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| st john bosco | ST. JOHN BOSCO CATHOLIC PRIMARY  CURRICULUM PLANNING | | | | | | | | | |
| YEAR 5 |
| TERM 1 | | | TERM 2 | | | | TERM 3 | | |
| Science | Living things  ● Know that reproduction is when an animal or plant produces on or more individuals similar to  itself.  ● Explain that sexual reproduction requires both male and female DNA (sex cells) and will produce  offspring that are similar, but not identical to the parents.  ● Explain that asexual reproduction will produce offspring that is identical to the parent and only  requires on parent e.g., bulbs, tubers and runners.  ● Explain the life cycle of a mammal, amphibian, insect and a bird.  ● Explain the process of metamorphosis using frogs and butterflies as examples.  ● Describe the differences in the life cycles of a mammal, amphibian, insect and a bird.  ● Use prior knowledge of parts of a flower to explain the stages involved in the reproduction  process (pollination, fertilisation and germination). | | Animals and humans   * Describe the changes as humans develop to old age * Describe the key stages in the growth and development of humans. * Recall some of the changes experienced in puberty. * Investigate the gestation periods of other animals in comparison to humans including the length and mass | Materials  ● 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.  ● Discuss the suitability of everyday materials for different purposes based on their properties, giving reasons, based  on evidence from comparative and fair tests.  ● Know the difference between reversible and irreversible changes.  ● Demonstrate that dissolving, mixing and changes of state are reversible changes.  ● Explain that some changes results in the formation of new materials, and that this kind of change is not usually  reversible, including changes associated with burning and the action of acid on bicarbonate of soda.  ● Understand some materials will dissolve in liquid to form a solution.  ● Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering,  sieving, and evaporating.  ● Describe how to recover a substance from a solution. | | | Movement, forces and magnets  ● Know the work of Isaac Newton and know that force is measured in Newtons by a Newton Meter  ● 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  ● Identify the effects of water resistance  ● Identify the effects of friction acting between moving surfaces  ● Recognise that some mechanisms, | Earth and Space  ● Name the planets of Our Solar System and understand Our place in Our universe,  describe the Sun, Earth, Moon and other planets as approximately spherical bodies  ● Describe the movement of the Earth around the sun in the solar system (a full orbit is 365  days, the Earth spins on its axis every 24 hours)  ● Use the idea of the Earth’s rotation to explain day and night and the apparent movement  of the sun across the day  ● Describe the movement of the moon relative to the Earth (lunar cycles take 28 days, the  lunar cycle and eclipses)  ● Describe the movement of the other planets relative to the sun in the solar system (fixed  orbits)  ● Describe what meteors are, and name other objects in space  ● Explain how ‘The Space Race’ has expanded our scientific knowledge and discuss space  travel | Sound and Hearing  ● Recall the different structures of the ear and the function of each part  ● Explain how sound waves can be modelled  ● Describe what happens to a sound wave over time  ● Calculate the speed of sound in different substances  ● Explain what an auditory range is  ● Give examples of animals that have large auditory ranges  ● Describe how sound can be useful in everyday life | |
| History | B  V  A  L  U  E  S | Democracy - The petition of right. - The Civil Wars Between Charles I and the long parliament. - Take part in whole school election for school council.  Tolerance - comparing families. - Explore different family scenarios and how we could show respect to our own family members to celebrate out | Anglo Saxons  Who were the Anglo Saxons and why  did they come to Britain?  Chronology - examine Anglo  Saxon’s place on a timeline in  relation to other key time periods  What was life like in an Anglo Saxon  settlement?  Chronology - understanding key  date when England was divided into  7 kingdoms  What was the significance of  Lindisfarne for the Anglo Saxons?  Chronology - understand key dates  on timeline relating to Lindisfarne  priory.  What impact did the monks of Lindisfarne have on the local and wider  community?  Chronology - make reference to  key dates on timeline relating to  Lindisfarne monks and their time at  Lindisfarne priory.  What was the significance of the  Viking raid in 793?  Chronology - make reference to  key dates on timeline relating to  Viking invasion of Lindisfarne.  Children answer the overarching big Q: How  did life change for the Anglo Saxons in the  North East of England?  Chronology - make reference to  key dates on timeline relating to key  events which took place during the  Anglo Saxon period. | B  V  A  L  U  E  S | Democracy - Research the national union of women’s Suffragette societies. - Children will make posters explaining their fight. - Research life and achievements of Emily Davison.  Tolerance - comparing cultures. -Children will explore India and compare the UK cultures with Indian culture. | | When and how did the Early  Islamic Civilisation begin?  Chronology - examine where the  Early Islamic Civilisation sat on the  wider historical timeline. Explore  what key events came before and  after this era.  Who was Muhammad and why was  he so significant?  Chronology - Understand when  Muhammad was born/died and the  chronology of events during his life  time.  Who was Muhammad and why was  he so significant?  