**Easton CE Academy Year 5 Curriculum**

**H**igh Expectations

**E**xperiences

**A**spirations

**T**each to remember

|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic title** | **The United Kingdom and Biomes** | | **Frame it!** | **Jabberwocky**  **Roy Lichtenstein** | **Living in Victorian Britain** | |
| **Subject** | **Geography** | | **D & T** | **Art** | **History** | |
|  | **Geography NC:**  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.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.  Describe and understand key aspects of:   * physical geography: climate zones, biomes and vegetation belts, rivers and mountains. * Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.     **Geographical skills and understanding:**  **We are being geographers by:**   Use of maps and atlases to locate countries; physical and human geographical features; questioning and analytical skills.  Aerial photography; topological mapping; compass directions, route-planning, grid references.  Discursive skills; presentational skills (artistic, oral etc); organisation of information.  Digital mapping, recognition of O.S. symbols.  The methodology of fieldwork and data presentation and analysis.  The ability to understand the values of tolerance and harmony between different cultural groups.  **Mini D&T Project: Biomes in a Box** | | **Design**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**  select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate**  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **Technical Knowledge**  apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **NC outcomes:**  Create sketch books to record their observations and use them to review and revisit ideas  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) for this unit line drawing using pencils / markers / pens to create images by developing a wide range of art and design techniques in using colour, pattern, texture, line and shape.  Learn about great artists, architects and designers in history.    **Skills and techniques:**  Explore using limited colour palettes  Experiment with colour in creating an effect  Build on previous work with colour by exploring intensity  Select and develop ideas confidently, using suitable materials confidently    **Learning about artists:**  Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour) | **Historical knowledge**  Develop a chronologically secure understanding of the Victorian era and some of the key themes during this time.    **Historical skills – concepts**  **Change and development**  I can say what changed in our local area from the Victorian times  I can explain the impact and change caused by George Muller through his orphanages    **Significance and Interpretations**  I can explain the working conditions of poor children during the Victorian period    **Cause and effect**  I know how and why George Muller helped the orphans in Bristol  I know the impact Muller had on helping poor children for years after his death.    **Historical skills- enquiry and sources**  **Planning and carrying out a historical enquiry**  I can ask historical questions I can answer these questions using historical sources    **Using Sources as evidence**  I understand the difference between primary and secondary historical sources  I can use historical sources to answer questions  Understand how sources can help construct our knowledge of the past  **Mini Art Project: To be added 2022/23 Planning – Slate/Chalk art** | |
| Topic title | The United Kingdom and Biomes | | Frame it! | Jabberwocky goes pop! | Living in Victorian Britain | |
| (Whole-year thread) | **Children Just Like Me/Linking Schools Project** | | | | | |

