

## Year 5 Curriculum – Summer Term Overview

<p style="text-align: center;"><b>Religious Education</b></p> <p><b>Theology:</b> How do Hindus make sense of the world?</p> <p><b>Children will learn about:</b></p> <ul style="list-style-type: none"> <li>• Hindus believe in a God with many faces Brahma.</li> <li>• Hindus believe truth is eternal.</li> <li>• Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues)</li> <li>• Karma – how Hindus act for others and themselves.</li> <li>• Murti –an image, statue of the divine and seen as a deity.</li> <li>• Samsara – the cycle of birth, death and rebirth</li> <li>• Moksha – is when the soul passes through many lives.</li> <li>• Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.</li> </ul> <p><b>Vocabulary:</b> Dharma, ahimsa, karma, Murti, samsara, Atman, Moksha</p>	<p style="text-align: center;"><b>History</b> <b>Ancient Civilisation</b></p> <p>Islamic A non – European society that provides contrast with British history. Early Islamic Civilisation Deep Study: The Golden age of Islam and it's achievements and failures.</p> <p><b>Key questions:</b></p> <p>What was the Islamic civilization and when did it start?          Where is this period placed on the class global timeline? Elsewhere: Abbasid Caliphate, Golden Age of Islam during Vikings          What made the Golden Age a significant time for the Islamic Civilisation and Baghdad?          How were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's death?          In its Golden Age, ten times more people lived in Baghdad than in London. So, what was so special about it and how can we possibly know?          How did governance effect society and the lives of different people differently? (rich vs poor)          When and why did this period end?          What is the importance of this on society today?          What can we learn about Islam from the way they set up the capital at Baghdad?          Which of the early Islamic achievements has most effect on our lives today?</p> <p><b>Assessment questions:</b>  <span style="color: blue;">'Compare and Contrast' What were the greatest Achievements and failures during the golden age of Islam?</span></p> <p><b>Vocabulary:</b>          Mecca, Medina, Caliph, Abbasids, Baghdad, Golden age, Scholars, Tolerance, Mongol, Siege, Economic, Scientific, Flourishing, Amalgamation, Interpretation, Significance, Civilisation, Culture, Century, Classical, CE/BCE, Primary/ Secondary Source</p>
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<p style="text-align: center;"><b>Computing 1</b></p> <p><b>Creating Media – Introduction to Vector Graphics</b></p> <p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> <p style="text-align: center;"><b>Computing 2</b></p> <p><b>Programming B – Selection in Quizzes</b></p> <p>Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p>	<p style="text-align: center;"><b>Geography</b> <b>South America Human Geography</b> <b>Amazon Rainforest</b> <b>Knowledge:</b></p> <p>To understand the Human geography of a region of South America –Amazon Rainforest and what we can learn from this.</p> <p><b>Key questions:</b></p> <p>Who lives in the Amazon rainforest and why?          How do humans use the rainforests?          What and where are the natural resources in the rainforest that humans use?          Why have natural resources been removed?          What are trade routes and how are they used?          What is Fairtrade?          What other effects are humans having on these environments?</p> <p><b>Assessment questions:</b>  <span style="color: blue;">How have humans impacted on the Rainforest?</span>  <span style="color: blue;">How can we use this information to make informed choices within our own local environments?</span></p> <p><b>Vocabulary:</b>          Trade route, Fairtrade, resources, economy, import, export, tourism, trade, agriculture, mining, forestry, energy, minerals.</p>
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<p style="text-align: center;"><b>PSHE 1</b> <b>Health and wellbeing</b> <b>Drugs, alcohol and tobacco; healthy habits</b></p> <p><b>Key Question:</b> How can drugs common to everyday life affect health?</p> <p><b>Vocabulary:</b> Debate, Issues, Problems, Events, Manage, Critical, Illegal</p> <p style="color: green;">No Outsiders 5.5 Key learning - To explore friendship Suggested Text: The Girls by Lauren Lee and Jenny Lovlie</p> <p style="text-align: center;"><b>PSHE 2</b> <b>Relationships</b> <b>Growing, changing, families and friendship</b></p> <p><b>Key question:</b> How does puberty and growing up affect us and those around us?</p> <p><b>Vocabulary:</b> Sexual orientation, Civil partnership, Uterus, Fallopian tubes, Ovaries, Erection, Scrotum, Tampons, Sanitary Towels, Semen, Spots, Body Odour, B.O, Facial Hair, Underarm hair</p> <p style="color: green;">No Outsiders 5.6 Key learning - To exchange dialogue and express and opinion Suggested Text: When Tango Makes Three by Justin Richardson by Peter Parnell</p>		<p style="text-align: center;"><b>MFL – French</b></p> <p style="text-align: center;"><b>Verbs in a week</b> Conjugation of Être and avoir as well as a regular -er verb.</p> <p style="text-align: center;"><b>Family</b> (possessive pronouns and revision of describing people's characteristics)</p>	<p style="text-align: center;"><b>Physical Education 1</b> <b>Invasion games:</b></p> <p>Tactics. Attacking and defending- Basketball.</p> <p><b>Children will:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p style="text-align: center;"><b>Physical Education 2</b> <b>Rounders</b></p> <p><b>Children will:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
<p style="text-align: center;"><b>Music 1</b> <b>Freedom to Improvise</b> <b>How Does Music Shape Our Way of Life?</b></p> <p><b>Musical learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Bb, B</p> <p style="text-align: center;"><b>Music 2</b> <b>Battle of the Bands!</b> <b>How Does Music Connect Us with the Environment?</b></p> <p><b>Musical learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, G#, Ab, A, Bb</p>	<p style="text-align: center;"><b>Science 1</b> <b>Living things and their habitats</b></p> <p><b>Key questions:</b> Why aren't humans formed in eggs? What does a world without bees look like?</p> <p><b>Assessment questions:</b> <b>Can you name, locate and describe the functions of the main parts of plants, including those involved in reproduction?</b></p> <p><b>Vocabulary:</b> reproduction, sexual, asexual, germination, formation, pollen, stamen, stigma</p>	<p style="text-align: center;"><b>Science 2</b> <b>Animals including humans</b></p> <p><b>Assessment questions:</b> <b>Describe and compare different reproductive processes.</b> <b>Describe and compare life cycles in animals.</b></p> <p><b>Vocabulary:</b> Puberty, gestation</p>	<p style="text-align: center;"><b>Art</b> <b>Pop art</b></p> <p><b>Exploration of pastel work to represent everyday objects and use of digital media to mirror Andy Warhol's style.</b> Children will know about Andy Warhol and Pop Art movement and understand the historical and cultural development of this art form.</p> <p><b>Key questions:</b> How would you develop ideas further? Can you annotate your finished piece? Is this what you intended? What did you find difficult? How is line used to show the proportions of the object? How and why have contrasting colours been used in this Pop Artwork? Which colours will you choose?</p> <p><b>Vocabulary:</b> Drawing: Shape, line, proportion Pastel: Tone, shade, contrasting colours, blend Digital: Image, duplicate, copy, paste, edit, colour, grid, re-size, pixel</p>