

Year Five Curriculum Overview Autumn Term 2021



Reading opportunities: Windrush Child - Benjamin Zephaniah
Non-fiction books relating to topics available in the classroom to support learning

History

The Empire Windrush and Caribbean migration

Intent

Learning about The **Windrush** will help develop our knowledge of world geography and **history**. It will improve our social and cultural understanding of how Caribbean migrants have helped shape the multi-racial communities of 21st century Britain.

Sequence of lessons

- 1) To use appropriate enquiry skills to locate and develop place knowledge of Caribbean Countries.
- 2) To know that African-Caribbean people were present in Britain before the 1940s.
To develop historical perspective about Britain's cultural diversity.
- 3) To know about the presence of African-Caribbean service men and women during WW2 and the part they played.
- 4) To develop chronologically secure knowledge and understanding of historical events.
- 5) To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain.
- 6) To identify how events from one time period affect another.

Composite outcome

To write a non-fiction narrative about a British man or woman of Caribbean descent who have been publicly recognised for their achievements.

Impact

Children will know and understand the legacy of the Windrush migration.

Religious Education

Incarnation

Intent

To explore what people believe and what difference this makes to how they live, so we can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting in our own ideas and ways of living.

Sequence of lessons

- 1) To be able to explain the place of Incarnation and Messiah within the 'big story' of the bible.
- 2) To identify Gospel and Prophecy texts using technical terms. To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- 3) To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the bible and what difference that might make to people's lives?
- 4) To explain connections between biblical texts and the idea of Jesus as the Messiah using theological terms.
- 5) To make clear connections between the texts and what Christians believe about Jesus as the Messiah.
- 6) To be able to express our own insights into how far the world needs a Messiah.

Composite outcome

Write a persuasive piece to explain why Jesus is the Messiah from a Christian point of view or why he is not from a Jewish point of view.

Impact

Children will have a thorough understanding of how to place the Incarnation and Messiah within the story of the bible and explain connections between texts and what Christians believe.

Science

May the Forces Be With You

Intent

We will 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.

Sequence of lessons

- 1) To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- 2) To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- 3) To be able to recognise that some mechanisms, including levers and pulleys, allow a smaller force to have a greater effect.
- 4) To be able to identify the effects of friction that acts between moving surfaces.
- 5) To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- 6) To be able to identify the effects of water resistance, that acts between moving surfaces.

Composite outcome

Salty water v fresh water boat investigation

Impact

Children will have a deeper understanding of how forces affect the world around us.

Computing

Vector Drawing

Intent

We will learn, through the use of drawing tools, that vector images are made from layered shapes.

Sequence of lessons

- 1) To identify that drawing tools can be used to produce different outcomes.
- 2) To create a vector drawing by combining different shapes.
- 3) To use tools to achieve a desired effect.
- 4) To recognise that vector drawings consist of layers.
- 5) To group objects to make them easier to work with.
- 6) To evaluate my vector drawing.



Composite outcome

To create labels for the classroom.

Impact

Children will be confident in creating vectors using layered shapes.

Art

Althea McNish

Intent

To showcase an artist from the Windrush generation, looking at their contribution to the culture of the nation and think about how we can replicate the ideas within the medium of sculpture.

Sequence of lessons

- 1) To understand how the work of Althea McNish contributes to the culture, creativity and wealth of our nation.
- 2) To be able to capture artistic process in a sketchbook.
- 3) To be able to increase confidence in combining visual and tactile qualities through collage.
- 4) To be able to use a range of techniques to combine visual and tactile qualities through sculpture.



Composite outcome

To create a sculpture using the prints of Althea McNish as a stimulus.

Impact

Children will increase their knowledge of artists and improve sketching, collage and sculptural skills.

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Design Technology Bulla Bread

Intent

To celebrate the culture of the Caribbean by investigating and making our own Bulla Bread.

Sequence of lessons

- 1) To be able to investigate a typically Caribbean bread.
- 2) To be able to design our own bulla bread taking into account cultural flavours.
- 3) To be able to make Bulla bread.
- 4) To be able to evaluate our bulla bread and suggest improvements.



[Spiced Jamaican rolls \(bulla\) recipe : SBS Food](#)

Composite outcome

An end of term picnic to enjoy our bulla bread and celebrate our cultural diversity.

Impact

Children will have learned to bake bread from a different culture and investigate different flavourings.

PSHE Celebrating Difference

Intent

To know that we are all unique and to learn how to treat each other respectfully.

Sequence of lessons

- 1) To understand that cultural differences sometimes cause conflict.
- 2) To understand what racism is.
- 3) To understand how rumour-spreading and name-calling can be bullying behaviours.
- 4) To explain the difference between direct and indirect types of bullying.
- 5) To compare my life with people in the developing world.
- 6) To understand a different culture to my own.

Composite outcome

Create a poster to outline learning from this topic and display in the corridor.

Impact

Children will have a clear understanding of racism and will be able to identify bullying behaviour.

Music Djembe Course

Intent

To understand the origins of the djembe drum and how they are used within Caribbean culture. To be able to play with increasing accuracy.

Sequence of lessons

- 1) To be able to play with the correct posture and with alternate left and right hands.
 - 2) To be able to play the different high and low tones.
 - 3) To be able to understand rhythm and playing in time.
 - 4) To be able to respond to call and response accurately.
- To be able to understand the terms: rhythm, temp and dynamics.
- To be able to play with increasing accuracy.

Composite outcome

To perform on the Djembe drums for the school and parents.

Impact

Children will have knowledge of Djembe drums and the cultural influence in the UK, and be able to play with increasing accuracy.

Spanish Tienes una mascota? Do you have a pet?

Intent

To know the names of pets in Spanish and to converse about owning a pet in Spanish.

Sequence of lessons

- 1) To be able to understand and repeat most of the eight pets introduced by the teacher.
- 2) To be able to ask somebody if they have a pet.
- 3) To be able to tell the name of my pet using a full sentence in Spanish.
- 4) To be able to improve my spoken and written Spanish using the connectives Y ("and") or PERO ("but")



Composite outcome

To be able to ask the Year 4 children whether they have a pet and talk to them about their own pets.

Impact

Children will be able to name pets in Spanish become more confident with pronunciations.