| **Subject** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
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| **Science** | **Amazing Changes** | **Material World** | **Let’s Get Moving** | **Solar System – Out of This World!** | **Circle of Life** | **Growing Old and Growing Up** |
|  | Real Life Context: Design their own material  Working Scientifically:  -Asking questions  -Planning enquiries  -Setting up enquiries  -Observe and measure  Key Knowledge:  Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | Real Life Context: Make a cup of tea with sugar/dissolve vit c tablet  Working Scientifically:  -Observing and measuring  -Recording  -Interpret and report  -Evaluate  Key Knowledge:  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. | Real Life Context: Dropping different things  Working Scientifically:  -Ask questions  -Planning enquiries  -Observing and measuring  -Interpret and report  -Evaluate  Key Knowledge:  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Real Life Context: Have you ever seen the moon/stars?  Working Scientifically:  -Research  -Asking questions  -Setting up enquiries  -Interpret and report  -Evaluate  Key Knowledge:  Describe the movement of the Earth and other planets relative to the Sun in the Solar System. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky | Real Life Context: Sea Monkeys  Working Scientifically:  -Research  -Asking questions  -Setting up enquiries  -Interpret and report  -Evaluate  Key Knowledge:  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. | Real Life Context: What’s the difference between a toddler and a baby?  Working Scientifically:  -Observe  -Research  -Asking questions  -Setting up enquiries  -Interpret and report  -Evaluate  Key Knowledge:  Describe the changes as humans develop to old age. |
| **Computing** |  |  |  |  |  |  |
|  | **Coding**  To review existing coding knowledge.  To begin to be able to simplify code.  To create a playable game.  To understand what a simulation is.  To program a simulation using 2Code  To know what decomposition and abstraction are in Computer Science.  To take a real-life situation, decompose it and think about the level of abstraction.  To use decomposition to make a plan of a real-life situation.  To understand how to use friction in code. To begin to understand what a function is and how functions work in code.  To understand what the different variable types are and how they are used differently. To understand how to create a string  To begin to explore text variables when coding.  To understand what concatenation is and how it works. | **Spreadsheets**  To use formulae within a spreadsheet to convert measurements of length and distance.  To use the count tool to answer hypotheses about common letters in use.  To use a spreadsheet to model a real-life problem.  To use formulae to calculate area and perimeter of shapes  To create formulae that use text variables.  To use a spreadsheet to help plan a school cake sale. | **Database**  To learn how to search for information in a database.  To contribute to a class database.  To create a database around a chosen topic. | **Concept** **Map**  To understand the need for visual representation when generating and discussing complex ideas.  To understand the uses of a ‘concept map’.  To understand and use the correct vocabulary when creating a concept map.  To create a concept map  To understand how a concept map can be used to retell stories and information  To create a collaborative concept map and present this to an audience | **3D**-**Modelling**  To be introduced to the 2Design and Make tool.  To explore the effect of moving points when designing.  To design a 3D model to fit certain criteria.  To refine and print a model. | **Game** **creator**  To Introduce the 2DIY 3D tool.  To begin planning a game.  To design the game environment  To design the game quest to make it a playable game.  To finish and share the game.  To self- and peer-evaluate. |
| **RWV** | **What can we learn from the life and teaching of John Wesley?** | | **If God is everywhere, why do we go to places of worship?** | | **Creation and Science. Conflicting or Complimentary?** | |
|  | **SACRE Objectives to cover:**  Know who John Wesley was, what he believed and how he helped others.  Describe why people followed him.  Discuss and present own views of what is important and what they think is a good way to help others.  Observe and understand what a Christian might learn from the life of John Wesley.  Link their own ideas of how to live a good life with the teaching of John Wesley.  Explain why John Wesley’s preaching was influenced by wanting to change the world he lived in.  Understand the challenges of John Wesley’s teaching and how his life changed England in the 18th Century. | | **SACRE Objectives to cover:**  Describe what places of worship are for.  Give reasons how and why believers suggest places of worship are significant in their lives.  Recount the key features of a Church/Synagogue/Mandir.  Make links between beliefs and features of the places of worship.  Describe similarities and differences between different religions or sects within religions. | | **Understanding Christianity Objectives to cover:**   * Outline the importance of Creation on the timeline of the “big story” of the Bible. * Make clear connections between Genesis 1 and Christian belief about God as a creator. * Show understanding of why many Christians find science and faith go together * Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account | |
| **PHSE** | **Being me in my World** | **Celebrating Differences** | **Dreams and Goals** | **Anxiety and Cognitive Behaviour Therapy** | **Relationships** | **Changing Me** |
|  | I can recognise my class as a community  I know all the children in my new class  I know what I value about my school and can identify my hopes for this school year  I can empathise with people in this country whose lives are different to my own  I understand that my actions affect me and others  I can contribute to the group and understand how we can function best as a whole | I am aware of my own culture  I am aware of my attitude towards people from different races  I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I’m part of one  I know some ways to encourage children who use bullying behaviours to make choices and know how to support children who are being bullied  I respect my own and other people’s cultures  Anti-Bullying Week | I can make an informed decision about whether or not I choose to smoke and know how to resist pressure  I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure  I know how to keep myself calm in emergencies  I respect and value my body  I am motivated to keep myself healthy and happy  Police Workshop – Child Criminal Exploitation  Internet Safety Week | Our internal best friend  Coming to our senses  Healthy bodies and minds  The importance of sleep  Parent and child lesson – the importance of sleep  Review the learning  Police Drugs Workshop | Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities  Understand that belonging to an online community can have positive and negative consequences  Understand there are rights and responsibilities in an online community or social network  Know there are rights and responsibilities when playing a game online  Recognise when I am spending too much time using devices  Explain how to stay safe when using technology to communicate with my friends  Understand what having a boyfriend/girlfriend might mean and that is it a special relationship for when I am older. | Be aware of my own self image and how my body imagine fits into that  Explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally  Describe how boys’ and girls’ bodies change during puberty  Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby.  Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities  FGM Lesson  Identify what I am looking forward to when I move to my next class |
