

Curriculum Planning Grid Y5 (updated June 2022)

	Science	CCL	Discrete Units	Computing	Music	P.E	R. E
Aut 1	<p><u>Animals and lifecycles</u> Seven life processes and classifying objects as living, not living and once living. Identifying characteristics of mammals, amphibians, insects and birds. Study the changes in humans from birth to old age.</p>	<p><u>History Through the Ages</u> Stone Age – tools, farming and houses Bronze Age – mining, farming and housing Iron Age – hill-forts, farming and tools Celts and the Roman invasion – the end of the Iron Age.</p> <p><u>Art</u> Cave art paintings. Drawing people in proportion and create own Stone Age cave drawings using these skills.</p>	<p><u>Art</u> Cave art paintings. Drawing people in proportion and create own Stone Age cave drawings using these skills.</p> <p><u>French Describing where we live and what's in our town</u> Children will learn how to describe where they live and what is and isn't in their town. Children will use their knowledge to write their own description in French about where they live.</p>	<p><u>E-Safety</u> Discuss and sign the Acceptable Use Policy. Staying safe online: SMART Safe Meeting Accepting Reliability Tell</p>	<p><u>Living on a Prayer</u> Listen and Appraise 'Living on a Prayer' and other related tunes through recognising styles, finding the pulse and recognising instruments.</p>	<p><u>Games – Netball</u> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p><u>Why are some places and journeys special?</u> Identify and explain features of some special places and journeys. Investigate places of pilgrimage for Christian, Jewish and Muslim religions. Reflect on the challenges involved in the journey.</p>

