

## Year 5 Curriculum – Spring Term Overview

<b>Religious Education Enquiry 3</b>  <b>Multi Faith</b>  <b>Why should we be good?</b>		<b>History</b> <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: How have key events and people changed the way in which the country is governed?</b> <b>What impact did these events have on 'society and governance at the time? What impact did these events have on Britain today? What were the key causes and consequences of these events?</b> Context 1 Study the cause and consequences of the following events - Henry VIII (Reformation). Context 2 Study the cause and consequences of the following events - The British Empire (Role of Nationalism and Imperialism) - Trade and Slavery (British Slave Trade). With reference to the following themes throughout the topic: Governance, Democracy and Parliament, Power and role of people - Society / Culture / Attitudes - Social Class Significant people: Olaudah Equiano Ignatious Sancho, William Wilberforce,  <b>Vocabulary:</b> aristocracy governance democracy society social class imperialism monarchy nation parliament reformation revolution revolt peasant chronology Empire Trade Routes Primary/ Secondary Source		<b>Religious Education Enquiry 4</b>  <b>Christianity</b>  <b>What difference does the resurrection make to Christians?</b>	
<b>Computing</b>  <b>Programming – Selection in Physical Computing</b> In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.  <b>Data and Information – Flat-file Databases</b> This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.		<b>Science</b>  <b>Materials</b>  <b>Key Questions:</b> Group and identify materials in different ways according to their properties. How can we create change in materials? What makes a change irreversible or reversible? Why aren't windows made of brick? Is coffee a solid or a liquid? What is the best material to use for? <b>Vocabulary:</b> Thermal, electrical, insulator, conductor, state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible, non-reversible, burning, rusting, material  <b>Scientific working procedural knowledge: Observe and Compare</b> Observe to gather more information and open up scientific thinking. Identify scientific evidence and use to support or refute ideas. <b>Sort and Organize</b> Classify things by recognisable traits and understand that objects can belong to more than one group at a time. <b>Predict</b> Ask their own questions about the scientific phenomena that they are studying, <b>Experiment, Conclude, Apply.</b>			
<b>PSHE 1</b> <b>Relationships</b> Friendships; relationships; becoming independent; online safety  <b>How can friends communicate safely online?</b>	<b>PSHE 2</b> <b>Health and wellbeing</b> Feelings and emotions; expression of feelings; behaviour  <b>How can we help in an accident or emergency?</b>	<b>French</b>  <b>Shopping in France</b> <b>Key Focus:</b> <ul style="list-style-type: none"> <li>Recognise number words in written form.</li> <li>Correctly build and pronounce two-digit numbers that have been generated randomly.</li> <li>Recall vocabulary by matching the correct pictures to the appropriate words.</li> <li>Join in with a story, using gestures and key vocabulary.</li> <li>Correctly sort word-cards by gender and apply the appropriate article.</li> <li>Highlight a range of known and easily recognisable vocabulary in a text.</li> </ul>		<b>French Speaking World</b> <b>Key Focus:</b> <ul style="list-style-type: none"> <li>Recognise and respond to directions.</li> <li>Form directional phrases of their own.</li> <li>Read and understand a range of sentences including directions.</li> <li>Form full sentences to ask and answer questions as modelled orally.</li> <li>Show some understanding of national identity.</li> <li>Understand a set of true/false statements and know where to locate the information about these statements in a graph/table.</li> <li>Use prompts to ask and answer necessary questions to complete information on a passport, seeking clarification if needed.</li> </ul>	
		<b>PE 1</b>  <b>Indoor: Gymnastics</b>  Develop technique, control and balance.  <b>Outdoor: Team Building</b>  Take part in outdoor and adventurous activity challenges both individually and within a team.		<b>PE 2</b>  <b>Indoor: Gymnastics</b>  Develop flexibility, strength, technique, control and balance.  <b>Outdoor: Cricket</b>  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	

Music		Geography	Art
<p><b>Composing Chords</b></p> <p><b>Key Questions:</b> How Does Music Improve Our World?</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, Ab, A, Bb, B</p>	<p><b>Enjoying Musical Styles</b></p> <p><b>Key Questions:</b> How Does Music Teach Us About Our Community?</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, E, Eb, F, F#, G, Ab, A, Bb</p>	<p><b>Physical diversity of Continent</b> To understand the physical geography of a region of South America – Amazon Rainforest.</p> <p><b>Key questions:</b> What is a rainforest? · What are the features of this biome? · What can you find in a rainforest? (structure, plants, animals) · Why is the Amazon rainforest important (lungs of the world)</p> <p><b>What are the key physical characteristics of South America?</b></p> <p><b>Vocabulary:</b> The Andes, Amazon River, Atacama Desert, tropical, temperate, indigenous, tourism, trade, agriculture, mining, forestry, energy, minerals.</p>	<p><b>A study of Ink drawings and perspective by Charles Keeping</b> <b>How would you develop ideas further?</b> <b>Observational Drawing</b> Tonal drawing with pencil/charcoal moving on to ink. Use cross-hatching techniques to enhance light and dark shades. Practise creating form in shape using light and shade.</p> <p><b>Vocabulary:</b> cross-hatch contour-hatch, scumbling, stippling, space, form, vanishing point, horizon, composition, shade, foreground, middle-ground, landscape, mannequin</p> <p><b>Design and Technology</b></p> <p><b>Electrical Systems</b> To make a moveable vehicle that is controlled by or contains a functional electrical system.</p> <p><b>Key Questions:</b> What makes a complete circuit? What components could be added? <b>What is the purpose of your circuit?</b></p> <p><b>Vocabulary:</b> component, circuit, exploded diagram, operate, function</p>