

## Curriculum Plan 2017/8 – Year 5

|                                    | <b>Block 1</b>  | <b>Block 2</b>  | <b>Block 3</b>  | <b>Block 4</b>  | <b>Block 5</b>  | <b>Block 6</b>  |
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| <b>When?</b>                       | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
| <b>Focus (Subject &amp; Theme)</b> | <b>Fantasy theme focusing on music.</b>   | <b>Space and Science.</b>   | <b>Growing old and Art and Design.</b>  | <b>Ancient Egypt, specifically Pharaohs.</b>  | <b>Science and DT focusing on rollercoasters.</b>   | <b>Gardening and growing of food – Geography.</b>   |
| <b>Cornerstone Title</b>           | <b>Alchemy Island.</b>  | <b>Stargazers.</b>  | <b>Time Traveller.</b>  | <b>Pharaohs.</b>  | <b>Scream Machine.</b>  | <b>Allotment.</b>   |
| <b>WOW! (Visits/ stimuli)</b>      | DT Day – Pupils will plan, design and create their own wands.   | Plan a trip to Spaceport so that the pupils can learn a number of facts and take part in workshops.   | Invite people in who are at different stages of life and ask them prepared questions about what they can and can't do.  | Plan a trip to a local museum to look at and study a number of Egyptian artefacts.  | IT Day – Design and create their own rollercoasters using scratch.  | Visit to a garden centre (Whittakers) and speak to the people who work there about what they do to help the plants and flowers grow.  |
| <b>Science</b>                     | <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs on the human body.</li> </ul> | <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>Investigating the planets, Moon, Earth and Sun and their relationships to one another.</li> <li>Investigating craters and how they are potentially formed.</li> <li>Looking at the lunar cycle.</li> </ul> | <p><b>Properties of materials</b></p> <ul style="list-style-type: none"> <li>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> </ul> | <p><b>Changes of materials</b></p> <ul style="list-style-type: none"> <li>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul> | <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul> | <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups.</li> <li>Use observation skills to monitor similarities and differences in micro-organisms, plants and animals.</li> </ul> |
| <b>History</b>                     | n/a   | <p><b>Significant individuals – Galileo Galilei, Issac Newton.</b></p> <ul style="list-style-type: none"> <li>Describe how a significant individual or movement has influenced the UK/World.</li> <li>How has their</li> </ul>  | <p><b>Changes over the last century</b></p> <ul style="list-style-type: none"> <li>Compare two periods of history looking at similarities and differences between them.</li> <li>Make appropriate use of historical</li> </ul>  | <p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Follow independent lines of enquiry and create answers using reliable information.</li> <li>Select, organise and record information</li> </ul>   | n/a   | n/a   |

