

Invaders and Settlers (5)

History	English	Art
<p>History Britain's settlement by the Anglo Saxons and Scots</p> <ul style="list-style-type: none"> Place the Anglo Saxon period chronologically Where did the Saxons come from? Place in Europe and find out who lives there today Who were the Saxons? Locate the Anglo Saxon settlements and understand the seven kingdoms and how this structure worked Study an Anglo Saxon hill fort Ask questions about and study an aspect of Anglo Saxon life – clothing/armour/religion Study and understand the story of the lives and struggles of Alfred the Great and King Arthur and the Nights of The Round Table <p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> Place the Viking period chronologically Who were the Vikings; where did they come from and why did they come? Ask questions about and study an aspect of the Viking's way of life; religion; Norse myths; Weapons; Longboats and travel Study and understand the lives of a Viking King – Eric Bloodaxe, last Viking king of Jorvik Why did the Vikings leave Britain 		
<p>English Read a range of Norse myths and Anglo Saxon legends and traditional tales (see above)</p> <ul style="list-style-type: none"> Discuss understanding and explore the meaning of words in context Ask questions to improve their understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identify how language, structure and presentation contribute to meaning Look at different versions of the same text; consider any differences and why there may be differences <p>Plan and write their own legends and traditional tales. Model their stories on the characters and settings they have read</p> <ul style="list-style-type: none"> Include appropriate dialogue in story writing Choose appropriate language to change/ enhance and clarify meanings in stories <p>Look at a range of non-fiction texts and accounts to describe historical events (as above)</p> <ul style="list-style-type: none"> Distinguish between fact and opinion 		
<p>Art</p> <ul style="list-style-type: none"> Learn how to weave using a standard method Experiment with a range of materials to weave with. Complete a finished design for display 		

Science Kitchen! (5)

Science	English	DT
<p>Science States of matter (Y4)</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius(°C) Identify the part played by the evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Properties and changes of materials (Y5)</p> <ul style="list-style-type: none"> 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 Know that some of the materials will dissolve into liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering sieving and evaporating Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including the changes associated with burning and the action of acid on bicarbonate of soda 		
<p>English</p> <ul style="list-style-type: none"> Write a glossary for the scientific work above – use new technical vocabulary and ensure understanding through glossary Study a range of non-fiction texts to support work on properties of materials Write a non-fiction guide to solids liquids and gases, or the water cycle selecting and retrieving the most appropriate information to support the written document Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Write up scientific reports from cooking experiments experimentation using a standard format including prediction; labels; diagrams and written conclusions Include a range of technical language identified through the glossary 		
<p>DT</p> <ul style="list-style-type: none"> Based upon knowledge of materials and processes from scientific enquiry decide on a variety of recipes (including savoury) to prepare and cook in the Science kitchen Design and make a small container in which to serve their chosen item of food created. The item of food must fit neatly into the container so that it can be hygienically served. 		

Out of this world (6)

Science	English	Music
<p>Science Forces and magnets (Y3)</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some material and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing <p>Forces (Y5)</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. <p>Earth and Space (Y5)</p> <ul style="list-style-type: none"> 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. 		
<p>English Prepare a time capsule to be left behind as the humans prepare to leave earth. To be included:</p> <ul style="list-style-type: none"> Notes written while listening to talk by NASA scientist about his work (Mr Read's brother). Out of this world poetry: poems selected to be left behind for other beings on earth and written up as an anthology of poetry. Own poetry written and based upon poetry shared from known poets/visit from space dome. Write a science fiction story about the departure from Earth. Write a description of where the humans have decided to settle and why. 		
<p>Music</p> <ul style="list-style-type: none"> Appreciation of the Planet Suite by Holst Listen to and appreciate other music in order to include a selection to remain in the time capsule Justify the reasons for their choice of music for the capsule 		

Year 5 Curriculum 2014-2015

Christmas –Wise Wishes for the World (3)

RE	English	PSHE
<p>RE</p> <ul style="list-style-type: none"> The Christmas story – Read and retell. Consider the message of humility and meekness. Why was Jesus considered to be meek and mild? How was Mary meek and mild? What was given as the reason for Jesus to be born on Earth? 		
<p>English</p> <ul style="list-style-type: none"> Write a biography for Mary, based upon the information we have from the bible and different sources of information Write the biography for modern or historic philanthropist of choice Write own wishes for the world 		
<p>PSHE</p> <ul style="list-style-type: none"> Use the message of humbleness/meekness and humility to look at charitable acts – make links to the bible Study the history of Children in Need campaign compare to work of Barnados in the past Research and follow line of enquiry for acts of charity by modern philanthropists now: Bono; Bill Gates; Warren Buffet; Richard Branson Make comparisons to acts of charity in the past – Bourneville and John Cadbury; Thomas Barnado 		

Golden Gates and Earthquakes (6)

