



The Best That You Can Be...

Devonshire Primary Academy

Year 5 Curriculum 2019-2020



<p align="center">Autumn 1 Off with her head</p>	<p align="center">Spring 1 Beast Creator</p>	<p align="center">Summer 1 Allotment</p>
<p align="center"><u>Skills</u></p> <p>Study the Tudors. As part of the Tudors topic, the children will look at Henry VIII.</p> <p>Linking with History, compare maps of UK from past with the present, focusing on land use.</p> <p>Types of settlements in Early Britain (link to history) and compare to settlements in modern Britain such as villages, towns and cities.</p> <p>Christianity</p> <p>Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing the rules. Recognise their worth as individuals, by identifying positive things about themselves and setting goals. Take responsibility for planning, looking after the school environment, for the needs of others, such as peer supporter, a befriender, or as a playground mediator for younger pupils.</p> <p>Recognise the need for accuracy when searching for and selecting information. Use different sources to double check information found.</p> <p>PE- Dance Perform dances using a range of movement patterns.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p align="center"><u>Skills</u></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (CREATE APHID) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Hue, tint, tone, shades and mood colour for a range of purposes select and use materials independently reflect on work and embellish fabric making artists using textiles plan and develop ideas shape, form, model and join combine prints design prints and make connections to artists</p> <p>Hinduism</p> <p>Recognise the role of voluntary, community and pressure groups.</p> <p>Use flowcharts and other diagrams to follow how a process or model works.</p> <p>PE- Games Blackpool Buddies Wed am- BFC delivery (extra- 15 pupils per class)</p> <p>Use running, jumping, throwing and catching in isolation and in combination (develop skills).</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p align="center"><u>Skills</u></p> <p>Investigate and analyse a range of existing products. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Locate and name the main counties and cities in England. Compare 2 different regions in UK rural/urban. Using a world map, locate the world's countries, with a focus on environmental regions (desert, rainforest or temperate regions) and key physical and human characteristics of countries. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human geography including trade between UK, Europe and the world. Fair/unfair distribution of food and water. (Fairtrade). Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Living things and their habitats: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs: Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and models. Use and develop keys to identify, classify and describe living things and materials.</p> <p>Christianity</p> <p>Appreciate the range of national, regional, religious and ethnic identities in United Kingdom.</p>

		<p>Recognise that resources can be allocated in different ways and that the economic choices affect individuals, communities and sustainability of the environment.</p> <p>Select, use and combine a variety of software, including internet services on a range of digital devices, explaining how email and online discussion areas are used for communication and collaboration.</p> <p>Create data collection forms and enter data from these accurately. Make graphs from the calculations on their spreadsheet. Sort and filter information.</p> <p>PE Games</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p><u>Cultural Capital</u></p>	<p><u>Cultural Capital</u></p> <p>Hold a mini beast Make a bug hotel</p>	<p><u>Cultural Capital</u></p> <p>Grow an apple tree from a pip</p>
<p><u>Enrichment Week</u> <u>Science</u></p> <p>Forces 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> <p>Plan different types of scientific enquiries to answer</p>	<p><u>Enrichment Week</u> <u>Science</u></p> <p>Animals, including humans: Describe the changes as humans develop to old age.</p> <p><u>Geography</u> Describe and understand key aspects of Physical geography including: coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p>	

<p>their own questions, including recognising and controlling variables where necessary: Raise different types of questions and hypotheses.</p> <p>Report and present findings from enquiries, inc conclusions and causal relationships, in oral and written forms such as displays and other presentations, using appropriate scientific language:</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas</p>		
<p style="text-align: center;"><u>Visits</u> Blackpool Tower</p>	<p style="text-align: center;"><u>Visits</u> Zoo trip</p>	<p style="text-align: center;"><u>Visits</u> Allotment</p>
<p style="text-align: center;"><u>Autumn 2</u> Stargazers</p>	<p style="text-align: center;"><u>Spring 2</u> Pharaohs</p>	<p style="text-align: center;"><u>Summer2</u> Scream machine</p>
<p style="text-align: center;"><u>Skills</u></p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present</p> <p>Observe and record effect of light on objects and people from different directions</p> <p>Earth and Space 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</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Study the rise of Ancient Egypt.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective explore the use of texture in colour use stories, music, poems as stimuli create work as a combination of observation and imagination - discuss and evaluate own work and that of other sculptors create own abstract pattern to reflect personal experiences and expression create pattern for purposes discuss and evaluate own work and that of others</p> <p>Christianity</p> <p>Recognise that pressure to behave in an unacceptable or risky way can</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (FAIRGROUND RIDE) Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Apply their understanding of computing to program, monitor and control their products. Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Judaism</p> <p>Recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p>

