

Devoran School Curriculum Map: Year Five

Autumn Term 2023



Reading Opportunities

Shackleton's Journey, The Polar Bear Explorers Club, non-fiction books available to read for the topics studied.

Subject History/Geography <i>Tracking Shackleton</i>	Subject Religious Education <i>What does it mean to be a Muslim in Britain today?</i>	Subject Science <i>May the Forces be with you</i>	Subject Computing <i>Sharing Information</i>	Subject PSHE <i>Being me in my world</i>
Intent	Intent	Intent	Intent	Intent
To find out about the achievements of Shackleton and to use geographical map skills to develop knowledge of the wider world and navigation.	To explore what people of the Muslim faith believe and what difference this makes to how they live.	Develop understanding of the effects of different forces.	Develop understanding of how information is transferred between a variety of different real-world systems and devices.	Children will learn about their rights as a child, their responsibilities in Year 5 and why we have rules. They will also compare their lives with the lives of other people in our country.
Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons
1. To find Antarctica's place on the Earth and on a map. To understand the size and composition of Antarctica.	1. Who are the Muslims in your region?	1. Forces Mission Training Camp - identify and label forces.	1. To explain that computers can be connected together to form systems.	1. My year ahead
2. To know some of the locational features of Antarctica. To explain longitude and latitude.	2. What helps Muslims through the journey of life?	2. Parachuting in - explore parachutes and air resistance.	2. To recognise the role of computer systems in our lives.	2. Being a citizen of my country
3. To understand hot and cold climate zones and the influence of the earth's orbit.	3. Why is Zakah/charity important to Muslims? How is charity important to you?	3. The Lever and Pulley Challenge - investigate how levers work.	3. To recognise how information is transferred over the internet.	3. Year 5 responsibilities
4. To understand Antarctica's mountainous terrain, oceans and their effects upon the expedition. To understand the route taken by the Endurance Expedition.	4. Why do Muslims go on a pilgrimage?	4. The Bike Gears Challenge - explore gears noting how they help cyclists ride.	4. To explain how sharing information online lets people in different places work together.	4. Rewards and consequences
5. To use mapping skills combined with grid references.	5. Where do Muslims get guidance for living?	5. The Goldilocks Path Challenge - investigate the effect of ground friction on the force needed to move a toy car.	5. To contribute to a shared project online.	5. Our learning charter
6. To comment in the contrasting localities of Shackleton's Expedition.	6. What does it mean to be a Muslim in Britain today?	6. The Boat Challenge - investigate and identify which shape of boat is best to beat the water resistance of a river, offering an explanation.	6. To evaluate different ways of working together online.	6. Owing our learning charter
Composite outcome	Composite outcome	Composite outcome	Composite outcome	Composite outcome
Create a visual timeline for display of the events of the Expedition along with detailed geographical information.	Children will produce a leaflet demonstrating their understanding of one of the five pillars of Islam.	Design and carry out an investigation to investigate the effects of friction on a car.	To take part in a collaborative online project with other class members.	Understand that actions affect myself and others; care about other people's feelings and try to empathise with them
Impact	Impact	Impact	Impact	Impact
Children have a secure locational understanding of Antarctica and its place within the earth.	Children will be able to explain the importance of the 5 pillars to British Muslims today.	Children will have a deeper understanding of how forces affect the world around us.	Children will develop their understanding of computer systems and their skills in working together online.	Care about other people's feelings and try to empathise with them

Devoran School Curriculum Map: Year Five

Autumn Term 2023



Reading Opportunities

Shackleton's Journey, The Polar Bear Explorers Club, non-fiction books available to read for the topics studied.

Subject Music <i>Livin on a Prayer</i>	Subject Art <i>Typography and Maps</i>	Subject Spanish <i>Tienes una mascota? – Do you have a pet?</i>
Intent	Intent	Intent
Children will listen and appraise a variety of rock songs, learning about their structure. We will be learning to play and compose using the notes A,G and B.	Children will explore how we can create typography through drawing and design, and use our skills to create personal and highly visual maps	Children will learn to repeat personal details in Spanish and ask for the same information back, to say 8 common animal names clearly in Spanish and spell some of these words, to ask key sentences in Spanish, and respond to simple questions about their pets.
Sequence of lessons	Sequence of lessons	Sequence of lessons
1. To listen and appraise 'Livin' on a Prayer'. Start to learn the song.	1. Introduce Typography	1. To learn the names of 8 common pets.
2. To listen and appraise, 'We will Rock You'. To sing the song and play instrumental parts.	2. Introduce an artist -Louise Fili. Play with Cut Out Typography.	2. To learn the high frequency verb 'I have'
3. To listen to and appraise, 'Smoke on the Water'. To play instrumental parts and improvise.	3. Continue Exploring Typography	3. To learn to introduce their pet
4. To listen to and appraise, 'Rockin' All Over the World'. To play musical parts, improvise and compose.	4. Explore Making Powerful Visual Imagery.	4. To be able to say which pet they do not have.
5. To listen to to and appraise, 'Johnny B. Goode'. To play instrumental parts, improvise and use own composition.	5. Creating a Visual Map. See How Artists Create Maps	5. To use a conjunction to make sentences more complex and interesting.
	6. Making a 3D Visual Map	6. To revise and consolidate all language used in this unit.
Composite outcome	Composite outcome	Composite outcome
Perform the song 'Livin on a Prayer' with own compositions in an assembly	Children create their own visual, three dimensional maps	Converse with each other in class in Spanish about what pets they have and what pets they might like to have.
Impact	Impact	Impact
Children are confident in how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.	Children understand how we can use visual letters and other elements to help convey ideas and emotions.	Children revise their range of Spanish vocabulary and their intercultural understanding.