Geography	English	Art
<p>Geography Place Knowledge (including geographical skills) Use maps, atlases, globes and digital/computer mapping to locate countries/regions etc and describe the features studied.</p> <ul style="list-style-type: none"> San Francisco California North America <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate North America on a world map Mark on the major cities of North America Mark on regions Northeast; South; Midwest; Southwest; West and indicate the characteristics of the regions <p>Place knowledge</p> <ul style="list-style-type: none"> Identify physical characteristics of California including: pacific ocean; coastal range mountains; Sierra Nevada mountains; Sacramento River; San Joaquin River; Central Valley; Mojave Desert; Salton Sea Identify those particular to San Francisco area – Sierra Nevada (Lake Tahoe; 9 National Forests; 3 National parks including Yosemite) Understand physical differences between environmental regions of California: Central Valley region; mountain region; desert region; coastal region and water land forms. Understand the impact of the physical characteristics on the way the people who live there go about their lives. <p>Human and Physical knowledge</p> <ul style="list-style-type: none"> Study of San Francisco and the earthquake risks – why the city is at risk of earthquakes; what the risks are to the people who live there and how their lives are affected 		
<p>English</p> <ul style="list-style-type: none"> Select and read a range of non-fiction texts to retrieve information about San Francisco. Locate relevant information to follow a geographical line of enquiry. Present information a variety of ways creating a series of guide book to San Francisco for different audiences: the mountain climber’s guide; the kayaker’s guide; the environmentalists guide; the tourists guide; the immigrants guide etc. Edit and evaluate the presentations for publication 		
<p>Art</p> <ul style="list-style-type: none"> Develop illustrations to include as part of the guide books Study and recreate the art of the native Indians of California 		

Prize Writer (5)

English	Art	Computing
<p>English Evaluate the winning stories from the previous year’s writing competition on Radio Two</p> <ul style="list-style-type: none"> Check the short stories makes sense; discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Discuss and evaluate how the author uses language, including figurative language, considering the impact on the reader. <p>Write an evaluation of a story</p> <ul style="list-style-type: none"> Consider why one story is a worthy winner and one is not as good justify opinions using the points from above. <p>Recognise themes in short stories such as loss; heroism; jealousy etc.</p> <ul style="list-style-type: none"> Write their own version of stories demonstrating these themes. <p>Plan and write their own stories</p> <ul style="list-style-type: none"> Identify the different (3) audiences they are writing for. Model their stories on the characters and settings they have read and evaluated Include appropriate dialogue in story writing Choose appropriate language to change/ enhance and clarify meanings in stories <p>Prepare, record and present stories for a radio broadcast</p> <ul style="list-style-type: none"> Rehearse stories reading out loud with fluency and intonation to convey meaning. <p>Prepare and record stories in written format for binding as a book</p>		
<p>Art Identify a range of illustrations and illustrators that support children’s fiction e.g. Quentin Blake; Nick Sharratt choose a style and imitate. Develop a range of illustrations based on the chosen style to support stories Evaluate and choose illustrations to go with final story</p>		
<p>Computing Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <ul style="list-style-type: none"> Watch 500 words - The Movie. Use iMovie program to film the promotional video for Prize Writer. Use as a trailer; include jingles. Record stories in preparation for the judging and children to listen to broadcasts of each other’s stories. Use iMovie to manipulate voices i.e to have a scary voice etc. record sound effects to accompany stories i.e a crazy laugh; a scratchy noise. 		

Moonfleet (6)

English	History	PSHE
<p>English Study fiction from literary heritage: Moonfleet by John Mead Faulkner</p> <ul style="list-style-type: none"> Identify the themes in the book: smuggling; conflict; heroism and secrecy and write summaries/ explanations of themes Complete a chapter/book review of Moonfleet; make recommendations about improvements; who book is appropriate for <p>Choose passages to read aloud and analyse</p> <ul style="list-style-type: none"> Discuss understanding and explore the meaning of words in context Ask questions to improve their understanding Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Identify how language, structure and presentation contribute to meaning Write predictions about what might happen next in story from details stated and implied Write a part of the script for the new screen version of ‘Kinsfleet.’ 		
<p>History Local History Study Study an aspect of history dating from a period beyond 1066 that is significant in the locality</p> <ul style="list-style-type: none"> Place smuggling in the correct periods in history Understand the term Smuggling and why it came about Identify localities along the coast in Dorset where smuggling was most prolific and why these places were used Understand how local people were involved in smuggling and how lives were affected Study local stories including the life of Isaac Gulliver (1745-1822) identify the localities in the area that are associated with his story and the stories of others including Kinson; Christchurch and Poole and write character description/day in the life of one of the identified smugglers 		
<p>PSHE</p> <ul style="list-style-type: none"> Discuss and debate the impact of taxation upon people’s lives and of smuggling in the 17th Century. Debate crime and punishment then and now Investigate modern day smuggling and make comparisons between then and now. 		