



Around the World

Year 5

Spring 1



Around the World

Science

Earth and Space

Geography

Climate and land use

Design Technology

Bridge building, combining materials

PE

Dance

Music

Fresh Prince of Belair

RE

Sikhism: Beliefs and moral values

Computing

Programming: Ping My Scratch Game

PSHE

Dreams and Goals

Science

Earth and Space		Term: 3	Year: 5
Foundations of previous learning: Not previously taught.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Describe the movement of the earth, and other planets, relative to the sun in the solar system Describe the movement of the moon relative to the earth Describe the sun, earth and moon as approximately spherical bodies Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky	Draw & annotate diagrams Describe patterns & trends Use science model to describe/explain	To know what the solar system is like. To know why the sun moves across the sky. To know why we have day and night. To know what the phases of the moon are.	Solar system planets (names) star sun Earth Moon Gravity orbit (elliptical) rotation axis poles equator
	Assessment of Skills	Assessment of Knowledge	northern/southern hemisphere shadow day lunar month year leap year eclipse luminous non-luminous phases (names)
	Explaining science Designing experiments (See Phil Watkins Assessment boards)	What is the solar system like? Why does the sun move across the sky? Why do we have day and night? What are the phases of the moon? Exploring the solar system	

Geography

Climate and land Use	Topic: Around the World in 80 Days	Term: Spring 1	Year: 5
<p>Foundations of previous learning: In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children’s knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment. Children now can produce scaled maps and make reference to lines of latitude and meridian of longitude when describing where places are. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world. Describe how weather and climate effects land use food production. Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places. Use search engines, index, contents and other research techniques to locate and interpret information. Suggest sources for finding data, related to a task, and analyse data collected to draw conclusions about a place or geographical issue. Explain what physical and human process may have occurred in a place by studying an aerial image of it. Describe how human activity has impacted and/or changed the physical characteristics of a place in the world.</p>	<p>To understand what longitude, latitude and equator are and be able to discuss the northern and southern hemisphere. To understand how weather and climate affects land use in the UK. To be able to describe how human activity has affected physical characteristics in the UK.</p>	World Continent Country County Equator Longitude Latitude Hemisphere Human characteristics Physical characteristics River Capital city Population Erosion Landscape Shore line Coast Weather Climate Weathering
	Assessment of Skills	Assessment of Knowledge	
	<p>Describe how weather and climate effects land use food production. Describe how human activity has impacted and/or changed the physical characteristics of a place in the world.</p>	<p>Can you describe how weather and climate affects land use food production? Can you explain what longitude, latitude and equator are? Can you explain the northern and southern hemisphere? Can you describe how human activity has affected physical characteristics in the UK?</p> <p>Describe how human activity has influenced and/or changed the physical characteristics of a place in the world. Geographical location in understanding places.</p>	

Design Technology

Bridge Building		Topic: Around the World	Year: 5	Term: Spring 1
Foundations of previous learning: Children will have used finishing techniques to strengthen and improve the appearance of their product using a range of equipment.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><u>Plan and communicate ideas</u> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design. Use results of investigations and information sources including ICT when developing design ideas</p> <p><u>Make (technical knowledge)</u> Select appropriate materials, tools and techniques. Measure and mark out accurately</p> <p><u>Evaluate</u> Evaluate own product and others and gain evaluation from others on product</p>	<p>Design and build bridge – Suez canal.</p> <p>To know which materials would be suitable based on their properties.</p> <p>To know how to join materials together so that they suit the purpose. (strength)</p>	Research Design criteria Product Purpose Strength Joining Materials Properties Functional Construct Measure Accuracy	
	Assessment of Skills	Assessment of Knowledge		
	<p>Use results of investigations and information sources including ICT when developing design ideas Measure and mark out accurately</p>	<p>How can you join these materials for the greatest strength? Which material would suit the purpose of this? Why?</p>		

