

Understanding the World- Geography

Locational knowledge:

- Locate the world's countries, using maps to focus on North and South America.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Human and physical geography:

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Using a range of maps, atlases, globes and digital maps to locate countries and features.

Local/National/Global Links:

- Lancaster Library
- Slice
- More Music
- Curious Minds

Personal, Social and Emotional Development - RE

- Provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians.
- To realise the significance of the life of St Paul and the concept of mission.
- To learn basic facts about how Christianity came to Britain.
- What happened next after Pentecost?
- What is a mission?
- If Paul wrote a letter to the church today what would he say?
- What motivates you to keep going when things are difficult?



Year 5 Amazing Amazon



Stimulus: Amazon Rain Forest

Visit/Visitors: Monty's Mini Beast Tour Visit in school.

Physical Development- PE

- To develop running skills in isolation.
- To develop throwing skills
- To evaluate their own success
- To explore ways of combining jumping actions
- To develop throwing skills in an athletic type activity
- To develop jumping actions in combination
- To develop running skills in isolation
- To develop throwing skills in an athletic type activity
- To develop running, jumping and throwing skills in an athletic type activity.
- To compare their performances with previous ones and demonstrate
- improvement to achieve their personal best.

Expressive Arts and Design- Design Technology

- Research and evaluate existing products (including book and web based research).
- Consider user and purpose.
- Design a product with a purpose.
- Develop sewing and stitching skills.
- Decorating textiles.
- Make and evaluate a product based on a set

Understanding the World – Science

Observing Life Cycles

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Plants produce pollen from the stamen (male part of a plant) which is transferred to the stigma and then the ovary (female parts of the plant).
- Fertilisation occurs in the ovary of the flower.
- Seeds are formed as a result of fertilisation.

Working Scientifically

- By observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).
- By asking pertinent questions.
- By suggesting reasons for similarities and differences.
- By trying to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.
- By observing changes in an animal over a period of time (for example, by hatching and rearing chicks).
- By comparing how different animals reproduce and grow.

Expressive Arts and Design- Art

- Developing still life drawing skills
- Working with a range of materials to create art.
- Research famous artists and create a piece of art based on their work.
- Evaluate others and own work.

 Please see links to National Curriculum Maths

 Please see links to National Curriculum English.

Skerton St Luke's – Curriculum Teams 2018/2019



Understanding The World

- History, Geography and Science

Teacher/s: Mrs Billington, Mrs Patterson and Mrs Heywood

Teaching Assistant: Miss Dunkeld and Miss Grime

Governor: Sandra Thornberry



Literacy, communication and language

- English, French and Computing

Teacher/s: Mrs Goodwin, Miss Garnett and Ms Leong

Teaching Assistant: Miss Cokell

Governor: Kath Foster



Physical Development

- Physical Education

Teacher/s: Miss Garnett

HLTA/Teaching Assistant: Miss Baldock, Mr Parkinson

Governor: Steve Hunt



Expressive Arts and Design

- Art, Design Technology and Music

Teacher/s: Ms Leong, Miss Butler and Miss Thompson

Teaching Assistant: Mrs Pace and Ms Mullineux

Governor: Helen Smith



Personal, Social and Emotional Development

- PSHE, P4C and RE

Teacher/s: Mrs Patterson, Mrs Billington and Miss Butler

Teaching Assistant: Miss Stephenson and Miss Lund

Governor: Maxine Kneeshaw



Inclusion

- SEN, AGT, PPG and Pupil Progress

Teacher/s: Mrs Armistead, Miss Thompson, Mrs Walling-Lewis and Mrs Stephenson

Teaching Assistant: Mrs Holroyd

Governor: Lucy Ellis



Mathematics

- Maths

Teacher/s: Mrs Patterson

Teaching Assistant: Mrs Plevy

Governor: Marcus Harding