

Year Five Curriculum Overview Spring Term 2023



Reading opportunities: Ancient Egyptian reference books, the Tales of Ancient Egypt, the human body

History / Geography

How did the Civilisations of Egypt Wax and Wane?

Intent

Children will have a deep understanding of the development of Ancient Egypt through looking at a variety of sources and will be able to reflect on their usefulness.

Sequence of lessons

- 1) Who built the Great Pyramid of Giza?
- 2) Why did Hatshepsut send an expedition to Punt?
- 3) What did Akhenaten do that made him so hated?
- 4) What happened to Akhenaten's successors?
- 5) Why do we remember Ramesses II?
- 6) How did Ptolemy II contribute to trade?
- 7) How did the civilisation of Egypt end?

Composite outcome

Create a visual timeline of the events studied

Impact

Through study and a visit to the Museum children will be able to confidently explain key events that show the development of Ancient Egypt.

Religious Education

What matters most to humanists and Christians?

Intent

To explore what Christians and Humanists believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief.

Sequence of lessons

- 1) Rules: do we need them? Who breaks them?
- 2) Who is humanist? What codes for living do non-religious people use?
- 3) What values matter most to Christians? How does it show? How can our values be judged?
- 4) What are the main agreements and disagreements between Humanists and Christians?
- 5) Can we create a code for living that will help our world?

Composite outcome

Create a personal set of rules for living.

Impact

Children will have a secure understanding of the beliefs held by Christians and Humanists about how they should live.

Science

Animals including humans
Life Explorers

Intent

We will be learning about the changes which occur as humans develop to old age.

Sequence of lessons

- 1) To be able to identify patterns in gestation.
- 2) To be able to describe the process of foetal development within a scientific diagram.
- 3) To be able to explore body growth through statistics.
- 4) To be able to explore the key physical and emotional changes during puberty in both boys and girls.
- 5) To be able to explore the physical and mental changes to the human body as it ages.



Composite outcome

Create a visual timetable of the key events of human life.

Impact

Children will understand how their body changes as it ages.

Computing

Creating Media

Intent

Creating images in a drawing program by using layers and groups of objects..

Sequence of lessons

- 1) To be able to explore conditions.
- 2) To be able to select outcomes.
- 3) To be able to ask questions.
- 4) To be able to design a quiz.
- 5) To be able to test a quiz.
- 6) To be able to evaluate a quiz.

Composite outcome

Use selection to control outcomes to design a quiz in response to a given task and implement it as a program.

Impact

Children will have a secure understanding of selection and how this is useful in modern technology.

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Art

Mixed media Land and Seascapes

Intent

children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live

Sequence of lessons

1. Compare the artwork of Vanessa Gardiner and The Shoreditch sketcher
2. Use the “[Sketchbooks Places & Spaces](#)” resource to extend bought or made sketchbooks
- 3 . be inspired by how the artist combines different media in their work to capture the energy and spirit of place.
- 4 nd 5 . With the emphasis on exploration and experimentation, ensure pupils work in sketchbooks, or on larger sheets of paper, to discover how they can use different combinations of media to capture the energy and spirit of place
6. Display the work in a clear space, with sketchbooks open on desks – encouraging pupils to carefully and respectfully look in each others books. Give the work the respect it deserves.

Composite outcome

Create a shared piece of mixed media work

Impact

Children will have learnt a lot through exploration and self discovery using mixed media

PSHE/Science

Changing Me

Intent

Children will learn about their changing bodies and how babies are conceived.

Sequence of lessons

- 1) To be aware of my own self-image and how my body fits into that.
- 2) To be able to explain how boys’ and girls’ bodies change during puberty.
- 3) To understand that sexual intercourse can lead to conception and that this is how babies are usually made.
- 4) To understand that sometimes people need IVF to help them have a baby.
- 5) To identify what I am looking forward to about being a teenager and how this brings growing responsibilities.
- 6) To identify what I am looking forward to when I move to my next class.

Impact

Children will have a good understanding of the emotional and physical changes that happen during puberty and will understand how babies are conceived.

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

In My Town

Intent

Children will know and be able to use vocabulary related to their town

Sequence of lessons

1. To introduce the unit ‘En mi pueblo’ (In my town). In this lesson pupils will learn how to name two places from the town
2. Learn how to name (with accurate pronunciation) one more place from the town in Spanish with the correct indefinite article/determiner.
3. learn how to name one more place from the town in Spanish
4. learn how to name one more place from the town in Spanish
5. learn how to name one more place from the town in Spanish.
6. consolidate the six places from the town learnt so far and will learn how to name (with accurate pronunciation) one more place from the town in Spanish.

Composite outcome

Draw and label a picture of Truro

Impact

Recognise, recall, and remember up to 7 places from the town in Spanish. Attempt to spell some of these nouns