

## PE

Repeat a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.

Perform movements with symmetry and asymmetry.

Smooth transitions between counterbalances

Remember objects while navigating.

Use imagination and creative thinking to solve problems.

Follow a route at speed.

## DT

I can come up with a range of ideas after I have collected information.

I can take a user's view into account when designing.

I am motivated enough to refine and improve my product.

I can evaluate appearance and function against the original criteria.

I can explain why my finished product is going to be of good quality.

I can show that I can be both hygienic and safe in the kitchen.

## Music

Improvise freely over a drone.

Sing a song in two parts with expression and an understanding of its origins.

Sing a round and accompany themselves with a beat.

Play a drone and chords to accompany singing.

Listen and copy back simple rhythmic and melodic patterns.

## Geography

I can explain how a location fits into its wider geographical location; with reference to human and economical features.

I can map land use.

I can explain what a place might be like in the future, taking account of issues impacting on human features.

I can explain how the water cycle works

I can explain why water is such a valuable commodity

## History

I can appreciate that significant events in history have helped shape the country we have today.

I can use dates and historical language in my work.

I understand that invaders in the past would have fought fiercely, using hand to hand combat.

I know that people who lived in the past used weapons different from ours.

Begin to identify primary and secondary sources exploring their reliability.

I can present my own ideas about the past using discussions, debates and detailed written narratives.

## Curriculum Content - Year 5

### *Skill coverage*



### **Spring 1 Big Question: What remains of the Romans?**

### Enrichment Opportunities

Cooking – Italian Food

Roman day

Wade Street– Easter story

VR— Introduction ahead of Space Big Question

## Computing

I can use create increasingly complex programs for specific purposes

I can design algorithms that use repetition

I can combine sequences of instructions and procedures

## Art

I can identify primary, secondary and tertiary colours.

I can create all the colours I need and understand the difference between complimentary colours and harmonious colours.

I can locate complimentary and harmonious colours on a colour wheel.

I can create mood and contrast in my paintings.

I can express my emotions accurately through my painting and sketches.

## PSHE

About how resources are allocated and the effect this has on individuals, communities and the environment

The importance of protecting the environment and ----how everyday actions can either support or damage it

How to show compassion for the environment, animals and other living things

About the way that money is spent and how it affects the environment

To express their own opinions about their responsibility towards the environment

To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise

Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased

That some media and online content promote stereotypes

How to assess which search results are more reliable than others

To recognise unsafe or suspicious content online

How devices store and share information

## Science

I know the life cycle of different living things, e.g. mammal, amphibian, insect bird.

I know the differences between different life cycles.

I know the process of reproduction in plants.

Recap from year 3 – Life cycle of a flowing plant

I know the process of reproduction in animals.

I create a timeline to indicate stages of growth in humans

## MFL

I can identify feminine, masculine and neuter forms and the conjugation of high-frequency verbs.

I can describe people, places, things and actions orally

I can describe people, places, things and actions in writing

## RE

Explore the origins of sacred writings and consider their importance for believers.

Explore the life of key religious figures and make links with significance to believers

Explore the meaning of religious stories and reflect on key words and phrases.

### Maths - Areas of Learning

Number and Place Value—decimals, rounding, counting in tenths and hundredths.  
Multiplication and Division.  
Time (analogue)

### History

The Romans invasion into Britain.  
Life in Roman Britain.  
Why the Roman Army was so successful in battle.

### Computing

#### Game making

Create a 3D game environment  
Use 2DIY 3D (2 code)

### Geography

What would I see on a journey through Italy?  
Mapwork looking at the spread of the Roman Empire.

### PE

Gymnastics— balance, travels, shape, sequences, routines.  
OAA

### English - Reading - Texts

Non fiction texts—Italy Guidebook  
Empires End A Roman Story  
Boudicca—Queen of Darkness

### DT

Study of Italian food and cuisine.  
Making pizza.

### Curriculum Content - Year 5

*What does this look like in the classroom?*



### Spring 1 Big Question: What remains of the Romans?

### Enrichment Opportunities

Cooking – Italian Food  
Roman day  
Wade Street— Easter story  
VR— Introduction ahead of Space Big Question

### Art

Artist focus: Vincent Van Gough  
Painting using complimentary colours and harmonious

### Music

Listen to and understand Nasheed music

### English - Writing Opportunities

Newspaper reports  
Diary entries  
Narratives

### Science

Biology—Living things and their habitats  
- Life cycles of humans, animals and plants.  
- Reproduction in plants  
- Reproduction in animals  
- Stages of growth in humans

### PSHE

Protecting the environment; compassion towards others  
How information online is targeted; different media types, their role and impact  
Evaluating media

### MFL

Naming hobbies.  
Talking about types of music.  
The perfect past tense and the future tense.  
Some common verbs.

### RE

Peace and Happiness with a Hinduism focus  
- Symbols of peace  
- Peace within the Bible