

Our changing coastlines

YEAR 5
SUMMER 1
2023/24

PROJECT OVERVIEW

The children will begin their project by planning an Enterprise Activity for the rest of the school, to raise money for the RNLI. They will present their donation while visiting the lifeboat station in Swanage during a four-day residential visit. During this visit, children will develop fieldwork skills, exploring the physical features of the Dorset coastline. Each child will keep a fieldwork notebook, which they will share with a member of Year 6 on their return, discussing the similarities and differences between their visits. Having explored OS maps, symbols and grid references in school children will start to apply these skills as they draw sketch maps of Swanage Bay and the surrounding coastline. They will learn to use appropriate vocabulary and annotated diagrams to explain physical features associated with coasts, undertake a beach hut survey, explore wildlife at Durlston country Park and identify coastal defences used around Swanage Bay. The children will learn about the physical processes acting on our coastlines, looking at the evidence for this while in Swanage, supported by more in-depth research back at school. They will learn how management schemes are used to combat the effects of coastal erosion and discuss the impact of coastal erosion on the landscape, as well as on human lives and activities.

ENGLISH

Our first unit is inspired by *The Lost Words* by Robert Macfarlane. We explore the magic of its poetic 'spells' which conjure back 'the lost words' that describe the natural world. Using their rich experiences of nature gathered during our Swanage residential, children create an illustrated class poetry anthology in a similar style. Children will perform poems from the collections, showing their understanding through intonation, tone and volume. We move on to read *Circle* by Jeannie Baker, using the issues raised as a basis for research and discussion of environmental issues. Children will choose an issue to write their own environmental petition. We also continue to explore stories and develop our reading skills through independent reading and shared class texts.

MATHS

We start by estimating the volume of cubes and cuboids. We then begin multiplying proper fractions by whole numbers, and practise how to compare and order fractions, decimal and percentage equivalents. We will solve problems using our knowledge of this, and how to solve problems involving numbers up to 3 d.p. We move on to developing our ability to add and subtract using mainly mental methods and jottings, developing the reliability and efficiency of methods and we begin to make appropriate choices between mental, jottings, and formal methods. We will revisit adding and subtracting fractions.

SCIENCE

During this unit we explore how old the Earth is, and when life first appeared. We learn what fossils are and how scientists use them as a source of evidence of evolution, showing when organisms appear and become extinct. We move on to find how organisms are classified into groups using their physical features, including animals, plants, fungi and microorganisms like bacteria. Within these groups there are smaller subgroups for animals (invertebrates, mammals, birds, amphibians, reptiles and fish) and plants (flowering plants, ferns, conifers and moss) We also find out about the abundant and distinct features of microscopic bacteria.

RE

Christians use the Bible to help them to understand what God is like. The focus of this unit is contrasting the awesome, terrifying aspect of God's character — his holiness — and the intimate, personal aspect — God as loving. Our study will help children to make connections between Bible texts studied and what Christians believe about God: for example through how churches are designed. We will also show how Christians put their beliefs into practice in worship.

GEOGRAPHY

Children will learn about some of the physical and human characteristics around Swanage Bay and the Jurassic coastline; and understand how these have changed over time. They will use maps, atlases, globes and digital or computer mapping to locate Coastal features of Dorset, with a focus on Swanage and the Jurassic coastline. They will explore Ordnance Survey maps using the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of Swanage and the surrounding areas.

HISTORY

No history unit this half term.

ART

Children will begin by studying landscape paintings by artists including Constable, Gainsborough, Hockney, Turner, Heron, Sutherland, Leger and Escher. They will be encouraged to think about the story behind the painting, such as why a viewpoint was chosen and the purpose of the work. They will also consider how the artist has used space effectively. After experimenting with how perspective is used to create depth in paintings children will go on to compose and paint their own landscape using these skills.

DT

No DT unit this half term.

MUSIC

This unit is based on the song, *Dancing In The Street* by Martha and the Vandellas, and uncovers the 'style indicators' of Motown. Children will explore the structure of the piece, the instruments and voices used and be encouraged to keep the internal pulse. They will listen to other Motown pieces. Activities include singing, improvisation, composing and performance.

FRENCH

Children will develop an understanding of how verb endings can change. They will learn to follow the text of a story and identify a verb in the 1st, 2nd and 3rd person singular and plural. Moving on they will explore words for 'the' and when reading and writing learn to recognise a sentence with a definite article, verb and noun.

COMPUTING

Our computing this term is linked to our learning about the RNLI. Inspired by the launch of a lifeboat from a trailer the children will be asked to use Crumble boards, attached to a motor, to program a model trailer to move. They will complete a range of challenges, including changes of speed and direction, as well as the addition of warning lights and buzzers.

PE

Athletics: Children develop their technical understanding of athletic ability, learning how to set targets and improve their performance in a range of running, jumping and throwing activities.

Dance by chance: Children will develop their understanding of dance skills and work collaboratively to choreograph and perform a routine.

PSHE

Physical health and mental wellbeing: Children develop an understanding of how to continue and influence their personal physical and mental health and wellbeing, alongside supporting peers too.

Money and Work: Identifying job interests and aspirations; what influences career choices; workplace stereotypes.