

Year group: 5

Term: Spring (1st Half)

Topic: Marvellous Maps

Kernow Cluster Topic Overview Sheet

# Objectives



## Opportunities for outdoor learning:

- Using maps around the local town.
- Identifying key landmarks in our local area.
- Orienteering around the school grounds

## Key vocabulary:

- Atlas, index, co-ordinates, latitude, longitude.
- Key, symbol, Ordnance Survey.
- Compass, north, south, east, west, north east, south east, south west, north west.
- Co-ordinates, grid reference, easting, northing.
- Grid Silva compass.
- Past, present, similarities, differences

## PSHE objectives: Daring to be Different

- Differences of opinion
- Agreeing and disagreeing
- Risky choices
- Standing out from the crowd
- Being assertive

## History objectives:

None this term

## Geography objectives:

- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.
- To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas
- To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied by using the index and co-ordinates.
- To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map
- 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.
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places

## Digital literacy:

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.

**PE objectives:** swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

develop flexibility, strength, technique, control and balance.

perform dances using a range of movement patterns

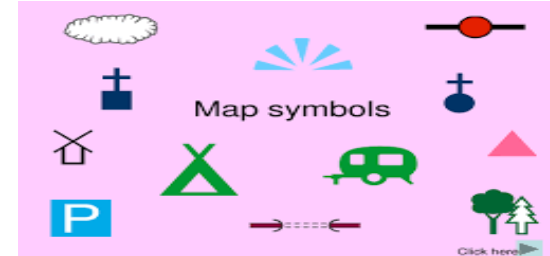
## Music objectives:

use and understand staff and other musical notations. 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.

## Computing objectives:

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

**Art objectives:** To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing using oil pastels about great artists, architects and designers in history.



## Maths objectives:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- 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,  $2/5 + 4/5 = 6/5 = 1 1/5$  ]
- 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,  $0.71 = 71/100$  ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- 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
- solve problems which require knowing percentage and decimal equivalents of  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those fractions with a denominator of a multiple of 10 or 25.

**Science objectives:** None this term.

## RE objectives:

- To explore the difficulties faced by Mary and Joseph as revealed in Mathew's Gospel, including the role of King Herod.
- To make connections between the plight of Jesus and the homeless and refugees today.
- To look at the Jewish understanding of repentance.
- To identify the role of John the Baptist in the revelation of Jesus as the Son of God.
- To discuss the importance of baptism.

## Opportunities for trips / visitors:

- Minack Theatre
- Life Skills – Safety
- Tehidy Woods.

## Whole class texts:

Around the World in 80 days

## English objectives:

- Spelling
  - use further prefixes and suffixes and understand the guidance for adding them
  - spell some words with 'silent' letters
  - continue to distinguish between homophones and other words which are often confused
  - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
  - use dictionaries to check the spelling and meaning of words
  - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
  - use a thesaurus indicate grammatical and other features by:
    - using commas to clarify meaning or avoid ambiguity in writing
    - using hyphens to avoid ambiguity
    - using brackets, dashes or commas to indicate parenthesis
    - using semicolons, colons or dashes to mark boundaries between independent clauses
    - using a colon to introduce a list
    - punctuating bullet points consistently
- To write a playscript
- To describe a place using key vocabulary
- Poetry and performance.

## Languages objectives:

listen attentively to spoken language and show understanding by joining in and responding

## Design Technology objectives:

None this term.

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# Kernow Cluster Topic Overview Sheet

## Skills



**Links to previous topics**  
Y1 Postings and Places  
Y2 Explorers  
Y4 Lands End to London

**Links to future topics: Y6**  
Y6 Looking after our world.

**PSHE:** Children can respond to, or challenge, negative behaviours such as stereotyping and aggression  
**British values:**  
Responsibility. Law. Respect.