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|                  |  | own life been affected by a significant individual in history.  | terms and understand them fully. <ul style="list-style-type: none"> <li>Independently place historical events on a timeline, remembering any key facts.</li> </ul>  | accurately from a range of resources to produce well-structured work. <ul style="list-style-type: none"> <li>Link events from periods studied to changes or developments in society, both in the UK and across the world.</li> </ul>            |  |   |
| <b>Geography</b> | <b>Map reading and human and physical features.</b> <ul style="list-style-type: none"> <li>I can produce my own scaled maps.</li> <li>Compare land use and geographical features on different types of maps.</li> <li>Ask and answer geographical questions using the appropriate vocabulary.</li> </ul> | n/a   | <b>Changes in our local community</b> <ul style="list-style-type: none"> <li>Use search engines, index, contents and other research techniques to locate and interpret information.</li> <li>Explain what human and physical processes may have occurred in one place by looking at aerial images of it.</li> </ul> | n/a   | n/a  | <b>Use of the land</b> <ul style="list-style-type: none"> <li>Compare land and geographical features.</li> <li>Choose the best method of recording observations and measurements, including sketches, plans, graphs and use of digital technology.</li> </ul>           |
| <b>P.E.</b>      | <b>Invasion games</b> <ul style="list-style-type: none"> <li>Explain, evaluate and develop ideas and plans for a game that includes a scoring system.</li> <li>Mark an opposing player or players, preventing them from gaining possession.</li> </ul>   | <b>Dance</b> <ul style="list-style-type: none"> <li>Vary dynamics of movement of a movement or dance.</li> <li>Develop actions and sequences so that they are in time with a piece of music.</li> <li>Work effectively with a partner or in groups to produce various sequences.</li> </ul> | <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Create and perform more complex sequences, possibly using apparatus.</li> <li>Include change of direction, travelling, speed and height in sequences.</li> <li>Maintain good stability and demonstrate sound core strength.</li> </ul>                     | <b>Ball games</b> <ul style="list-style-type: none"> <li>Use different techniques and skills to pass, dribble, travel and shoot in ball games.</li> <li>Mark an opposing player or players, preventing them from gaining possession.</li> </ul> | <b>Net games</b> <ul style="list-style-type: none"> <li>Develop technique so that a number of different strokes and shots can be performed.</li> <li>Explain, evaluate and develop ideas and plans for a game that includes a scoring system.</li> </ul> | <b>Athletics</b> <ul style="list-style-type: none"> <li>Explain how power and stamina is developed and how this can help with our overall performance.</li> <li>Practise a number of different activities that require the use of a number of closed skills.</li> </ul> |
| <b>Art</b>       | <b>Landscape paintings – water colours</b> <ul style="list-style-type: none"> <li>Use paint</li> </ul>   | <b>Printing (Screen)</b> <ul style="list-style-type: none"> <li>Create a detailed</li> </ul>  | <b>Look at artists – Andy Warhol, Salvadore Dali</b>  | <b>Drawing artefacts: Headwear and</b>  | <b>Photography and image editing</b>   | <b>Botanical drawing and Painting; Wire sculptures.</b>   |

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|                                      | <p>application techniques to convey feelings and mood.</p> <ul style="list-style-type: none"> <li>Use black and white paint to create subtle tints and tones.</li> <li>Compare and comment on ideas/methods/approaches in own and others work.</li> </ul> | <p>block for printing using string, card foam or lino.</p> <ul style="list-style-type: none"> <li>Compare and comment on ideas/methods/approaches in own and others work.</li> </ul>  | <ul style="list-style-type: none"> <li>Explain how an idea has developed over time.</li> <li>Create a monochromatic collage which incorporates text.</li> <li>Compare and comment on ideas/methods/approaches in own and others work.</li> </ul>                      | <p><b>Hieroglyphics</b></p> <ul style="list-style-type: none"> <li>Make and use a sketch book that includes a number of pockets and flaps.</li> <li>Carve and sculpt materials using a range of tools and finishing techniques.</li> <li>Compare and comment on ideas/methods/approaches in own and others work.</li> </ul> | <ul style="list-style-type: none"> <li>Combine a range of media within a piece of work and discuss the desired effect.</li> <li>Create a photograph with emphasis on textural qualities, light and shade.</li> <li>Compare and comment on ideas/methods/approaches in own and others work.</li> </ul>  | <ul style="list-style-type: none"> <li>Use simple rules of perspective in drawings of figures, buildings and physical features.</li> <li>Use rubbing/shading techniques to collect patterns and texture.</li> <li>Use cross hatch to add tonal detail.</li> <li>Compare and comment on ideas/methods/approaches in own and others work.</li> </ul> |
| <b>D.T.</b>                          | <p><b>Creating their own wands</b></p> <ul style="list-style-type: none"> <li>Select and name appropriate tools and explain how to use them safely.</li> <li>Build a framework using a number of different materials.</li> </ul>                          | <p><b>Make their own satellite using appropriate materials.</b></p> <ul style="list-style-type: none"> <li>Select and name appropriate tools and explain how to use them safely.</li> <li>Combine materials with temp or fixed joints.</li> </ul> | <p><b>Selecting materials</b></p> <ul style="list-style-type: none"> <li>Select and combine materials with precision.</li> <li>Select and name appropriate tools and explain how to use them safely.</li> <li>Recycle and re-use materials as appropriate.</li> </ul> | <p><b>Create their own clay water carriers. Can they hold water?</b></p> <ul style="list-style-type: none"> <li>Select and name appropriate tools and explain how to use them safely.</li> <li>Create a working 3D model.</li> </ul>  | <p><b>Create a working model attraction.</b></p> <ul style="list-style-type: none"> <li>Name and select appropriate tools for a task and use them with precision.</li> <li>Create a working 3D model.</li> <li>Use glue gun with supervision.</li> <li>Use cams or gears in their products.</li> </ul> | <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Select and name appropriate tools and explain how to use them safely.</li> <li>Combine food ingredients appropriately.</li> <li>Evaluate meals and consider if they contribute to a balanced diet.</li> <li>Explain what times of year foods are in season.</li> </ul>  |
| <b>Music</b>                         | <p><b>Composing, recording and editing using musical software</b></p> <ul style="list-style-type: none"> <li>Improvise and notate musical phrases to develop compositions.</li> </ul>   | <p><b>Space inspired music – Gustav Holst</b></p> <ul style="list-style-type: none"> <li>Explain how different musical aspects (pitch, tempo, rhythm, melody and dynamics) create mood.</li> </ul>  | n/a   | n/a   | <p><b>Interpret a piece of music – Whirillitzer, Carousel.</b></p> <ul style="list-style-type: none"> <li>Use musical vocabulary to explain why a piece of music might have been composed.</li> </ul>  | n/a  |
| <b>R.E. (from Diocesan syllabus)</b> | <p><b>The Bible</b></p> <ul style="list-style-type: none"> <li>Discuss how and why Christians use the bible.</li> <li>Research why the bible is presented</li> </ul>  | <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>Read and compare the 2 gospel versions of the birth of Jesus.</li> </ul>   | <p><b>Jesus the Teacher</b></p> <ul style="list-style-type: none"> <li>Explore the character of Jesus and discuss what kind of man he</li> </ul>  | <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>Explore the imagery of Easter using hymns and songs.</li> </ul>   | <p><b>Women in the Old Testament</b></p> <ul style="list-style-type: none"> <li>Exploring the stories of women such as Ruth,</li> </ul>  | <p><b>Exploring Loss, Death and Christian Hope</b></p> <ul style="list-style-type: none"> <li>Using a number of resources to explore loss,</li> </ul>  |