Physical Education

Dance		Term: Spring 1	Year: 5
Foundations of previous learning:			
<p>Year 1:</p> <p>Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods, ideas and feelings To identify and show their understanding <i>Assessment: Compose and perform a phrase in dance with a beginning, middle and end.</i></p>	<p>Year 2:</p> <p>Perform some dance moves, showing rhythm and choosing the best movements to show my ideas. Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task. Talk about different stimuli as the starting point for creating dance phrases and short dances. Explore actions in response to stimuli Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods ideas and feelings To identify and show their understanding. To perform as an individual and as part of a team <i>Assessment: Improvise and experiment with actions to explore ideas, moods and feelings in dance.</i></p>		
<p>Year 3/4 Cycle 1</p> <p>Show an imaginative response to different stimuli through their use of language and choice of movement Incorporate different qualities and dynamics into their movement Explore and develop new actions while working with a partner or a small group Link actions to make dance phrases, working with a partner and in a small group Perform short dances with expression, showing an awareness of others when moving Describe what makes a good dance phrase In simple language, explain why they need to warm up and cool down Sustain their effort in their dances Use a range of expressive language to describe dance Recognise unison and canon and suggest improvements Assessment : Explore and develop new actions for a dance phrase incorporating different qualities and dynamics.</p>	<p>Year 3/4 Cycle 2</p> <p>To explore and create characters and narratives in response to a range of stimuli To use simple choreographic principles to create motifs and narrative To perform more complex dance phrases and dances that communicate character and narrative To describe, interpret and evaluate their own and others' dances, taking account of character and narrative To know and describe what you need to do to warm up and cool down for dance To understand how to adapt their skills and knowledge from previous weeks into a performance situation. <i>Assessment: Use a range of actions in a dance phrase, varying/combining spatial patterns, speed, tension and continuity.</i></p>		
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Perform dances using a range of movement patterns	Create and compose my own dances, performing them expressively with control and include emotions and feelings. To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context		Tempo Pace Style Rhythm Sequence
	Use appropriate dance terminology to identify and describe different styles in their own and others' dances		
	Assessment		
	Perform specific skills and movement patterns for different dance styles with accuracy.		

Music

Fresh Prince of Bel Air		Year: 5	Spring
<p>Foundations of previous learning: Children have been learning about the style of Rock Anthems . With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music</p>	<p>Performing (singing/playing): To sing and play with clear dictation and tuning.</p> <p>To begin to become a conductor/leader themselves.</p> <p>Improvising and composing: To compose a piece based on a style of music (Old School Hip Hop) and use its stylistic features to consider what dynamics, tempo and timbre they should use.</p> <p>To begin to record crochets, minims, semibreves and quavers of a treble clef staff.</p> <p>Listening, developing knowledge and understanding: To know, understand and explain how tempo, dynamics, structure and timbre fit together and how they differ for each style of music</p>	<p>To understand and recognise the basic style indicators for Old School Hip Hop.</p> <p>To know how to respect and improve work together.</p>	<p>Pulse Pitch Rhythm Dynamics Texture Tempo Structure Timbre Notation Listening Old School Hip Hop Vocal Line Accompaniment Style Chorus Verse Compose Improvise</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can perform with increasing confidence. I can find and internalise the pulse and rhythm by myself. I can conduct and lead an ensemble. I can compose a melody using given backing accompaniment. I can read music notation with growing confidence. I can explain how the interrelated dimensions of music fit together and how they differ for each style of music.</p>	<p>I understand and recognise the basic style indicators for Old School Hip Hop.</p> <p>I know how to respect and improve work together.</p>	

