

YEAR 5 – Summer 2 Planning – Investigating the World’s Natural Resources

Cross Curricular: Writing

The pupils in Year 5 will compose a balanced argument on the motion: *‘Should the UK prioritise the use of renewable resources over non-renewable resources for energy production?’*

- They will employ the use of grammatical features, such as: expanded noun phrases, conjunctions, fronted adverbials, multclause sentences, manipulate register through the use of idioms and other figurative language and select the correct verb tenses throughout their compositions.
- To ensure their compositions are not ambiguous, the use of advanced punctuation, for example, semi-colons and colons, will be prioritised.
- As well as this, they will utilise organisational features such as an introduction, main body and conclusion, alongside images and captions to convey their key ideas, with cohesion and clarity.

Cross – Curricular Music

NC Objectives covered:

Listening:

Listen with increased concentration to recorded music from different genres, styles and times, responding appropriately to the context

Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement and visual arts.

Composing:

Compose music to evoke a specific atmosphere, mood or environment.

Capture and record creative ideas using graphic symbols

Use voice, body percussion and music technology to experiment creatively with sounds, taking creative risks and justifying decisions

Show an awareness of how different parts fit together

Computing

NC Objectives

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

- Use sequence, selection, and repetition in programs; work with variables and various forms of inputs and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Geography - NC Objectives

Locational knowledge

Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography

Describe and understand key aspects of:

Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Cross Curricular: Reading:

Build on comprehension skills linked to their work in writing:

NC Objectives:

Drawing on what they already know or on background information and vocabulary provided by the teacher

Checking that the text makes sense to them as they read and correcting inaccurate reading

Making inferences on the basis of what is being said and done

Answering and asking questions

Science- Earth and Space

NC objectives:

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth

Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

Plan different types of scientific enquiries to answer questions.

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.