Chronology - Understand when  Muhammad was born/died and the  chronology of events during his life  time.  Why was the establishment of  Baghdad so significant to the rise of the  Early Islamic Civilisation?  Chronology - Understanding when  Baghdad was established and where  this fits in the wider timeline.  Who lead the Early Islamic  Civilisation after Muhammad’s death?  - Chronology - Exploring when each  caliph existed and linking this to key  events that occurred during these  time periods.  How powerful was the Early  Islamic Civilisation and how significant  was this for trade?  Chronology - Looking at when  major trading events occurred and  how this fits with the wider timeline  of events.  Why was the Early Islamic  Civilisation a significant turning point in  history?  Chronology - Understanding where  the major events during this rule sat  and when this era occurred. | | B  V  A  L  U  E  S | Culture & current affairs: Investigate the issues of the day that are being reported in our media - newspapers, tv, social media. Conduct research into the headlines. Additionally, discover about the culture of the day. Who are the current cultural icons? What is the latest fashion? Current trends in British music. How are British teams  performing in sport?  - Mutual Respect - Individual Liberty Children will complete a transition project with their whole class and new class teacher. Children will explore the book The Accidental Prime Minister to focus on the responsibility of leaders in democracies like the UK. |
| Geography | Settlement Land  Are all settlements the same?  - Location &amp; place  - Human interaction with the  environment  - Geographical techniques  What is land use and how does it differ?  - Location &amp; place  - Human interaction with the  environment  - Physical features and processes  - Geographical techniques (fieldwork)  How and why has land use changed in my  local area?  - Location &amp; place  - Human interaction with the  environment  - Geographical techniques  What are the impacts of land-use change in  my local area?  - Location &amp; place  - Human interaction with the  environment  - Physical features and processes  - Geographical techniques  Has our local area become a ‘Clone Town’  due to land-use change?  - Location &amp; place  - Human interaction with the  environment  - Geographical techniques  What is the future for our settlement?  - Location &amp; place  - Human interaction with the  environment  - Geographical techniques |  | Natural resources  What are natural resources and how are  they used?  ● Natural resources are  materials/substances produced by  the environment. They are needed  for humans to survive.  ● Natural resources can be categorised  under four headings - food, water,  minerals and energy.  ● There are many uses of natural  resources.  ● Abundant means resources are  available in large quantities,  whereas not abundant means  resources can run out.  What are renewable and non-renewable  resources?  ● Renewable means resources can be  replaced. Nonrenewable means  Starter  Students identify what renewable and nonrenewable resources means.  They will then decide whether resources are renewable or non-  renewable by sorting into the correct column. They then watch a video  clip to consolidate this knowledge.  Slides  Video link  https://youtu.be/xzzybh8\_Ago  Word bank  Success criteria  Statements - renewable/nonrenewable for  resources cannot be replaced once  used up.  ● Sustainability means there will be a  dependable amount of resources to  use.  ● Exhaustible means they can run out  and be used up completely.  ● Water is a sustainable resource,  however freshwater is exhaustible.  Why are natural resources unevenly  distributed?  ● Natural resources are unevenly  distributed across the world. This is  based on their geographical location  and past geographical processes.  ● Countries endowed with natural  resources have an economic  advantage.  ● Landlocked countries are at a  disadvantage.  ● Wealth is a huge factor in countries  being able to export natural  resources from other countries.  ● Africa is the poorest country  economically but not necessarily the  poorest country in natural resources.  What is food insecurity and what are the  factors affecting this?  ● Food insecurity is a global concern.  ● 135 million suffer from acute  hunger according to the World Food  programme.  ● There are many factors affecting  food supply such as climate,  technology, poverty and conflict.  ● Impacts of food security include soil  erosion, famine, rising prices and  social unrest. | | |  | Local Study – Roker  To identify the features of our local area  By the end of the lesson, pupils should be able  to :  ● name features in our local area  ● locate our school, and local places  on a map  ● discuss the things I like and dislike  in our local area  (Potential trip to Roker park, beach, pier) |
| ICT | **Coding**  Children can use simplified code to make their programming more efficient.  Children can use variables in their code.  Children can create a simple  playable game.  **Online safety**  Children think critically about what they share online, even when asked by a usually reliable person to share something.  Children have clear ideas about good passwords.  Children can see how they can use images and digital technology to create effects not possible without technology.  Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and  little specialist knowledge. | | **Spreadsheets**  Children can create a formula in a spreadsheet to convert m to cm.  Children can apply this to creating a spreadsheet that  converts miles to km and vice versa.  **Databases**  Children can create their own database on a chosen topic.  Children can add records to their database.  Children know what a database field is and can correctly add field information.  