

Year Five Curriculum Overview Autumn Term 2



Reading opportunities: Windrush Child - Benjamin Zephaniah
Non-fiction books relating to topics available in the classroom to support learning

History

The Empire Windrush and Caribbean migration

Intent

Learning about The **Windrush** will help develop our knowledge of world geography and **history**. It will improve our social and cultural understanding of how Caribbean migrants have helped shape the multi-racial communities of 21st century Britain.

Sequence of lessons

- 1) To use appropriate enquiry skills to locate and develop place knowledge of Caribbean Countries.
- 2) To know that African-Caribbean people were present in Britain before the 1940s.
- To develop historical perspective about Britain's cultural diversity.
- 3) To know about the presence of African-Caribbean service men and women during WW2 and the part they played.
- 4) To develop chronologically secure knowledge and understanding of historical events.
- 5) To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain.
- 6) To identify how events from one time period affect another.

Composite outcome

To write a non-fiction narrative about a British man or woman of Caribbean descent who have been publicly recognised for their achievements.

Impact

Children will know and understand the legacy of the Windrush migration.

Religious Education

Incarnation

Intent

To explore what 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) To be able to explain the place of Incarnation and Messiah within the 'big story' of the bible.
- 2) To identify Gospel and Prophecy texts using technical terms. To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- 3) To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the bible and what difference that might make to people's lives?
- 4) To explain connections between biblical texts and the idea of Jesus as the Messiah using theological terms.
- 5) To make clear connections between the texts and what Christians believe about Jesus as the Messiah.
- 6) To be able to express our own insights into how far the world needs a Messiah.

Composite outcome

Write a persuasive piece to explain why Jesus is the Messiah from a Christian point of view or why he is not from a Jewish point of view.

Impact

Children will have a thorough understanding of how to place the Incarnation and Messiah within the story of the bible and explain connections between texts and what Christians believe.

Science

Earth and Space

Intent

To learn about the planets in the solar system and describe the relative movements of the Earth, Sun and Moon.

Sequence of lessons

- 1) Suggest how scientific evidence could be used to support ideas. Explore how scientists answer questions and collect current knowledge and questions about space.
- 2) Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- 3) Make a model of the solar system.
- 4) Investigate shadows using the idea of the Earth's rotation to explain the apparent movement of the sun across the sky.
- 5) Explore the Earth's movements using sundials and time zones.
- 6) The Moon.

Composite outcome

To produce a class TV program – Stargazing.

Impact

Children will link movements of the Earth, Sun and Moon to familiar timescales such as day and night.

Computing

Video Editing

Intent

Children will have the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.

Sequence of lessons

- 1) What is video?
- 2) Filming techniques
- 3) Using a storyboard
- 4) Planning a video
- 5) Importing and editing video
- 6) Video evaluation



Composite outcome

To create and edit a video to explain how a game works.

Impact

Children will understand what video is, and be able to create and edit their own.

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Art

Making Monotypes

Intent

children explore the process of making monotypes. It starts with an introduction to monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations.

Sequence of lessons

- 1) To introduce pupils to the idea of making one off drawings through print. Explore the work of Kevork Moura
- 2) to work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed and intention of the way the mark is made.
- 3) ,4) 5) explore how they can use monotype to create their own personal books.
- 6) Select, share discuss final pieces.

Composite outcome

To make a "zine", inspired by a piece of poetry

Impact

Children will use sketchbooks to collect ideas, test methods, and explore colour, line and mark making.

PSHE

Celebrating Difference

Intent

To know that we are all unique and to learn how to treat each other respectfully.

Sequence of lessons

- 1) To understand that cultural differences sometimes cause conflict.
- 2) To understand what racism is.
- 3) To understand how rumour-spreading and name-calling can be bullying behaviours.
- 4) To explain the difference between direct and indirect types of bullying.
- 5) To compare my life with people in the developing world.
- 6) To understand a different culture to my own.

Composite outcome

Create a poster to outline learning from this topic and display in the corridor.

Impact

Children will have a clear understanding of racism and will be able to identify bullying behaviour.

Music

Jazz

Intent

To understand the origins of the djembe drum and how they are used within Caribbean culture. To be able to play with increasing accuracy.

Sequence of lessons

- 1) Listen and Appraise. Learn the piece. Perform and share.
- 2) Listen and Appraise - Desanado by Antonio Carlos Jobim and played by Stan Getz
- 3) Listen and appraise Cotton Tail by Duke Ellington and performed by Ben Webster
- 4) Listen and Appraise - Five Note Swing by Ian Gray.
- 5) Listen and appraise Perdido by Tizol and performed by Woody Herman
- 6) Listen and Appraise - Things Ain't What They Used To Be by Ellington and Parsons:

Composite outcome

To lay the tune/head and middle 8 and improvise

Impact

Children will have knowledge of Djembe drums and the cultural influence in the UK, and be able to play with increasing accuracy.

Spanish

Tienes una mascota? Do you have a pet?

Intent

To know the names of pets in Spanish and to converse about owning a pet in Spanish.

Sequence of lessons

- 1) To be able to understand and repeat most of the eight pets introduced by the teacher.
- 2) To be able to ask somebody if they have a pet.
- 3) To be able to tell the name of my pet using a full sentence in Spanish.
- 4) To be able to improve my spoken and written Spanish using the connectives Y ("and") or PERO ("but")



Composite outcome

To be able to ask the Year 4 children whether they have a pet and talk to them about their own pets.

Impact

Children will be able to name pets in Spanish become more confident with pronunciations.