<p>Aut 2</p>	<p><u>Animals and Lifecycles</u> Comparing lifecycles and life habits of mammals, amphibians, insects and birds. Exploring the work of David Attenborough – endangered and extinct animals.</p>	<p><u>Through the Ages Geography</u> UK – Study and compare topographical, OS, Satellite and Digital map of Castle Hill (hillfort). Compare Castle Hill to Machu Picchu. Study the history of Machu Picchu and its earthquake. Study the reasons for earthquakes and the impact of them.</p> <p><u>History</u> To learn about how the Anglo Saxons arrived in Britain what life was like under their ruling.</p>	<p><u>Art</u> Using inspiration from the visit of local artist (Roger Davis) and a local landmark (Castle Hill) children to produce a piece of art work (paints and charcoal) in the style of the chosen artist.</p> <p><u>French Describing my family</u> The children will be describing who is in their family and what their family members are like. The children will then write a description of their family in French.</p>	<p><u>Digital Goals Coding</u> Children will begin to simplify code and create a playable game.</p>	<p><u>Classroom Jazz</u> Listen and appraise ‘Three Note Bossa’ and ‘Five Note Swing’. The children will focus on improvising and playing the glockenspiels for these tunes.</p>	<p><u>Games – Golf and Football</u> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p><u>What do Christians believe about the old and new covenants?</u> Explore some of the different covenants between God and various key figures in the Bible, including Abraham, Moses, David and Jesus and why these are important to Christians and other faiths.</p>
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<p>Spr 1</p>	<p><u>Plants</u> Study the lifecycles of plants including seed dispersal and photosynthesis.</p>	<p><u>Building a Village</u> <u>DT</u> - Building a wooden model/village</p> <p><u>Geography</u> - Physical and human, coastlines, feature of a city, types of settlements</p>		<p><u>Computing</u> 3D modelling on 2Design and Make.</p> <p>Building A Village - Minecraft</p>	<p><u>Charanga – Fresh prince of Bel Air</u> - Listen and Appraise the Fresh Prince of Bel Air and other Hip Hop tunes through recognising styles, finding the pulse and recognising instruments.</p>	<p><u>Swimming</u> Pupils are expected to achieve the swimming level of Stage 6 (Jellyfish).</p> <p><u>Gymnastics</u> Pupils will be learning to create a sequence of movements in pairs based on the core tasks of jumping, turning, balancing and travelling.</p>	<p><u>What do Christians believe about the old and new covenants?</u> Explore some of the different covenants between God and various key figures in the Bible, including Abraham, Moses, David and Jesus and why these are important to Christians and other faiths.</p> <p><u>What values are shown in codes for living?</u> Identify values in human life, and think about values, with special reference to the values of Christians, Humanists, Jews and Muslims.</p>
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<p>Spr 2</p>	<p><u>Properties of materials</u> Comparing and grouping materials based on properties. Investigating materials that dissolve and how some mixtures might be separated (e.g. through evaporation, filtering and sieving). Learning about reversible and irreversible changes.</p>	<p><u>Building a Village</u> <u>DT</u> - Building a wooden model/village</p> <p><u>Geography</u> - Physical and human, coastlines, feature of a city, types of settlements</p>		<p><u>Databases</u> Learning how to search quickly and effectively for information on a database.</p> <p><u>Spreadsheets</u> Learning how to use spreadsheets in different ways and apply to a real life situation.</p>	<p><u>Charanga- Make you feel my love</u> Learn and/or build on knowledge and understanding about the interrelated dimensions of music through singing, playing, improvising and composing.</p> <p><u>Oliver Twist</u> Learn the lyrics to 'Food, Glorious Food' from the Musical Oliver.</p>	<p><u>Swimming</u> Pupils are expected to achieve the swimming level of Stage 6 (Jellyfish).</p> <p><u>Dance – Line Dancing</u> Pupils learn how to dance in unison and in time to 'Beat It' and 'I Like To Move It'. Pupils will then edit this routine to include their own movements.</p>	<p><u>What values are shown in codes for living?</u> Identify values in human life, and think about values, with special reference to the values of Christians, Humanists, Jews and Muslims.</p>
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Sum 1	<p><u>Forces</u> Study the theories of Galileo and Isaac Newton with regards to gravity and forces. Explain and experiment what friction, air resistance and water resistance are.</p>	<p><u>Mission to Mars</u> <u>CCL</u> Study the planets in the solar system, their distance from the sun and the time taken to orbit the sun. Study solar and lunar eclipses and how this is affected by planets movement. Learn how the earth orbits the sun and the direction in which the earth does orbit the sun. Explain how this happens and how long it takes the earth to orbit the sun, and further how this causes day and night.</p>	<p><u>Art</u> Charcoal and pastel pictures, creating a picture in Peter Thorpe's style. <u>French</u></p>	<p><u>Spreadsheets</u> Learning how to use spreadsheets in different ways and apply to a real-life situation. <u>Game Creator</u> Using Game Creator software to design and build a levelled computer game.</p>	<p><u>Oliver Twist</u> Learn the lyrics to 'Food, Glorious Food' from the musical Oliver.</p>	<p><u>Rounders</u> Pupils will learn the skills associated with throwing, catching and batting a ball. <u>Orienteering</u> Pupils will learn navigational skills using a map.</p>	<p><u>Should we forgive others?</u> Pupils to explore the partner concepts of forgiveness and reconciliation in Christianity.</p>
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Sum 2	<p><u>Forces</u> Study the theories of Galileo and Isaac Newton with regards to gravity and forces. Explain and experiment what friction, air resistance and water resistance are. Pupils will also investigate levers and pulleys.</p>	<p><u>Myths and Legends</u></p> <p><u>History</u></p> <ul style="list-style-type: none"> - Know some of the main characteristics of the Athenians and the Spartans. - Know about the influence of the Gods on Ancient Greece. - Know about sports from the Ancient Greek Olympics. - Understand the concept of democracy and its origin from Ancient Greek society. - Know about the achievements and influences the Ancient Greeks had on the western world (e.g. Olympics/democracy) 	<p><u>Art</u> Pupils will design and create a 3D Ancient Greek pot using clay.</p>	<p><u>Computing</u> Pupils will design and create their own 3D maze game on Game Creator. Pupils will also look at concept maps.</p>	<p><u>Music</u> Listen and appraise 'Dancing In The Street' and other related tunes through recognising styles, finding the pulse and recognising instruments.</p>	<p><u>Swimming</u> Pupils are expected to achieve the swimming level of Stage 6 (Jellyfish).</p> <p><u>Athletics</u> Pupils will learn the skills involved with throwing a javelin, performing a long jump and competing in relay races.</p>	<p><u>Should we forgive others?</u> Pupils to explore the partner concepts of forgiveness and reconciliation in Christianity.</p>
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