| **PE** | ***Term 1***  ***Real Gym – Unit 1***  ***Cog focus for assessment – Cognitive*** | ***Term 2***  ***Real dance – Unit 1***  ***Cog focus for assessment – creative*** | ***Term 3***  ***Real PE - Unit 3***  ***Cog focus for assessment - Social*** | ***Term 4***  ***Real PE - Unit 4***  ***Cog focus for assessment – Applying physical*** | ***Term 5***  ***Real PE - Unit 5***  ***Cog focus for assessment - Health and fitness*** | ***Term 6***  ***Real PE- Unit 6***  ***Cog Focus for assessment - Personal*** |
|  | 3 Weeks: Hand Apparatus  3 Weeks: Low Apparatus  I review, analyse and evaluate my own and others’ strengths and weaknesses. (Exceeding)  I have a clear idea of how to develop my own and others’ work (Expected)  I can understand ways (criteria) to judge performance. (Working Towards) | Week 1: Shapes Solo  Week 2: Circles solo  Week 3: Artistry Abstraction  Week 4: Artistry Musicality  Week 5: Partnering lifts  Week 6: Artistry (Making)  I can use variety and creativity in the making and performance of my dance. (Exceeding)  I can respond in varied and imaginative ways to different situations and tasks. (Expected)  I can change tactics, creative choices and movements to make activities more fun or challenging, and when I feel that what I am doing isn’t right for me. (Working Towards) | Dynamic Balance: On a line (FUNS 5)  Counter Balance With a partner (FUNS 7)  I can involve others and motivate those around me to perform better. (Exceeding)  I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. (Expected)  I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. (Working Towards) | Static Balance: One Leg (FUNS 1)  Dynamic Balance to Agility: Jumping and landing (FUNS 6)  I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. (Exceeding)  I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. (Expected)  I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. (Working Towards) | Static Balance: Stance (FUNS 4)  Coordination: Footwork (FUNS 10)  I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. (Exceeding)  I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. (Expected)  I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. (Working Towards) | Agility: Ball Chasing (FUNS 11)  Coordination (Sending And Receiving (FUNS 8)  l I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. (Exceeding)  I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. (Expected)  I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. (working Towards) |
| Sport  Year 5 also go swimming weekly | **Basketball**  Control the ball when dribbling using shoulder and wrist movements.  . Be able to add an end product such as passing after dribbling skill has been performed.  . Understand the different types of passing; chest pass, shoulder pass and bounce pass.  . Greater ability to receive the ball by making a target for the person passing to aim at.  .Be able to perform each type of passing with greater accuracy and confidence.  .Be able to effectively work together as a team to score a basket. .Develop the accuracy of dribbling, passing and shooting skills. .Be able to combine dribbling, passing and shooting skills and incorporate them into a game situation.  .Be able to work together as a team to work towards scoring a basket and defending your own basket. | **Handball**  To use throwing skills/technique to improve the accuracy of a throw  . To implement the techniques learned to improve the consistency of catching skills  . To use movements to create space and options for team mates to have an attacking opportunity . Using a range of passing to increase the chances of creating a chance to score | **Tag Rugby**  Introduce the concept of tagging and passing once tagged  .Play conditioned games-progressing games rule by rule to lead to full game scenario (7Vs7) .Ensure participants understand direction of play and point scoring  . Practice passing technique including direction of pass and passing on the move  . Learn how to close down space for attacking players  . Understand how to make a defensive line and defending as a team  . Attacking the try line(1V1) - practice beating your opponent  . Develop attacking and defending strategies through gameplay  . Learn the rules and play to the spirit of the game  . Attacking the try line to score Learn how to be a good support player, taking up appropriate positions  . Understand how to continue to support the team once you have passed  . Learn the 5 tag rule; during a game scenario | **Hockey**  Focus on introducing the grip, stance, and rules regarding health and safety  • Understand how to dribble including change of direction with control  • Learn the push pass and receiving of the pass safely with control To ensure all participants understand the correct technique for shooting  • To develop participants power and accuracy of shot • Explore tactics and the concept of'AttackVsDefence' • Gain an understanding of options when attacking and defending  • Explain to players how to shield the ball and keep the ball under control  • Learn how and when to steal the ball from an opponent  • Explain the concept of marking opposing players when defending | **Football**  Being able to dribble a ball in close proximity of others to show control  .To gain a better understanding of the spatial awareness needed in football  . To learn the correct technique for making a pass in football  .Learning the basis of how to be consistent using the correct techniques in football and doing this over short/long distance .Understanding how the weight of a pass can help your team mates  .Learning to shoot at a target and using technique to improve the accuracy and consistency of this .Learning different positions where you should be on a pitch when in possession and when out of possession  .Using the team to progress forward when attacking and to work hard and defend as a team | **Cricket**:  .To develop a batting grip and set up  .Gaining a good understanding of where to hit the ball to avoid the fielding team .Improving on hand eye coordination and agility  .Improving catching ability and the consistency with it using techniques learned  . To develop a safe and effective throw  . Gain an understanding of where to throw the ball so that we can aim to hit the stumps  .Develop the understanding of when to use a certain skill in cricket  .Develop an understanding of how cricket skills work together in a game scenario  **Athletics:**  .To develop the consistency of their actions in a number of athletic events  .To focus on their technique when competing in events  .To increase the amount of different techniques they use for the different events .To be able to self evaluate their own performance as well as encourage others to work to the best of their ability  .To be able to perform movements with better fluency, efficiency and speed  .To sustain pace over short and long distances  .To explain why |
| **Cooking** |  | **Cooking for myself** |  | **Cooking for my family** |  | **Cooking for the community** |
|  |  | Thai green curry  prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |  | Sweet potato, lentil and chickpea curry  understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed  prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |  | Scones and Victoria sponge (for showcase afternoon tea)  understand and apply the principles of a healthy and varied diet  prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |

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| **Subject** | **Geography** | | **D & T** | **Art** | **History** | |
| Launch event | Immersion to create display for wall using UK map and Google Earth | | Evaluating frames (link with materials science unit) – CGW activity producing posters | Text mapping and learning Jabberwocky poem (groups) and sketching | Creating a timeline for class display | |
| Showcase | Biome in a Box  Festival of light- Judaism | | Display Photo frames at STEM showcase | Display of final canvas’ in art gallery | History Museum | |
| Trip/visitor | RWV: New Room  RWV: Synagogue within Festival of Light | | Life skill- what is the budget, this co hort has gone climbing | | History: Walk of local area  History: Muller Museum Visitors  Bikeability  Weston-Super-Mare-Literacy  Camp –Shallowfield Farm  Linking Schools- Arnolfini  IntoUniversity  Cinema-Intofilm Festival- Autumn-Book Early | |
| Special days | Air Quality and Sustainable travel education theatre visit for 6th October am (need to book hall as soon as diary is up) | | Science and D & T Showcase | World book day-  International Women’s day- Princess Campbell | Art day  History day- Carmen Beckford | |
| Cross-curricular reading | Geography   * Information sheets throughout unit * Case Study information sheets   RWV   * Comprehension on John Wesley | | Science   * Talk about Forces text * Newton Comprehension | RWV   * Judaism shared read   Art   * Jabberwocky poem | RWV   * Cosmology/ Evolution Shared Read   History   * Class book: Street Child   Science   * Reading cupcake recipe * Spencer Silver | |
| Cross-curricular writing | Geography   * Journey logs for 3 Peaks Challenge * Create case study * Diary Entry   RWV   * Abolition Speeches   Science   * Planet mnemonics * Planet fact files | | D&T   * Product Evaluation | RWV   * Features of a Church   Art   * Jabberwocky poem | RWV   * Explaining key beliefs * Write speeches * Written task at end   History   * Written pieces throughout unit | |
| Cross-curricular maths | Geography   * Longitude/Latitude using degrees * Population differences   Science   * Measuring and timing * Planet distances | | D&T   * Measuring |  | History   * Work around dates and time periods   Science   * Measuring and timing | |
| Oracy Outcomes | Geography   * Presentations to class   RWV   * Abolition Speeches   Science   * Presentations | | Science   * Feedback on research | RWV   * Presentations   Art   * Presentations | RWV   * Debate   History   * Presentations   Science   * Predictions | |
| CGW opportunities | Geography   * Create posters/information leaflets * Biome in a Box   RWV   * Campaign Badges   Science   * Group experiment | | D&T   * Fed in Facts * Poster   Science   * Trios for discussion * Investigation * Chromebook research | RWV   * Chromebook research * Shared poem   Art   * Partner Talk descriptions | RWV   * Speeches   History   * Creating group presentations from given information * Group discussions based on statements   Science   * Design new material | |