<p>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> <p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Explain degree of trust in results. Identify and evaluate scientific evidence (their own and others') that has been used to support or refute ideas or arguments: Use a simple mode of communication to justify their conclusions on a hypothesis. Begin to recognise how scientific ideas change over time.</p> <p>Islam</p> <p>Research, discuss and debate topical issues, problems and events. Know what democracy is and about the basic institutions that support it locally and nationally.</p> <p>Demonstrate knowledge and understanding of computer systems and hardware by identifying and defining the functions of the processor, memory, backing storage and peripherals in a typical desktop computer.</p> <p>PE- OAA Problem solving- BFC delivery</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>Evaluate and improve presentations in the light of discussion, marking and audience response.</p> <p>PE- Gymnastics- BFC delivery</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>With support, begin to produce algorithms by using logical and appropriate structures to organise data, and create precise and accurate sequences of instructions. Use logical reasoning to solve problems and model situations and processes. Predict what will happen when variables and rules within a model are changed. Explain that changing the numerical data affects a calculation.</p> <p>PE- Athletics Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p style="text-align: center;"><u>Cultural Capital</u></p> <p style="text-align: center;">Gaze at stars</p>	<p style="text-align: center;"><u>Cultural Capital</u></p>	<p style="text-align: center;"><u>Cultural Capital</u></p> <p style="text-align: center;">Go on a ride</p>
<p style="text-align: center;"><u>Enrichment Week</u></p> <p><u>ESafety</u></p> <p>I can explain how identity online can be copied, modified or altered.</p>	<p style="text-align: center;"><u>Enrichment week</u></p> <p>Science Properties and changes of materials: Compare and group together everyday materials on the basis of their</p>	<p style="text-align: center;"><u>Enrichment week</u></p>

I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.

I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.

I can explain how to block abusive users.

I can demonstrate responsible choices about my online identity, depending on context.

I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence

I can describe some of the communities in which I am involved and describe how I collaborate with others positively.

I can explain how I would report online bullying on the apps and platforms that I use.

I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).

I can recognise when someone is upset, hurt or angry online.

I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).

I can explain why some information I find online may not be honest, accurate or legal.

I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information

I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.

I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online.

I can describe ways that information about people online can be used by others to make judgments about an individual.

I can search for information about an individual online and create a summary report of the information I find.

I can use different search technologies.

I can evaluate digital content and can explain how I make choices from search results

I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.

I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others

I can make positive contributions and be part of online communities.

I can describe ways technology can affect healthy sleep and can describe some of the issues

I can create and use strong and secure passwords.

I can give examples of content that is permitted to be reused.

properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

Know that some materials will dissolve in 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 changes associated with burning and the action of acid on bicarbonate of soda.

Use test results to make predictions to set up further comparative and fair tests:
Plan a range of scientific enquiries, including comparative and fair tests.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate:
Plan and carry out comparative and fair tests, making systematic and careful observations.

<p>I can assess and justify when it is acceptable to use the work of others I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing The ENIAC Women (programmed the first electric, programmable computer)</p>		
<p style="text-align: center;"><u>Visits</u> Horrible Christmas – Winter Gardens BADAS visit us with telescope</p>	<p style="text-align: center;"><u>Visits</u></p>	<p style="text-align: center;"><u>Visits</u> Pleasure Beach</p>

DT, Geography, Art, Science, History, RE, PSHE, E-Safety, Computing, PE