Woodlands Park Primary School

Year 5 **Topic: Our Ocean Planet** **Term: Spring 2** **Topic Length: 7 Weeks**

<table>
<tr><td rowspan="5">INTENT</td><td>Vision</td><td colspan="12">Together we all discover, learn, grow and succeed</td></tr>
<tr><td rowspan="2">Values</td><td colspan="2">W</td><td colspan="2">A</td><td colspan="2">R</td><td colspan="2">M</td><td colspan="2">T</td><td colspan="2">H</td></tr>
<tr><td colspan="2">Well-Being</td><td colspan="2">Aspire</td><td colspan="2">Relationships</td><td colspan="2">Motivation</td><td colspan="2">Trust</td><td colspan="2">Holistic</td></tr>
<tr><td rowspan="3">Curriculum Design</td><td colspan="12">The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</td></tr>
<tr><td colspan="4">Learning Behaviours</td><td colspan="4">Disciplinary Knowledge</td><td colspan="4">Substantive Knowledge</td></tr>
<tr><td colspan="4">Attitudes and attributes for learning and life</td><td colspan="4"><u>Know How –</u> Subject specific thinking and problem solving</td><td colspan="4"><u>Know What –</u> Deep learning of the key knowledge</td></tr>
<tr><td rowspan="5">IMPLEMENTATION</td><td>Our 10 Key Principles for Effective T&L</td><td>High Aspirations</td><td>Inspire and Challenge</td><td>Pupil Progress</td><td>Positive Habitats</td><td>Variation</td><td colspan="3">Developing Learning Behaviours</td><td>Relationships</td><td>Questioning and Feedback</td><td>Assessment for Learning/ Subject Knowledge</td></tr>
<tr><td rowspan="2">Topic Purpose</td><td colspan="12">Learn about the microhabitats of the Exe estuary.</td></tr>
<tr><td colspan="6">Hook: An introduction to a real life ecologists – exploring aspects of the Exe estuary and its inhabitants.</td><td colspan="6">Celebration: As an Exe estuary advisor suggest to the Exe Estuary management partnership how to manage the environment to help the wildlife living in and around the Estuary.</td></tr>
<tr><td>Main Subjects</td><td colspan="4">Music</td><td colspan="8">Science</td></tr>
<tr><td>Key Performance Indicators</td><td colspan="4">• Analyse Sea music using a musical vocabulary- dynamics, tempo and pitch.
• Compose a Seascape to the rondo structure + using pentatonic scale.</td><td colspan="8"><u>Living things and their habitats</u>
• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
• Give reasons for classifying plants and animals based on specific characteristics.
• Lifecycles of birds.
• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
• Identifying differences, similarities or changes related to simple scientific ideas and processes.
• Describe the life process of reproduction in some plants and animals.
• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</td></tr>
<tr><td>Our Overarching Themes</td><td colspan="2">Relationships</td><td colspan="2">Mastery</td><td colspan="2">Community</td><td colspan="2">Vocabulary / Oracy</td><td>Being Healthy / Active</td><td colspan="2">Equity of Education</td><td>Developing Learning Behaviours</td><td>Fluency</td></tr>
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Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc…)

Subject	Key Performance Indicators
Computing	Flat File Databases – Understand how a flat-file database can be used to organise data in records. Use tools within a database to order and answer questions about data. Create graphs and charts from their data to help solve problems.
PE	Dance - Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PSHE	Healthy Me – Know the effects of tobacco on the lungs, liver and heart. Use basic first aid. Know what makes a healthy lifestyle.
RE	Islam - What does it mean to be a Muslim in Britain today? Christianity What does it mean if Christians believe God is holy and loving? How do Christians decide how to live? 'What would Jesus do?'
Outdoor Learning	Wild Passport – Woodcraft Learners can safely peel a stick with a potato peeler, use a saw, use loppers, use secateurs, demonstrate the fore hand grip, can use a knife to put a point on the end of a stick, use a knife to flatten one side of a stick, use a flexible and natural material to make a ring/hoop.

Key Objective Progression

Prior Knowledge	Key Objective	Future Learning
Year 4 – Science – Living Things and Habitats Recognise that living things can be grouped in a variety of ways.	**Science** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.	No objective in KS3 linked to classification.
Year 4 – Science – Living Things and Habitats Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	**Science** Give reasons for classifying plants and animals based on specific characteristics.	No objective in KS3 linked to classification.
Year 3 – Science – Plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation	**Science** Lifecycles of birds.	**Year 6 – Science – Evolution and Inheritance** Recognise that living things produce offspring of the same kind, but normally offspring

and seed dispersal.		vary and are not identical to their parents.
Year 4 – Science – Living Things and Habitats Recognise that environments can change and that this can sometimes pose dangers to living things.	**Science** Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Year 6 – Science – Evolution and Inheritance** Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Year 4 – Science – Living Things and Habitats Recognise that environments can change and that this can sometimes pose dangers to living things.	**Science** Identifying differences, similarities or changes related to simple scientific ideas and processes.	**Year 6 – Science –** using test results to make predictions to set up further comparative and fair tests
Year 3 – Science – Plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Science** Describe the life process of reproduction in some plants and animals.	**Year 6 – Science – Evolution and Inheritance** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Year 3 – Science – Plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Science** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	**Year 6 – Science – Evolution and Inheritance** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Year 4 – Music – Heroes of Troy Show awareness of expression (dynamics, pitch, tone) and phrase structure	**Music** Analyse music using a musical vocabulary- dynamics, tempo and pitch.	
Year 4 – Music Perform repeated 4/4 melodies using B,A and G	**Music** Compose to the rondo structure + using pentatonic scale.	**Year 6 – Music – Chocolate** To create melodies using virtual keyboard and chime bars