Children understand how to word questions so that they can be  effectively answered using a search of their database. | **Game creator**  Children can review and  analyse a computer game.  Children can describe some of  the elements that make a  successful game.  Children can begin the process  of designing their own game.  **Modelling**  Children can refine one of their  designs to prepare it for printing.  Children can print their design  as a 2D net and then created a  3D model.  Children can explore the  possibilities of 3D printing. | | | **Concept maps**  Children can make connections  between thoughts and ideas.  Children can see the importance  of recording concept maps  visually.  Children understand what is meant by ‘concept maps’, ‘stage’, ‘nodes’ and ‘connections.’  Children can create a basic  concept map. | **Word processing**  Children know what a word  processing tool is for.  Children will be able to create a  word processing document altering  the look of the text and navigating  around the document.  Children know how to add images  to a word document.  Children can edit images to reduce  their file size.  Children know the correct way to  search for images that they are  permitted to reuse.  Children know how to attribute the  original artist of an image. | | |
| **E-Safety** | | | | | | | | | |
| Music | How does music bring us together? Getting started with music technology | | How does music connect us with our past?  Emotions and musical style | How does music improve our world?  Exploring key and time signatures | | | How does music teach us about our community? Introducing chords | How does music shape our way of life?  Words, Meaning, Expression | | |
| RSHCE | SRE  Religious Understanding   * We were created individually by God who cares for us and wants us to put our faith in Him * Physically becoming an adult is a natural phase of life. * Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it.   **Me, My Body, My Health**   * Similarities and differences between people arise as they grow and mature, and that by living and working toether we create community * Self-confidene arises from being loved by God * That human beings are different to other animals * About the unique growth and development of humans and the changes that girls and boys will experience during puberty * About the need to respect their bodies as a gift from God to be looked after well and treated appropriately * The need for modesty and appropriate boundaries * How to make good choices that have impact on their health: rest, sleep exercise, personal hygiene avoiding the overuse of electronic entertainment etc.   **Emotional Wellbeing**   * The images in the media do not always reflect reality and can affect how people feel about themselves * That thankfulness builds resilience against feelings of envy, inadequacy and against pressure from peers or media * A deeper understanding of the range and intensity of their feelings; that feelings are not the only good guides for action * That some behaviour is wrong, unacceptable, unhealth or risky * That emotions change as they grow up (including hormonal effects) * About emotional well-being: that beauty, art etc, can lift the spirit, and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being * The difference between harmful and harmless videos and images   **Life Cycles**   * How a baby grows and develops in its mother’s womb * About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life * Some practical help on how to manage the onset of menstruation | | | **SRE**  Religious Understanding   * That God calls us to love others * Ways in which we can participate in God’s call to us   **Personal Relationships**   * That pressure comes in different forms, and what those different forms are * That there are strategies that they can adopt to resist pressure * What consent and bodily autonomy means * Different scenarios in which it is right to say ‘no’ * How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships.   **Keeping Safe**   * That their increasing independence brings increased responsibility to keep themselves and others safe * How to use technology safely * That just as what we eat can make us healthy or ill, what we watch, hear, say and do can be good or bad for us and others * What the term cyberbullying means and examples of it * What cyberbullying feels like for the victim * How to get help if they experience cyberbullying * What kind of physical help is acceptable or unacceptable and how to respond * That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests * The effect that a range of substances including drugs , tobacco and alcohol can have on the body * How to make good choices about substances that will have a positive impact on their health * That our bodies are created by God, so we should take care of them and be careful about what we consume * How they can come under pressure when it comes to drugs, alcohol and tobacco * That they are entitled to say no for all sorts of reasons, but not least in order to protect their God given bodies * That the recovery position can be used when a person is unconscious but breathing * That DR ABC is a primary survey to find out how to treat life threatening conditions in order of importance | | | | **SRE**  Religious Understanding   * That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity * That the Holy Spirit works through us to bring God’s loe and goodness to others * The principles of Catholic Social Teaching * That God formed them out of love, to know His love and share love with others   **Living in the Wider World**   * How to apply the principles of Catholic Social Teaching to current issues * Ways in which they can spread God’s love in their community   **Transition** | | |
