



Giant Lakes of the North		Year 5/6:Spring							
Primary Drivers		Secondary Drivers							
Further Outcomes		Further Outcomes							
<p><b>Global Issue</b></p> <p>Go Green - Global warming Reduce carbon footprint Plastic free school</p> <p><b>British Value</b></p> <p>Democracy and The Rule of Law.</p> <p><b>Topic Overview</b></p> <p>Geographical comparisons between the Great Lakes and The Lake District. Scientific study of the characteristics of living things and their classification. Chemical change – cookery.</p> <p><b>Key Texts</b></p> <p>Floodland – Marcus Sedwick The Secret Lake – Karen Inglis The Raft – Jim LaMarche</p> <p><b>English Genres</b></p> <table border="0"> <tr> <td><u>Non-Fiction</u></td> <td><u>Fiction</u></td> </tr> <tr> <td>Non chronological report</td> <td>Narrative – mystery/adventure</td> </tr> <tr> <td>Fact file brochures</td> <td></td> </tr> </table>	<u>Non-Fiction</u>	<u>Fiction</u>	Non chronological report	Narrative – mystery/adventure	Fact file brochures		<p><b>Geography</b></p> <p>Know the position and significance of latitude and longitude. Use four and six figure grid references. Compare a region in the UK with a region in North or South America. Show some understanding of human geography and physical geography. Know the position and significance of latitude and longitude. Explain time zones. Use four and six figure grid references and OS maps to answer questions. Use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p><b>Science</b></p> <p>Working scientifically describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. Describe the life process of reproduction in some plants and animals.</p>	<p><b>Science</b></p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.</p> <p><b>Art</b></p> <p>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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p><b>Music</b></p> <p>Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>History</b></p> <p>Investigate how an aspect or theme has changed over time in the local area. Display an awareness of the immigration and emigration which has led to the multi-cultural Society of today's UK.</p> <p><b>Science</b></p> <p>Working scientifically describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the changes as humans develop to old age.</p> <p><b>PSHE</b></p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships. To recognise the different risks in different situations and then decide how to behave responsibly. That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong school rules about health and safety, basic emergency aid procedures and where to get help. That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. To recognise and challenge stereotypes. Where individuals, families and groups can get help and support. To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. To think about the lives of people living in other places and times, and people with different values and customs.</p>
<u>Non-Fiction</u>	<u>Fiction</u>								
Non chronological report	Narrative – mystery/adventure								
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<b>BANG!</b>	<b>APPLAUSE!</b>	<b>EXPERIENCE</b>	<b>SL/GM</b>						
<p>Walk around Kingsgate Park Lake. Read-a-thon of Beatrix Potter books. Hobbs Bakery – making bread.</p>	<p>A multimedia presentation about lakes in the UK and North America. Create a documentary TV show about lakes.</p>	<p>Slimbridge Visit to study characteristics of plants and animals. Find out how living things are classified into groups, study climate zones and find out how lakes support life.</p>	<p>Making mistakes What is intelligence? What are teachers for? Movers and blockers Power of YET</p>						