

Year Five Curriculum Overview Summer 1 2023



Reading opportunities: 'Holes' Louis Sachet, non-fiction books relating to earthquakes and volcanoes life-cycles and West Coast USA. A range of poetry books will also be available.

Geography

West Coast or West Country: where would you rather live?

Intent

Children will have the opportunity study the West Coast of USA, focusing on mountains, volcanoes and earthquakes.

Sequence of lessons

- 1) What are the geographical features of the USA?
- 2) How is population distributed in the USA?
- 3) How are mountains formed?
- 4) How are volcanoes formed?
- 5) What happens when an earthquake strikes?.



Composite outcome

Create a fact-file of a mountain, volcano or major earthquake from the Westcoast.

Impact

Children will have secure understanding of a range of physical characteristics of the USA and be able to compare those to where we live.

Religious Education

How do Christians decide how to live? What would Jesus do?

Intent

To explore what Christian people believe and what difference this makes to how they live, so we can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting in our own ideas and ways of living.

Sequence of lessons

- 1) What are the foundations for living?
- 2) How can Jesus' sermons help Christians understand what Jesus would do?
- 3) How do Christians share the 'good news'?
- 4) What would Jesus do about prayer today?
- 5) What would Jesus do to make a better world?

Composite outcome

Create a poster outlining what we can do to make the world a better place.

Impact

Children will be able to identify Jesus' teaching through a variety of biblical texts and be able to explain how Christians share Jesus' teachings.

Science

The Art of Living

Intent

Children will explore a range of life-cycles of insects, birds, amphibians and mammals.

Sequence of lessons

- 1) To be able to dissect and label the parts of a flowering plant, including male and female structures.
- 2) To be able to describe the processes of natural and asexual reproduction in plants.
- 3) To be able to describe the life-cycles and reproduction of amphibians and insects.
- 4) To be able to describe the life-cycles of mammals and birds.
- 5) To be able to research the life-cycles of a contrasting bird, insect, amphibian and plant.

Composite outcome

Present information about the life-cycle of a chosen animal and share with the class.

Impact

Children will have a secure understanding of reproduction and life cycles.

PSHE

Relationships

Intent

To help children be aware of the positive and negatives of online communities and to know how to keep safe online.

Sequence of lessons

- 1) To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- 2) To understand that belonging to an online community can have positive and negative consequences.
- 3) To understand there are rights and responsibilities in an online community or social network.
- 4) To know there are rights and responsibilities when playing a game online.
- 5) To recognise when I am spending too much time using devices (screen time).
- 6) explain how to stay safe when using technology to communicate with my friends.

Composite outcome

Internet Safety Poster (staying safe and happy online).

Impact

Children will be confident in knowing how online communities can impact their lives and know how to keep themselves safe.

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Computing Crumble

Intent

Children will use physical computing to explore the concept of selection in programming through the use of the 'Crumble' programming environment.

Sequence of lessons

- 1) To be able to control a simple circuit connected to a computer.
- 2) To be able to write a program that includes count-controlled loops.
- 3) To be able to explain that a loop can stop when a condition is met.
- 4) To explain that a loop can be used to repeatedly check when a condition has been met.
- 5) To be able to design a physical project that includes selection.

Composite outcome

Children will create a program that controls physical a physical computing project.

Impact

Children will be confident in using a programmable device.

DT Alarmed vehicles

Intent

To use elements learned from using the 'Crumble' program to design and make an alarmed vehicle.

Sequence of lessons

- 1) To be able to identify the needs of the user.
- 2) To understand the electrical process of an alarm system.
- 3) To build an electrical circuit using programmable components and connectors.
- 4) To design and make a vehicle which will house the alarm system.
- 5) To evaluate the design.



Composite outcome

An alarmed vehicle.

Impact

Children will have been able to apply their prior knowledge of electrical circuits and create an alarmed vehicle.

Music Dancing in the Street

Intent

Listen and appraise the song, play an instrument and work within an ensemble.

Sequence of lessons



- 1) Listen and appraise the song – find the structure.
- 2) Learn to sing the song and begin to play an instrument using given notes.
- 3) Improvise with the song.
- 4) Compose within the song.
- 5) Prepare for a performance of the song.

* Each session will use musical games to embed key vocabulary: pulse, rhythm and riff.

Composite outcome

Record and perform the song.

Impact

Children will consolidate key vocabulary, be able to compose and perform their own music.

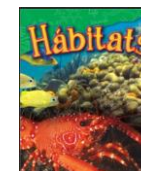
Spanish Habitats

Intent

In this topic, children will learn the names of a variety of habitats and the animals and plants which can be found there.

Sequence of lessons

- 1) To know the key elements in Spanish for surviving in a habitat.
- 2) To know some of the habitats.
- 3) To learn in Spanish the names of the plants which grow in specific habitats.
- 4) To learn about which animals live in specific habitats and look at some of their adaptations.
- 5) Consolidation



Composite outcome

Children will present in Spanish a habitat and the animals and plants found there in Spanish.

Impact

Children will have a good understanding of the key vocabulary of habitats including animals and plants.