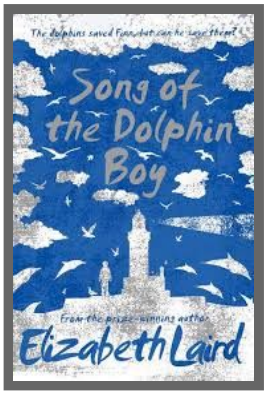
**Year 5**

# Pier to Pier




| Term | Topic Name | Key Text / supporting texts | Key Focus | Key emotional, physical and social intent |
|---|---|---|---|---|
| Summer 2 | Pier to Pier | 'Song of a Dolphin Boy' by Elizebeth Laird | History/Geography | What makes us feel like we belong?<br>What does home mean to us? |

**History and Geography objectives coverage**

| Key Question | Ancillary Questions and content focus | History / Geography Objectives | Learning outcome, taken from skills progression document |
|---|---|---|---|
| Why is it important to look after our seas and coastal areas? | What are the oceans of the world?<br><br>What is underneath the water in the sea?<br><br>How can we help preserve the seas and the surrounding environment?<br><br>How can we help sea life survive in its natural environment?<br><br>How do people enjoy the seaside and the surrounding areas in their leisure time?<br><br>Why are some UK beaches sandy and some are rocky? | 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<br><br>Ge2/1.4c uses fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.<br><br>Pupils should be taught about an aspect of local history.<br><br>a. *a depth study linked to one of the British areas of study listed above* | **To recognise** the different locations of all the oceans around the world<br>**Explain** the different layers of the ocean<br>**Critique** how the oceans are different in terms of location, climate and surface area.<br>**Make reasoned judgements** on how humans can look after the oceanic environment<br>**Recognise** local coastal environments and evaluate the similarities and differences.<br>**Evaluate** the social impact of seaside piers, both in the past and in present day life. |

**English coverage**

| **Text types** | **Key skills** |
|---|---|
| Persuasive adverts and leaflets to stop sea pollution. | **Rhetorical questions, relative clauses, paragraphs to build cohesion.**<br>**Converting Nouns/adjectives into verbs by using suffixes** |
| Warning tale - focus on characterisation | **Sentence reshaping techniques (lengthening or/and shortening sentences for meaning or effect)**<br>**Modal verbs**<br>**Parenthesis** |

| | |
|---|---|
| Poetry ( haiku/ senryu?) - beach / sea poetry | **Rhythm of poetry, structure, syllables.** |
| Instructions - how to be safe on the beach. | **Imperative verbs**<br>**Subheadings**<br>**Bullet points**<br>**Chronological order**<br>**Adverbs** |

**Science coverage**

| **Topic** | **Key Question** | **Ancillary Questions** | **Objectives** |
|---|---|---|---|
| Animals and their habitats (sea animal focus) | How have sea creatures adapted to their environment? | What creatures live in which oceans?<br><br>What features do animals have to adapt to their environment?<br><br>Why do some sea creatures also use the land for homes and resources?<br><br>How is mankind putting some sea animals at risk by affecting their natural habitat?<br><br>What sea creatures are used as resources by the human race? | **Describe** the differences in the life cycles of a mammal, amphibian, an insect and a bird.<br><br>**Describe** the life process of reproduction in some plants and animals.<br><br>**Evaluate** different sea creature's habitats that are found in the Uk.<br><br>**Recognise** why some sea creatures live in a different climate to the Uk..<br><br>**Critique** how sea creatures have adapted to their habitat<br><br>**Make reasoned judgements** about how climate change and environmental issues may affect the survival chances for species that live in the ocean.<br><br>**Make informed conclusions** by comparing animal welfare to the needs of the human race.<br><br>**Evaluate** the life cycles of different classifications of sea animals<br><br>Working Scientifically Objectives:<br>- planning different types of scientific enquiries to<br>- answer questions, including recognising and controlling variables where necessary<br>- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>- using test results to make predictions to set up further comparative and fair tests<br>- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations<br>- identifying scientific evidence that has been used to support or refute ideas or arguments |

**PSHE coverage**

| **Topic** | **Key Questions** |
|---|---|
| Careers, financial capability and economic well being. | What do you have to do to achieve your career goals?<br>How is the money my family earns spent?<br>Is it ever right to owe money?<br>How much does a holiday cost? |

**Other subject coverage**

| **Subject** | **Topic** | **Key question** |
|---|---|---|
| Art and / or DT | Drawing/sketching<br>Model making | How do we use colour, shading and light to draw a sea shell?<br>How does the structure of a Pier work (A raised building) |
| RE | Hinduism | Do beliefs in Karma, Samsara, Moksha help Hindus lead good lives? |
| Computing | We are architects | Can I design art software using computer programs? |
| PE | Athletic skills | How can we improve and be awarded a personal best in track and field events? |
| Music | Playing and singing – solos and ensembles | **National Curriculum Objective:**<br>Playing and singing in solo and ensemble contexts with increasing accuracy, fluency, control and expression |