**Maths skills:**  
Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates, percentages and decimal notation.  
Add and subtract fractions with the same denominator and multiples of the same number. Multiply and divide fractions with the same denominator.  
Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.  
Recognise and convert mixed numbers and improper fractions and convert from one form to another and write the mathematical statements greater than 1 as a mixed number.  
e.g.  $2/5 + 4/5 = 6/5 = 1 1/5$

**History skills:**  
None this term.

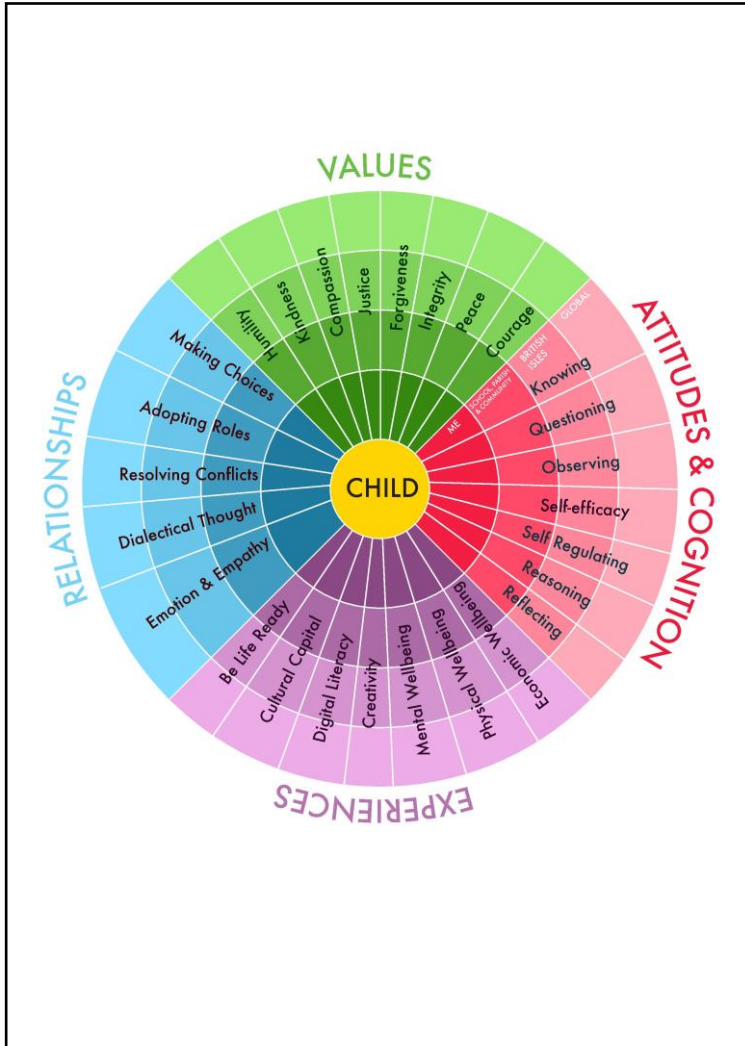
**PE skills:**  
Rehearse, refine and repeat short dance sequences with style and artistic intention.  
Perform to an accompaniment expressively and sensitively.  
Use an increasing range of complex composition principles to create dances.  
Create and structure motifs, phrases, sections and whole dances.

**Geography skills:**  
Use primary and secondary sources to find information about a range of localities  
Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.  
Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied  
Identify physical and human features that have contributed towards the change and development of a locality

**Music skills:**  
Sing with awareness of dynamics, phrasing and pitch control.  
Compare, contrast and combine a range of musical genre.  
Recognise the difference between unison and harmony.  
Use notation associated with duration, e.g. *crochet-one beat, minim-two beats, semi-breve-four beats, quaver-half beat, semi-quaver-quarter beat, a rest* etc.

**Art skills:** Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional.  
Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer.

**Computing skills:**  
Internet Research Use advance search functions in Google (quotations).  
Use their knowledge of domain names to aid their judgment of the validity of websites.



**Science skills:** None this term

**RE skills:**  
Make links between sources, practices, beliefs, ideas, feelings and experiences.  
Describe in detail the impact of religion on people's lives.  
Recognise diversity in forms of religions, spiritual and moral expressions, and within and between religions.

**Opportunities for home learning / cultural capital:**  
Research maps.  
Google

**Set homework:**  
Spellings  
Reading and times tables

**English skills:** Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.  
Retrieve record and respond to information.  
Ask questions in order to improve understanding.  
Use *inverted commas* to demarcate *indirect speech*.  
Use *commas* to mark *clauses* and *phrases* in a sentence accurately.  
Use relative clauses beginning with *who, which, where, when, whose, that*,  
Ensure that writing is *factual* and contains a well-structured *introduction, conclusion/summary*.

**Languages skills:**  
Engage in conversation, listening and then responding appropriately.  
Listen to and respond with an increasing range of phrases and sentences.  
Construct and pronounce an increasing range of sentences accurately.

**Design Technology skills:**  
None this term.