Religious Education

Topic: Sikhism: Beliefs and Moral Values		Year: 5	Term: Spring 1	
<p>Foundations of previous learning: To understand the importance of faith. To be aware of key places of worship used to practise religion. To understand the sacrifices people make for their faith. To understand how Sikhs put their religion into practise, based on their beliefs.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Are Sikh stories important today?</p> <ul style="list-style-type: none"> To understand the importance of Sikh stories today. 	<p>Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed.</p> <p>Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p> <p>Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities</p> <p>Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning</p> <p>Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning</p> <p>Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>To understand that different religions have their own 'special book'. To know some key Sikh stories and how they hold importance for Sikhs and non-Sikhs.</p>	<p>Guru Guru Granth Sahib Guru Nanak Khalsa Milk Jasmine flower Mardana Bhai lalo Malik bhago Gender Disability</p>	
	Assessment of Skills			Assessment of Knowledge
	<p>I can explain how some stories can teach people about what is important and how to behave. I can explain how some stories can teach Sikhs about what is important in their life and relate this to non-Sikhs.</p>			<p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p>

Computing

Ping My Scratch Game		Topic: Programming	Year: 5	Term: Spring 1		
<p>Foundations of previous learning: Children from Year 4 are be able to...</p> <ul style="list-style-type: none"> • use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • use an efficient procedure to simplify a program. • use a sensor to detect a change which can select an action within my program. • know that I need to keep testing my program while I am putting it together. • use a variety of tools to create a program. • recognise an error in a program and debug it. • recognise that an algorithm will help me to sequence more complex programs. • recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 						
Unit Learning						
NC Objective - Coverage	Skills	Knowledge	Vocabulary			
<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Computer Science: Explore setting values in code to program the speed of an object. Able to practice setting values and using co-ordinates in their code to control the movements/location of an object. Understand that the value of a variable can be programmed to generate randomly and change in response to an event. To program own game, choosing objects and events, using random number to control the movements of objects.</p>	<p>To decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. To use a variable to increase programming possibilities. To use logical reasoning to detect and debug mistakes in a program. To change an input to a program to achieve a different output. To use logical thinking, imagination and creativity to extend a program.</p>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> Algorithm Block Broadcast Collaboration Computational thinking Control Debug Decomposition Design Effect Event Forever Imagine Implement </td> <td style="vertical-align: top;"> Input Make mistakes Pattern Output Persevere Repeat Rotation Selection (If Then) Sequence Sprite Variable X position / Y position </td> </tr> </table>		Algorithm Block Broadcast Collaboration Computational thinking Control Debug Decomposition Design Effect Event Forever Imagine Implement	Input Make mistakes Pattern Output Persevere Repeat Rotation Selection (If Then) Sequence Sprite Variable X position / Y position
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	Assessment of Skills/Assessment of Knowledge					
<p>Can you use a sequence of instructions to perform a specific task? Can you create and use a variable 'box' to store data? Can you create number or text data to use in a programme? Can you create an efficient algorithm that sequences blocks to make actions happen one after the other? Can you add in a background and make my sprite respond? Can you add in a background and make my sprite respond? Can you add in sound for my characters? Can you use a sequence of steps to make things happen?</p>						

Dreams and Goals	Jigsaw	Year: 5	Term: Spring 1
<p>Foundations of previous learning: Y1 - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it, I know how to store the feelings of success in my internal treasure chest Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group Y3 – I can evaluate my own learning process and identify how it can be better next time, I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest Y4 - I know how to make a new plan and set new goals even if I have been disappointed, I know what it means to be resilient and to have a positive attitude</p>			
Unit Learning			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
When I grow up (my dream lifestyle) Investigate jobs and careers My dream job Dreams and goals of young people in other cultures How we can support each other Rallying support	I understand that I will need money to help me achieve some of my dreams I can identify what I would like my life to be like when I am grown up I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I appreciate the contributions made by people in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future I can describe the dreams and goals of young people in a culture different to mine I can reflect on how these relate to my own I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I appreciate the similarities and differences in aspirations between myself and young people in a different culture I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship I understand why I am motivated to make a positive contribution to supporting others <hr/> <p style="text-align: center;">Assessment</p> I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	Money Achieve Dreams Grown up Jobs Contribution Motivate Learning Education Goals Culture Aspirations	