

Maths - Areas of Learning

Fractions, decimals and percentages

Time (digital, 24h, timetables)

English - Reading - Texts

Journey to the River Sea

There's a Rang-Tan in my bedroom

The Explorer by Katherine Rundell

English - Writing Opportunities

Non fiction writing on the Amazon Rainforest

Newspaper about the escaped orangutan

Persuasive letters about saving the environment.

History

The Ancient Mayan Civilisation—the inhabitants of the rain-forest.

The Mayan lifestyle and a comparison with our own.

A comparison between the Mayan Justice system and the present day.

DT

Carry out market research and create designs for an outfit for a teddy bear for a gift shop at Stafford Castle.

Science

Create a timeline of growth in humans.

Study the life cycle of plants and how they reproduce.

Compare how plants, fruits and vegetables grow.

Explore how to have a healthy lifestyle.

Computing

Spreadsheets

Software: MS Excel

Outcome: Create spreadsheets using basic formula and formatting

Curriculum Content - Year 5

What does this look like in the classroom?



Summer 1 Big Question:

Why should we protect the rainforest?

Enrichment Opportunities

Rainforest workshop

United Nations Debate

Geography

What is a rainforest and where are they?

Deforestation and the Amazon Rainforest.

A study of the products of the rainforest.

A study of the world's major rivers.

Music

Children have an understanding of the Balinese musical forms of gamelan belanganjur and kecak.

MFL

Unit N Seasons

The names of seasons.

Talking about seasonal activities.

Saying the date and when their birthday is.

Naming craft materials.

PE

Gymnastics

Cricket

Art

Recreate "the great wave of Kanagawa" by Howkusai.

RE

When and where Hinduism began.

Hindu Gods

How Hindus worship at home.

DT

I can make up a prototype first.
I can explain how my product will appeal to the audience.
I can use computer-aided design to further communicate my ideas.
My measurements are accurate enough to ensure that everything is precise.
I can suggest some alternative plans and say what the good points and drawbacks are about each.

Geography

I can explain how a location fits into its wider geographical location; with reference to physical features.
I can map land use
I can explain how a location fits into its wider geographical location; with reference to human and economical features.
I can report on ways in which humans have both improved and damaged the environment
I can name features of a river.
I can explain why people are attracted to live by rivers.
I can locate and name the main countries in South America on a world map and atlas
I can begin to recognise the climate of a given country according to its location on a map

Science

I know how plants reproduce.
I understand how plants, fruits and vegetables grow and the differences between these.
I know how to have a healthy lifestyle.
I read, spell and pronounce scientific vocabulary accurately.
I know how to plan different types of scientific enquiry.

PE

I can gauge when to run after hitting the ball.
I can field with increased accuracy.
I can throw overarm with accuracy and for a good distance.
I can use different ways of bowling.
I can bowl underarm accurately.
I can bat effectively, using different types of shot.
I can hit the ball from both sides of the body.
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.

PSHE

Skills
-how sleep contributes to a healthy lifestyle
-healthy sleep strategies and how to maintain them
-about the benefits of being outdoors and in the sun for physical and mental health
-how to manage risk in relation to sun exposure.
-how medicines can contribute to health and how allergies can be managed
-that some diseases can be prevented by vaccinations and immunisations
-that bacteria and viruses can affect health
-how they can prevent the spread of bacteria and viruses with everyday hygiene routines
-to recognise the shared responsibility of keeping a clean environment
-how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
-about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
-that for some people their gender identity does not correspond with their biological sex

-how to recognise, respect and express their individuality and personal qualities
-ways to boost their mood and improve emotional wellbeing
-about the link between participating in interests, hobbies and community groups and mental wellbeing
-how to manage big feelings including those associated with change, loss and bereavement
-about the physical and emotional changes during puberty
-how to get information, help and advice about puberty and how to discuss the challenges of puberty with a trusted adult

Curriculum Content - Year 5

Skill coverage



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Music

Balinese gamelan

Compose a Kecak piece as part of a group.
Sing/chant a part within a Kecak performance.
Understand Balinese musical forms of gamelan beleganjur and kecak.
Listen and match vocal and instrumental sounds to each other and to notation.

Composing in ternary form

Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo.
Notate ideas to form a simple score to play from.
Listen, appraise and respond to music using drawings and words.
Recognise that music can describe feelings and tell a story.
Understand and recognise ternary form.

MFL

I can hold a more complex conversation.
I can use my knowledge of grammar to speak correctly.
I can use the context to work out unfamiliar words.
I can write a paragraph of 4-5 sentences.
I can substitute words and phrases.

History

I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
I can use accurate dates and language to describe historical events.
I understand the term concurrent events and can explore these using a timeline.
I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived etc.

RE

Explore the origins of sacred writings and consider their importance for believers.
Explore a variety of religious texts and teachings.
Explore the life of key religious figures and make links with significance to believers
Compare how people of different faiths practice of religion in the home.
Explore symbolism and intended meaning for believers.
Identify ways in which different religions describe God.
Ask big questions and investigate answers found in religious texts.
Explore rules for living found in religious texts and ask questions about their impact on believers.

Art

I can print using a number of colours.
I can plan and design images for printing, transferring designs onto a given material.
I can create all the colours I need for printing.
I can use the hand press technique and tools required for printmaking
I can incorporate texture and layering techniques to add depth.
I can recreate my own version of "the great wave of Kanagawa", using styrofoam as a printing plate and ink/paint to transfer onto paper underneath.
I can evaluate my own work discussing strengths and areas for improvement.

Computing

I can select, use and combine a variety of software features.
I can manipulate data.
I can begin to use functions to analyse data.
I can insert data onto a spreadsheet