



**Year: 5**

**Term: Summer 2**



## Local Study

### Theme Overview

Throughout this unit, children will be applying and developing their geography field work skills to compare, assess and propose a plan to improve Snowley Park. The purpose of the project will be to improve the park so that it will be more attractive to the public. We will begin our unit at the macro-level, comparing Bishop's Stortford to Bruges, Belgium, focusing on the biodiversity, ecology and tourism industry. We will then walk down to the park, assessing its current conditions, and making our initial suggestions for improvement. Following subsequent research and social surveying, the children will draft their final proposals on how Snowley Park can be realistically improved to satisfy the needs of the public.

#### DT

*Electrical Systems:*  
Design and create a product which includes a working circuit.

Create simple programming using *crumble* to create a working product.

#### PSHE

Keeping Safe: making good choices

#### MATHS

Negative numbers

Converting measurements

Working with decimals (inc. multiplying and dividing decimal numbers)

Position and direction

Calculating volume

#### PE

Athletics

#### RE

Hinduism

#### HOOK INTO LEARNING

Field Research: local trip to Snowley Park



#### TOPIC FINALE

Plan and deliver final proposal to improve Snowley Park

#### COMPUTING

Microbits

#### ENGLISH

'Tom's midnight garden' by Philippa Pearce

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Letter writing, script writing, poetry, diary writing, descriptive and persuasive writing.

#### GEOGRAPHY

- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom to a region or area in a European country
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)

#### SCIENCE

##### Biology:

*Reproduction in plants:* investigating pollination and pollinators, as well as asexual reproduction. Conducting experiment on cloning plants.

##### Food Chains:

Interpreting and understanding food chains. Drawing and identifying parts of a food chain and predicting impacts upon food chains.

#### FRENCH

Les coquelicots  
(Colour Descriptions)