

<p><u>Year Group:</u> Year 5</p> <p><u>Name of project:</u> From the mountain to the sea</p> <p><u>Term:</u> Summer 2</p>	<p><u>Summary of current hook:</u></p> <p>Children will be learning about river environments, locally, nationally and globally. Throughout this unit, children will be exploring the different aspects of rivers through interactive resources, the school grounds and our residential to Beaulieu River.</p>	<p><u>Summary of current celebration:</u></p> <p>To celebrate the learning journey, Year 5 will be producing a newspaper report, non chronological report and felt making an interpretation of a river environment. To enhance the learning we will link classroom learning to the outdoors with a residential trip to Beaulieu.</p>
<p><u>Learning Journey</u></p> <p>Throughout the half term, we will be learning about what happens ‘From the mountain to the sea.’ Year 5 have a geography led unit focusing on rivers. This will explore how rivers are formed, what the features are, considering this locally, nationally and globally. Our main focus will be on answering our enquiry question: ‘Are all rivers the same?’ In turn this will link to our English work based upon The Explorer by Katherine Rundell. This will then form the basis of our English curriculum.</p> <p>Other subjects will link in to this overall topic of ‘From the mountain to the sea.’ In Art we will design and make felt linked to river environments. In music the children will depict the soundscapes of the localities.</p> <p>Across the wider curriculum, Year 5 will be looking at growing up and the human life cycle in Science. In PE the children will be learning to play rounders and other team games and practicing athletics.</p>	<p><u>RSE</u></p> <p>The RSE unit this half term is called “Growing and changing”. We will explore the physical and emotional changes involved in growing up. We will also be studying the issues surrounding stereotypes.</p>	
	<p><u>Outdoor Learning</u></p> <p>Our exciting camping trip will provide the children will new experiences at their local environment.</p>	
	<p><u>E-Safety</u></p> <p>The message of teaching children how to stay safe online will continue to be promoted through ICT lessons.</p>	
<p><u>What are the current curriculum links to Maths and English?</u></p> <p>Using The Explorer we will create the writing outcomes of: newspaper article on the books events, fiction writing and a non chronological report about rivers.</p> <p>Across the Maths curriculum, we will be focusing on the areas: fractions, decimals and percentages. Links will be found through geographical and scientific data.</p>	<p><u>Key dates</u></p> <p>25th June – Merfest 7/8th July - Residential 12th July – Sports Day (14th June – reserve date) 18th July – Parent outcome</p>	
<p><u>Independence</u></p> <p>The children will be provided with the relevant tools and learning environments to ensure they are ready for learning.</p> <p>Children will be given the opportunity to make their own decisions when presenting their knowledge and understanding.</p> <p>Children will be encouraged to set their own goals and targets by responding to feedback, peer and self-assessment.</p> <p>Children will know the importance of listening to and using guidance from others</p> <p>Children will start to understand that approaches to learning may differ.</p>	<p><u>Never Giving Up</u></p> <p>The children can draw from previous experiences to support their learning.</p> <p>The children will be able to use a range of ways to help themselves with their learning by using the appropriate resources and scaffolds provided.</p> <p>All tasks will be carried through to the end to ensure success.</p> <p>The children will recognise that it is okay to make mistakes.</p> <p>Children can view constructive feedback as a positive challenge and use it to make progress</p>	<p><u>Teamwork</u></p> <p>Children listen to others and respect and include of each group member and their ideas</p> <p>Children understand what a group is and how to be part of a team.</p> <p>Children can communicate ideas to others and recognise each team member is required to make a positive contribution</p> <p>Children can work with a team to achieve a common goal</p>
<p><u>Growth Mindset</u></p> <p>Children are encouraged to approach difficult learning with self-belief.</p> <p>Children will be able to use models in lessons and inspiration in the success of others.</p> <p>Children will start to make links between their new learning and what they already know.</p> <p>Children will know and understand how to improve their knowledge through new challenges.</p>	<p><u>Innovators</u></p> <p>Children can use their imagination and make free choices and resources in a variety of situations.</p> <p>Children can present their learning in a different way from other people.</p> <p>Children feel confident exploring an idea which may not have a right or wrong answer in the end.</p> <p>Children will always be encouraged to be confident enough to have a go!</p> <p>Children will start to understand that ideas can be expressed and there could be more than one idea.</p>	<p><u>Evaluators</u></p> <p>Children can identify at least one thing which has gone well in their learning</p> <p>Children will recognise and say how they feel about their learning, making an assessment about how the task is going.</p> <p>Children will be confident enough to make a constructive comment about others’ work.</p> <p>Children will be able to say what would help them to do the task better next time</p> <p>Children will use reflection time wisely and understand this could inform future learning</p>