



Year 5 Curriculum Plan 2022-2023

AUTUMN 7 weeks	AUTUMN 7 weeks	SPRING 7 weeks	SPRING 6 weeks	SUMMER 5 weeks	SUMMER 7 weeks
Values: Overall: Isabelle Independence and Crystal Creativity.	Values: Overall: Toby Teamwork – children to produce a digital presentation using SWAY Isabelle Independence	Values: Overall: Toby Teamwork and Crystal Creativity	Values: Overall: Roger Respect Learning about people from the past and thinking about how their choices have shaped today's society	Values: Overall: Toby Teamwork (whole class performance) and Willow Wellbeing	Values: Overall: Willow Wellbeing and Crystal Creativity
<u>Let's explore the world</u> Long: Geography Exploration of the World <ul style="list-style-type: none"> - Recap Europe (major cities Yr 4) and Africa (Egypt and Gambia in Yr 2/3) - Light touch Antarctica. - Main continents to focus on below. North America – USA South America – Peru Asia – China Australasia – Australia. One country in detail for children to design a SWAY presentation	<u>Website Design</u> To create a website about your chosen country linking to Geography work. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.	<u>Moving Toys</u> Long: Design Technology Moving Toys	<u>Who was the greatest British pioneer?</u> Long: History British history (Exploration and Pioneers) Sir Francis Drake Emmeline Pankhurst Charles Darwin Ernest Shackleton	<u>Hawaiian Strings</u> Long: Music Ukulele classes - Concert and performance	<u>There's no PLANet B</u> Long: Art and Design Sculpture – Recycling theme



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Voices: which 'voice(s)' is guiding your LE? <u>Analysis and Evaluate</u> Recognise and explain that there could be more than one solution to a problem. Explain and modify a problem to its most effective solution. Evaluate their work to ensure it reflects the purpose of the design. Specially modify parts of a sequence within an outcome to improve its quality.	Voices: which 'voice(s)' is guiding your LE? <u>Developing contextual knowledge of the location of globally significant places.</u> For children to have a basic understanding of where places and geographical landmarks are and relate this to their own location. And to have secure knowledge of land and water around the world. <u>Understand physical and human features.</u> For children to understand about different places around the world- both above land and in the sea and how both physical processes and human interaction can affect these places over time. <u>Skill Builders</u>	Voices: which 'voice(s)' is guiding your LE? <u>Make high quality products</u> Children need to build and refine their practical skills experiencing a range of tools and techniques. Each design/product will require different skills with consideration given to the end user. <u>Critique, evaluate and test their ideas and the work of others.</u> Critical thinking skills and the ability to evaluate not just the work of others, but that of their own, leading on to further problem-solving skills to improve. Growth mindset and not just settling for products. Strive to innovate or improve.	Voices: which 'voice(s)' is guiding your LE? <u>Knowledge and Concepts</u> People, organisations, places and events of the past are unique to their time periods, but have a curious relationship with those of other periods. Cause and Consequences Historical events and actions link together and lead to others in a ripple effect. There is always more than one cause and consequence. It is never straightforward. <u>Evidential Enquiry</u> Historical evidence does not fall out of the sky	Voices: which 'voice(s)' is guiding your LE? <u>Appreciation</u> Learn about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians <u>Applied Theory</u> Understand and explore principles of music, including the <i>inter-related dimensions</i> of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <u>Creating Music</u> Composition and structured improvisation – using and exploring knowledge gained in <i>Appreciation and Applied theory</i>	Voices: which 'voice(s)' is guiding your LE? <u>Skills and Techniques – sculpture</u> To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To understand the fundamental art skills and use these as building blocks to develop their artwork. <u>Creativity</u> Use Art and Design as a vehicle to express ideas, experiences and imagination creatively. <u>Learning from Others</u> The importance of appreciating others' work and understanding where their ideas derived from. Children will know about great artists, craft makers and designers and develop a



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	<p>This is enabling children to develop the skills where they adapt and create with the access geographical knowledge through a variety of different platforms and manipulatives.</p> <p>Interpret a range of sources including maps, diagrams, globes and photographs.</p>		<p>but has survived from the past like a witness. Like all witnesses, it should be questioned rigorously. We may disagree with what we see and understand.</p>	<p><u>Performance</u></p> <p>Opportunities to perform music, both solo and in ensemble forms, e.g. concerts and musical-theatre performances, as well as CDs and videos.</p>	<p>rigorous understanding of their art forms.</p>
<p><u>Wow/Community Links</u></p> <p>Opportunities for children to test and play different types of games as well as the very first computer game to modern day games.</p>	<p><u>Wow/Community Links</u></p> <p>Virtual reality – Discovery VR app ‘Adventures from the Classroom.’</p> <p>Google Earth</p> <p>David – One planet, seven continents</p> <p>Outcome: Children to present findings to the rest of the class. Ian to judge.</p>	<p><u>Wow/Community Links</u></p> <p>Visitor: Links with Brixham College or local Toy maker to show children how to make a toy.</p> <p>Evaluation of toys – children to share with parents and other classes.</p> <p>Vote for the best toy.</p>	<p><u>Wow/Community Links</u></p> <p>Visitor: Emmeline Pankhurst Q and A session (Adele Clayton)</p>	<p><u>Wow/Community Links</u></p> <p>Music teacher – each class to receive 3 hours of professional teaching.</p> <p>Performance to be recorded in the KS2 hall and uploaded onto Teams.</p>	<p><u>Wow/Community Links</u></p> <p>Visitor: Jackie Kidd (worked with Paignton Zoo & Living Coast turning plastic waste into Art.)</p> <p>Beach clean</p> <p>Eva Hesse – artist</p> <p>Plastic recycling boxes in school. How can we become a green school? Children to write to Ian/Ken or children to write to the government about saving our oceans and supporting no fishing zones to help the ocean to recover. Look at WWF.</p>



