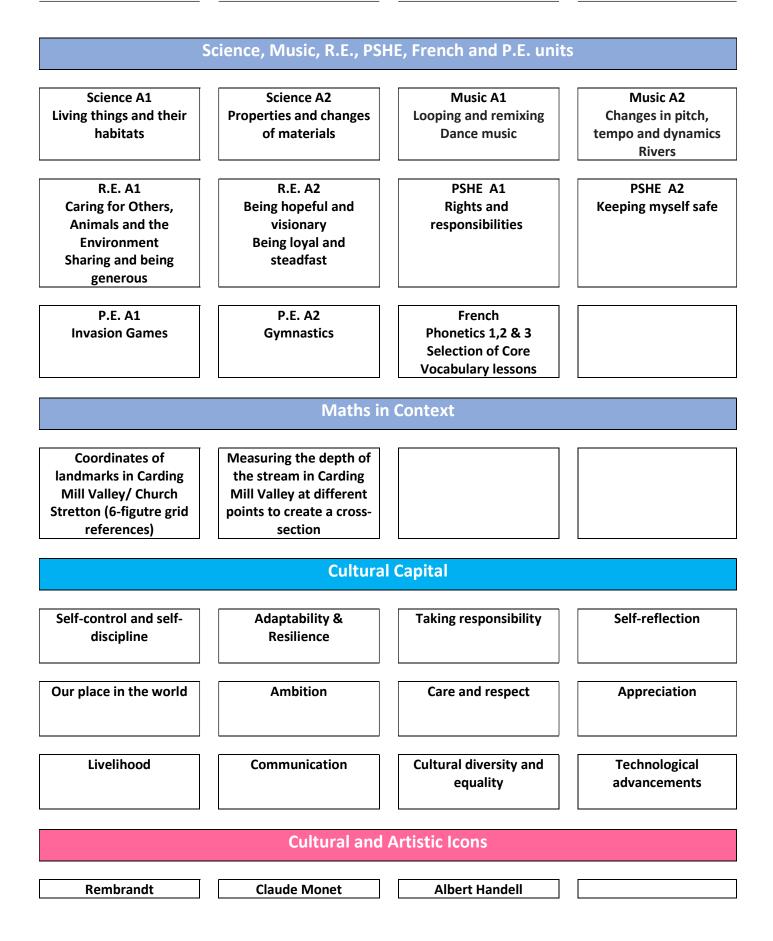
I can investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

I can investigate and analyse:

- how much products cost to make
- how innovative products are
- how sustainable the materials in products are what impact products have beyond their intended purpose
- I can identify the strengths and areas for development in their ideas and products
- I can consider the views of others, including intended users, to improve their work
- I can critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- I can evaluate my ideas and products against my original design specification

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Health Ed	ucation, Money Manag	ement, Environmenta	l Education
Understand the terms loan, credit, debit and interest	Know what a habit is and why it can be hard change	Know that all medicines are drugs but not all drugs are medicine	
	Rights Ro	especting	
Article 24: Every child has the right to access clean water and nutritious food	Wider links	Wider links	Wider links
Enri	ichment experiences ar	nd Community Involve	ment
Carding Mill Valley: river measurements,	Visit to a Gurdwara	St. Giles Christmas performance	(PSHE) Know and understand the roles o

local councils

OS map, orienteering

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