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|                      | <p>and written in many different ways.</p> <ul style="list-style-type: none"> <li>• Explore the question <i>Why is the bible a best seller?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Look at how our celebrations reflect the true meaning of Christmas.</li> <li>• Locate the Christmas story in the bible.</li> <li>• Discuss the impact of Christmas and how it is celebrated in different parts of the world.</li> </ul> | <p>must have been.</p> <ul style="list-style-type: none"> <li>• Look at a range of parables and how each of them teaches us a different value or lesson.</li> <li>• Interpret bible verses so that we can explore the imagery of the kingdom that is portrayed through Jesus' words.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyse artwork that depicts the crucifixion and resurrection.</li> <li>• Connect themes and imagery with C.S.Lewis' <i>The Lion, the witch and the wardrobe</i>.</li> <li>• Discuss the meaning of victory and how this is an important part of Easter.</li> </ul> | <p>Esther, Jochebed, Miriam, etc.</p> <ul style="list-style-type: none"> <li>• Highlight some of the choices made by these women and discuss how their actions portrayed their values and commitments.</li> <li>• Acknowledge some of the women mentioned in the New Testament, such as Mary, Elisabeth and Mary Magalene.</li> </ul> | <p>death and hope.</p> <ul style="list-style-type: none"> <li>• Thinking about biblical images of heaven and comparing them to our own versions.</li> <li>• Explore the words and prayers used during an Anglican funeral service.</li> <li>• Researching funeral ceremonies and celebrations across different religions and cultures.</li> </ul> |
| <b>Literacy Text</b> | Harry Potter and the Philosopher's Stone.  | Assortment of Moon myths – Moon Rabbit, Selene and Luna.   | Tom's Midnight Garden.  | A selection of non-fiction texts centred around Ancient Egypt.   | A selection of poetry including – 'The ride'  | The Secret Garden.  |