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Short: Geography Antarctica. Who owns it? World Heritage Site Science station Global warming – touch upon as Yr 6 will look at this in more detail. Threat to wildlife Short: Music Song, rhythm and dance in different traditional cultures (Link to PE – Dance)	Short: Design Technology Funky Furnishings	Short: Computing Multimedia Producer linked to DT. Children to create iMovies promoting their moving toys.	Short: Art and Design: Watercolour painting linked to the sea/harbour	Short: Design Technology Cooking and Nutrition (Bread)	Short: History Ancient civilisations Greece
Wow/Community Links Cushions to be sold at the Winter fayre.	Wow/Community Links Hook: ? Visitor: Possibly Mr Ayres via a Teams call as he has had 3 expeditions with the army to Antarctica. Wow/Community Links A journey through the World of Music. (Whole day?)	Wow/Community Links TV adverts shared on Teams with parents, linked to the long enquiry (DT).	Wow/Community Links Trip to Brixham Harbour – children have time to sketch boats and the local area.	Wow/Community Links Outcome: Café for parents to taste bread. Link to long enquiry (music) and share children's performances.	Wow/Community Links Trip to RAMM (museum) in Exeter or Torquay Museum.
Writing Texts that Teach Block 1 – The Tear Thief by Carol Ann Duffy (Narrative) Block 2 – The Sea by James Reeves (Poetry)	Writing Texts that Teach Block 1 - Jungle Survival (Instructions) Block 2 – A thief in the Village (Narrative)	Writing Texts that Teach Block 1 – Inside a Villain (Narrative) Block 2 – Dragonology by Dugald Steer, Helen Ward,	Writing Texts that Teach Block 1 – Shackleton's Journey (Biography)	Writing Texts that Teach Block 1 - Where my wellies take me (Recount) independent write could be 'Where my flip flops take me' – link to the sea	Writing Texts that Teach Block 1 – Varjak Paw Block 2 – Are Humans Damaging the Atmosphere?



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		et al. (non-chronological report)	Block 2 – Is this a poem? (poetry)	Block 2 - Paraphernalia - Sabrina Cutugno	by Catherine Chambers from the Earth Debates series
<u>Reading</u> Goldfish Boy (Novel – Fiction) The OCD workbook for kids (Non-fiction)	<u>Reading</u> Kid Normal (Novel – Fiction) Health Heroes (Non-fiction)	<u>Reading</u> The Wolves of Willoughby Chase (Novel – Fiction) The Dragons are hiding (Poetry) They're out there (Poetry)	<u>Reading</u> Who let the Gods out? (Novel – Fiction) Ancient Greece (Non-fiction)	<u>Reading</u> How does a Lighthouse work? (Non-fiction)	<u>Reading</u> Beetle Boy (Novel – Fiction)
<u>Science: Animals including Humans</u> How different will you be when you are as old as your grandparents?	<u>Science: Forces</u> Can you feel the force?	<u>Science: All Living Things</u> Do all animals and plants start life as an egg?	<u>Science: Earth, Space and Magnetism</u> Will we ever send another human to the moon?	<u>Science: Properties and changes of Materials</u> Could you be a CSI investigator?	
<u>RSE and PSHE</u> Relationships Education		<u>RSE and PSHE</u> Health Education		<u>RSE and PSHE</u> Living in the Wider World	
<u>P.E</u> Invasion	<u>P.E</u> Gymnastics	<u>P.E</u> Net /Wall	<u>P.E</u> Dance	<u>P.E</u> Strike/Field	<u>P.E</u> Athletics
<u>PE outcome (End of each term)</u> Gymnastics Festival		<u>PE outcome (End of each term)</u> Ball Games Festival		<u>PE outcome (End of each term)</u> Athletics Festival	
<u>MfL Spanish</u> Revise all vocabulary from previous years with an emphasis on conversations.	<u>MfL Spanish</u> My house – Mi casa	<u>MfL Spanish</u> My house – Mi casa	<u>MfL Spanish</u> Objects - Objetos	<u>MfL Spanish</u> Objects - Objetos	<u>MfL Spanish</u> Revise all vocabulary from previous years with an emphasis on conversations.



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<u>RE: Christianity</u>	<u>RE: Islam</u>	<u>RE: Christianity</u>	<u>RE: Judaism</u>	<u>RE: Christianity</u>	<u>RE: Non-religious</u>
U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (Christians, Muslims, Jews, Non-Religious).