



Year 5- Year Plan

Year 5	Computing	Science	History/ Geography	RE	Creative Arts	Performing Arts	Suggested curriculum enhancement
Autumn 1	<p>Can they save an image document as a gif or ipeg.file format using the 'save as' command?</p> <p>Using the Internet</p> <p>Can they download a document and save it to the computer?</p> <p>Can they use a search engine using keyword searches?</p> <p>Can they compare the results of different searches?</p> <p>Can they decide which sections are appropriate to copy and paste from at least 2 webpages?</p>	<p>How different will you be when you are as old as your Grandparents?</p> <p>Animals (including humans)</p> <p>Changes as humans develop from birth to old age.</p>	<p>How did Flanders Fields benefit the people of Forest Town/Mansfield?</p> <p>History</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>How did it all start?</p> <p>Pupils should be taught to discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth applying ideas of their own in different forms including reasoning, music, art and poetry.</p>	<p>Art- Children will find out about European artists that have captured images of the war and create their own piece of art based on techniques used by these artists.</p> <p>Painting Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches?</p> <p>Drawing</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</p> <p>Art</p> <p>Children will create a self-portrait having looked at a range of artists' work they will then create another drawing/painting of an older person's face trying to capture the difference.</p> <p>Sketching Do they keep sketching notes as to how they might develop their work further? Do they use their work to compare and discuss ideas with others?</p>	<p>Music</p> <p>Appraising</p> <p>Can they describe, compare and evaluate music using musical vocabulary?</p> <p>Can they explain why they think their music is successful or unsuccessful?</p> <p>Can they suggest improvements to their own or others' work?</p> <p>Can they choose the most appropriate tempo for their piece of work?</p> <p>Can they contrast the work of famous composers and show preferences?</p> <p>PE</p> <p>Health and fitness</p> <p>Can they explain some important safety principles when preparing for exercise?</p> <p>Can they explain what effect exercise has on their body?</p> <p>Can they explain why exercise is important?</p>	



