



<p>As <b>AUTHORS</b> we will:</p> <ul style="list-style-type: none"> <li>• Write stories about fictional bridges - link to 'Bridge to Terabithia'</li> <li>• Create fact files about bridges over the river Tyne</li> <li>• Write persuasive letters in favour of the construction of a new bridge</li> </ul>	<p style="text-align: center;">Greenfields Community Primary School, Nursery &amp; Pre-School</p>  <p style="text-align: center;">Key Stage 2- Summer 2 Year 5 <b>CURRICULUM OVERVIEW</b></p>  <p style="text-align: center;"><b>What if you had to design and build a bridge?</b></p>	<p>As <b>CITIZENS</b> we will:</p> <ul style="list-style-type: none"> <li>• Study the global community - understanding how the world works</li> </ul>
<p>As <b>MUSICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Compare the work of famous composers.</li> <li>• Sing in harmony and follow the correct rhythm.</li> </ul>		<p>As <b>HISTORIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Find out how individuals in design and technology have helped shape the world over time.</li> </ul>
<p>As <b>COMPUTER TECHNOLOGISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Use 3D modelling and design - architectural design of bridges.</li> <li>• Redesign a bridge using computer software.</li> <li>• Create a presentation about bridges across the world.</li> </ul>		<p>As <b>LINGUISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Practise reading and translating french.</li> <li>• Recognising verb ending - 'er'</li> </ul>
<p>As <b>DESIGNERS</b> we will:</p> <ul style="list-style-type: none"> <li>• Compare bridges by talking about their features</li> <li>• Understand different ways of making a</li> </ul>	<p>As <b>THEOLOGIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Understanding how churches celebrate and understanding why and on which</li> </ul>	<p>As <b>GEOGRAPHERS</b> we will:</p> <ul style="list-style-type: none"> <li>• Look at the many varied ways of crossing the river Tyne</li> </ul>

<p>structure strong such as using triangles and arches</p> <ul style="list-style-type: none"> <li>● Investigate ways of strengthening paper and card</li> <li>● Select and use appropriate joining techniques</li> <li>● Understand the use of hydro-electric power used to move the Swing bridge</li> <li>● Design a bridge using annotated drawings</li> <li>● Build a bridge to fulfil a brief</li> <li>● Devise a way of testing the bridge's strength</li> <li>● Evaluate a design including ways of strengthening and stabilising a model</li> </ul>	<p>occasions.</p>	<ul style="list-style-type: none"> <li>● Use maps, plans and aerial photos and the web to study crossings over the river Tyne</li> <li>● Consider why the different ways of crossing exist</li> <li>● Locate important bridges around the world such as the Sydney Harbour Bridge, Golden Gate suspension bridge.</li> </ul>
<p>As <b>READERS</b> we will:</p> <ul style="list-style-type: none"> <li>● Read informational texts to learn about the construction of bridges around the world and in our region</li> </ul>	<p>As <b>SPORTS SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>● Practise our ball skills through a range of games such as, tennis focussing on striking into space and accuracy</li> <li>● Have fun with athletics - running, jumping, throwing and catching in isolation.</li> </ul>	<p>As <b>SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>● Understand the forces which hold bridges up and support tunnels</li> <li>● Understand mechanical systems which move the Swing bridge and the Millennium bridge</li> </ul>
	<p>As <b>MATHEMATICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>● Use precise measurements of length and weight in the construction of our bridges and the evaluation of their strength</li> </ul>	