| Art | **Drawing - portraits**  Pupils will develop their drawing skills by focusing on portraiture. They will use a range of  materials that link to the exploration of proportion, line and tone. Pupils will use retrieval practice to refine their drawing skills and pencil control. Throughout the unit, pupils will develop a range of Art and Design techniques by looking at visual elements of shape, line and colour. They will look at a range of artists (Suggested artist –Boris Schmitz) focusing on colour application (theory) and use of bold lines. | | | | | **Painting - cubism**  Pupils will develop their painting skills by learning about the cubist  movement. They will explore the unique way in which cubist artists  composed their work and will have opportunity to create their own collages  inspired by famous artists such as Picasso and Braque. They will gain a deeper  understanding of colour by exploring a range of colour palettes. | | | | |
| DT | **Design technology - Year 5: Fairground project in conjunction with Secondary link schools**  Pupils will explore existing models of fairground rides to research how they work. They will follow a brief to design and manufacture a model prototype. MANUFACTURE WILL TAKE PLACE IN SECONDARY LINK SCHOOL. They will need to consider what materials to use and how to join the different parts together. They will need to make decisions and work as a team to make their  model and then test that it works. | | | | | **Food Technology – cooking and nutrition (pizzas)**  Pupils will develop growing knowledge of food groups and dietary staples. Explore functional ingredients, considering how the addition of different ingredients impacts the presentation, taste and texture of foods and how recipes can be adapted to suit different user needs. Use equipment to measure and read a scale to prepare ingredients. | | | | |
| RE | Ourselves  Choices  Hope  Other Faiths | | | Mission  Memorial Sacrifice  Sacrifice | | | | Transformation  Freedom & Responsibility  Stewardship  Other Faiths | | |
| Spanish | Weather:   * Introducing weather phrases * Weather forecasts * The sun and the wind parable * Clothing | | | Health:   * Healthy and unhealthy food and drink * The Unhealthy Monster * Advice for Healthy Living | | | | Free Time:   * Sports – where to do sports * Hobbies * Traditional Spanish hobbies * Likes and dislikes | | |
| PE | **Dance**  Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in response to stimuli.  Use transitions to link motifs smoothly together.  Improvise with confidence, still demonstrating fluency across the sequence.  Ensure their actions fit the rhythm of the music.  Modify parts of a sequence as a result of self and peer evaluation.  Use more complex dance vocabulary to compare and improve work.  Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control.  Choose and use criteria to evaluate own and others’ performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. | | **Gymnastics**  Select ideas to compose specific sequences of movements, shapes and balances.  Adapt their sequences to fit new criteria or suggestions.  Perform jumps, shapes and balances fluently and with control.  Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.  Confidently use equipment to vault in a variety of ways.  Apply skills and techniques consistently.  Develop strength, technique and flexibility throughout performances.  Perform:  Forward roll from standing  Straddle forward roll  Pike forward roll  Tucked backward roll  Backward roll to straddle  Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight half turn  Straight full turn  Cat leap half turn  Split leap  Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off  Squat through vault | **Invasion Games**  Consolidate different ways of throwing and catching, and know when each is appropriate in a game.  Use a variety of ways to dribble in a game with success.  Use ball skills in various ways and begin to link together.  Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Keep and win back possession of the ball effectively in a team game.  Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.  Know when to pass and when to dribble in a game.  Devise and adapt rules to create their own game.  Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition. | | | **Target Games**  Use different techniques to hit a ball.  Identify and apply techniques for hitting a tennis ball.  Explore when different shots are bets used.  Develop a backhand technique and use it in a game.  Practise techniques for all strokes. | **Net / wall games**  Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting.  Understand how to serve in order to start a game.  Throw and catch accurately and successfully under pressure in a game.  Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.  Know when to pass and when to dribble in a game.  Devise and adapt rules to create their own game.  Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition. | S  W | **Athletics**  Identify their reaction times when performing a sprint start.  Accelerate from a variety of different starting positions.  Confidently and independently select the most appropriate pace for different distances and different parts of a run.  Improve techniques for jumping for distance.  Perform an effective standing long jump.  Land safely and with control  Investigate different jumping techniques.  Perform a fling throw.  Throw a variety of implements using a range of throwing techniques.  Measure and record the distance of their throws.  Continue to develop techniques to throw for increased distance.  Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with strong understanding of tactics and composition.  Choose and use criteria to evaluate own and others performance.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. |