

# Year Five Curriculum Overview Autumn Term



## History/Geography

Tracking Shackleton

### Intent

To find out about the achievements of Shackleton and to use geographical map skills to develop knowledge of the wider world and navigation.

### Sequence of lessons

- 1) To find Antarctica's place on the Earth and on a map. To understand the size and composition of Antarctica.
- 2) To know some of the locational features of Antarctica. To explain longitude and latitude.
- 3) To understand hot and cold climate zones and the influence of the earth's orbit.
- 4) To understand Antarctica's mountainous terrain, oceans and their effects upon the expedition. To understand the route taken by the Endurance Expedition.
- 5) To use mapping skills combined with grid references.
- 6) To comment in the contrasting localities of Shackleton's Expedition.

### Composite outcome

Create a visual timeline for display of the events of the Expedition along with detailed geographical information.

### Impact

Children have a secure locational understanding of Antarctica and it's place within the earth.

## Religious Education

What does it mean to be a Muslim in Britain today?

### Intent

To explore what people of the Muslim faith believe and what difference this makes to how they live.

### Sequence of lessons

- 1) Who are the Muslims in your region?
- 2) What helps Muslims through the journey of life?
- 3) Why is Zakah/charity important to Muslims? How is charity important to you?
- 4) Why do Muslims go on a pilgrimage?
- 5) Where do Muslims get guidance for living?
- 6) What does it mean to be a Muslim in Britain today?



### Composite outcome

Children will produce a script of a conversation detailing the answer to the key question.

### Impact

Children will be able to explain the importance of the 5 pillars to British Muslims today.

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

## Science

May the Forces be with you

### Intent

Develop understanding of the effects of different forces.

### Sequence of lessons

- 1) Forces Mission Training Camp - identify and label forces.
- 2) Parachuting in - explore parachutes and air resistance.
- 3) The Lever and Pulley Challenge - investigate how levers work.
- 4) The Bike Gears Challenge - explore gears noting how they help cyclists ride.
- 5) The Goldilocks Path Challenge - investigate the effect of ground friction on the force needed to move a toy car.
- 6) The Boat Challenge - investigate and identify which shape of boat is best to beat the water resistance of a river, offering an explanation.

### Composite outcome

Salty water v fresh water boat investigation.

### Impact

Children will have a deeper understanding of how forces affect the world around us.

## Computing

Sharing information

### Intent

Develop understanding of how information is transferred between a variety of different real-world systems and devices.

### Sequence of lessons

- 1) To explain that computers can be connected together to form systems.
- 2) To recognise the role of computer systems in our lives.
- 3) To recognise how information is transferred over the internet.
- 4) To explain how sharing information online lets people in different places work together.
- 5) To contribute to a shared project online.
- 6) To evaluate different ways of working together online.

### Composite outcome

To take part in a collaborative online project with other class members.

### Impact

Children will develop their understanding of computer systems and their skills in working together online.

# Year Five Curriculum Overview Autumn Term 1

## PSHE

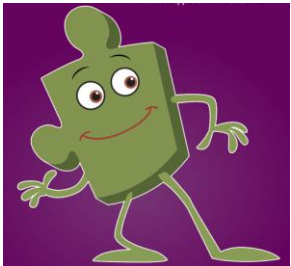
Being Me in My World

### Intent

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

- 1) My year ahead
- 2) Being a citizen of my country
- 3) Year 5 responsibilities
- 4) Rewards and consequences
- 5) Our learning charter
- 6) Owning our learning charter



### Composite outcome

To contribute to, and take ownership of, a whole-school learning charter.

### Impact

Children understand their rights and responsibilities and how these lead on to a consistent positive behaviour system at school.

## Art

Typography and Maps

### Intent

Children will explore how we can create typography through drawing and design, and use our skills to create personal and highly visual maps

### Sequence of lessons

- 1) Introduce Typography
- 2) Introduce an artist -Louise Fili. Play with Cut Out Typography.
- 3) Continue Exploring Typography
- 4) Explore Making Powerful Visual Imagery.
- 5) Creating a Visual Map. See How Artists Create Maps
- 6) Making a 3D Visual Map
- 7) Annotate Your 3D Visual Maps
- 8) Share and Celebrate the Outcomes

### Composite outcome

Children create their own visual, three dimensional maps

### Impact

Children understand how we can use visual letters and other elements to help convey ideas and emotions.

## Music

Livin' on a Prayer

### 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.

### Sequence of lessons

- 1) To listen and appraise 'Livin' on a Prayer'. Start to learn the song.
- 2) To listen and appraise 'We will Rock You'. To sing the song and play instrumental parts.
- 3) To listen to and appraise, 'Smoke on the Water'. To play instrumental parts and improvise.
- 4) To listen to and appraise, 'Rockin' All Over the World'. To play musical parts, improvise and compose.
- 5) To listen to to and appraise, 'Johnny B. Goode'. To play instrumental parts, improvise and use own composition.

### Composite outcome

Perform the song 'Livin on a Prayer' with own compositions in an assembly.

### Impact

Children are confident in how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.

## Spanish

My Town

### Intent

Children will learn to describe places in a town, count to 100 and give their address in Spanish.

### Sequence of lessons

- 1) To ask and answer the question: "Where do you live?"
- 2) To describe what there is in a town.
- 3) To identify tens up to 100.
- 4) To recognise and say numbers 0-100
- 5) To say and ask where we live.
- 6) To use a bilingual dictionary to develop vocabulary.



### Composite outcome

Converse with each other in class in Spanish about where they live.

### Impact

Children develop their range of Spanish vocabulary and their intercultural understanding.