<p>Autumn 2</p>	<p>Can they make an information poster using graphics skills to good effect? Presentation Can they use ICT to record sounds and capture both still and video images? Can they use a range of presentation applications? Can they capture sound images and video? Do they consider audience when editing a simple film? Do they know how to prepare and then present a simple film? Can they make a homepage for a website that contains links to other pages? Can they use the word count tool to check the length of a document? Can they use bullets and numbering tools?</p>	<p>Will we ever send another human to the moon? Earth and Space Earth relative to the sun. Moon relative to the Earth. Relationship between sun, Earth and moon. Earth's rotation. Day and night.</p>	<p>What's so special about the USA? Geography Locate the world's countries using maps to focus on North America and concentrating on their key physical and human characteristics, countries and major cities.</p>	<p>What can we learn from religious texts? Pupils should be taught to decide and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to believe some teachings that arise from them in different communities.</p>	<p>Art-Children will look at the work of Andy Warhol then use his style to focus on a famous American of their choice. Collage Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities to express mood and emotion? DT Children will design and make a model to represent the lunar surface and then create a buggy. Electrical and mechanical components Can they incorporate a switch into their buggy? Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics?</p>	<p>PE Gymnastics Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences? Are their movements accurate, clear and consistent? Evaluating and Improving Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their own work?</p>	
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<p>Spring 1</p>	<p>Data Retrieving and Organising Can they listen to streaming audio such as online radio? Can they download and listen to podcasts? Can they produce and upload a podcast? Can they manipulate sounds using Audacity? Can they select music from open sources? Can they select music from open sources and incorporate it into multimedia presentations? Can they work on simple film editing?</p>	<p>Do all plants and animals start life as an egg? Living things and their habitats Life cycles of plants and animals. Birth. Growth development. Reproduction.</p>	<p>Why is Brazil in the news again? Geography Locate the world's countries using maps to focus on South America and concentrating on the key physical and human characteristics, countries and major cities.</p>	<p>What are the 5 pillars of Islam? Pupils should be taught to describe and make connections between different features of the religions and world views they study discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect on their significance.</p>	<p>Art- Children will research the many symbols associated with Brazil and use the symbols to create a montage of Brazil. Collage Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities to express mood and emotion? Art- Children will look at the work of Andy Goldsworthy or Simon Watts and use items they find in their environment to create a 3D piece of art. 3D/Textiles Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials? Can they use textile and sewing skills as part of a project e.g. hanging, textile book etc.? This could including various stiches.</p>	<p>Children will find out about Samba dancing and then perform some Brazilian style dancing. Dance Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency? Acquiring and developing skills Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements? Music- Children will be provided with opportunities to write their own music and create their own dance taking the lifestyle of a butterfly as their stimuli. Composing Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notations to record groups of pitches? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music?</p>	<p>Zumba instructor to enhance dance skills.</p>
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<p>Spring 2</p>	<p>Communicating Can they use instant messaging to communicate with class members? Can they conduct a video chat with someone else in the school or someone in another school? Algorithms and Programs Can they create sequences of instructions and procedures to turn devices on or off? Do they understand input and output? Can they use an ICT program to control an external device that is electrical and/or mechanical? Can they use ICT to measure sound or light or temperature using sensors? Can they explore 'what is' questions by playing adventure or quest games? Can they write programs that have sequences and repetitions?</p>	<p>Can you feel the force? Forces Gravity. Air resistance. Water resistance. Friction. Gears, pulleys, levers and springs.</p>	<p>Were the Anglo Saxons really smashing? History Britain's settlements by Anglo Saxons and Scots- Anglo Saxon invasions, settlements, Kingdom's names and places art and culture and Christian conversion.</p>	<p>Am I always right? Pupils should be taught to discuss and apply their own and others' ideas about ethical questions: including ideas about what is right and wrong and what is just and fair and express their own ideas clearly in response.</p>	<p>DT Children will design and make their own jewellery based on patterns commonly used by Anglo Saxons. Textiles Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they use a range of joining techniques? DT Children will work as a group to design and make an Anglo Saxon settlement having carried out research in the first instance. Mouldable materials Are they motivated enough to refine and further improve their product using mouldable materials? DT Children will design and make a structure for any chosen material that will propel a marble as far as possible.</p>	<p>PE Athletics Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running with jumping? Can they follow specific rules?</p>	
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<p>Summer 1</p>	<p>Databases Can they create a formula in a spreadsheet and then check for accuracy and plausibility? Can they search databases for information using symbols such as =, <, > ? Can they create databases planning the fields, rows and columns? Can they create graphs and tables to be copied into other documents?</p>	<p>Investigational skills</p> <p>See skills based objectives in the folder.</p>	<p>How can we rediscover the wonders of Ancient Egypt? History The achievements of the earliest civilisations – an overview of the impact the Ancient Egyptians had on our society.</p>	<p>What do we believe in Forest Town? Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all responding thoughtfully to ideas about community values and respect.</p>	<p>DT Children will design and make their own pyramids that contain at least one hidden compartment. Stiff and flexible sheet materials Are their measurements accurate enough to make sure everything is precise? How have they ensured that their product is strong and fit for purpose? Art Printing Can they print using a range of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials?</p>	<p>PE Games Can they gain possession by working as a team? Can they pass in different ways? Can they use forehand and backhand with a racquet? Can they field? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot?</p>	
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<p>Summer 2</p>	<p>Can they make a multimedia presentation that contains; sound, animation, video and buttons to navigate?</p> <p>Presentation Can they use ICT to record sounds and capture both still and video images? Can they use a range of presentation applications? Can they capture sound images and video?</p> <p>Using the Internet Can they save stored information following simple lines of enquiry?</p>	<p>Could you be the next CSI investigator?</p> <p>Properties and changes of materials Dissolving. Evaporating. Filtering. Reversible and irreversible changes.</p>	<p>Why should gunpowder, treason and plot never be forgotten?</p> <p>History A study of an aspect or theme in British history that extends pupils chronology beyond 1066; the beheading of Charles 1st, Civil War or Great Fire of London.</p>	<p>What do we believe in Forest Town?</p> <p>Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all responding thoughtfully to ideas about community values and respect.</p>	<p>Art</p> <p>Use of IT Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos and use software to alter, adapt and create work with meaning? Can they create digital images with animation, video and sound to communicate their ideas?</p>	<p>Music</p> <p>Performing Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their own part? Can they perform 'by ear' and from simple notation? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms i.e. rounds, variations, rondo form?</p> <p>PE</p> <p>Outdoors/adventurous Can they follow a map to an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information?</p>	
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