

Year Five Curriculum Overview Spring Term 2022



Reading opportunities: Famous Women in History, Ma'at's Feather (History). We will also have a range of non-fiction books relating to Ancient Egypt, Christianity and Science materials available in the classroom.

History / Geography

How did the Civilisations of Egypt Wax and Wane?

Intent

Children will have a deep understanding of the development of Ancient Egypt through looking at a variety of sources and will be able to reflect on their usefulness.

Sequence of lessons

- 1) Who built the Great Pyramid of Giza?
- 2) Why did Hatshepsut send an expedition to Punt?
- 3) What did Akhenaten do that made him so hated?
- 4) What happened to Akhenaten's successors?
- 5) Why do we remember Ramesses II?
- 6) How did Ptolemy II contribute to trade?
- 7) How did the civilisation of Egypt end?

Composite outcome

Create a visual timeline of the events studied

Impact

Through study and a visit to the Museum children will be able to confidently explain key events that show the development of Ancient Egypt.

Religious Education

What does it mean if God is holy and loving?

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) Who is God? What is God like?
- 2) What do places of worship show about what Christians believe?
- 3) How do Christian songs show what Christians believe about God?
- 4) What if God was only 'loving' or 'Holy' – what effect would this have?
- 5) What do Humanists believe about a 'loving' or 'holy' response to human beings?
- 6) What would your own guidelines for living be?

Composite outcome

Poster outlining own guidelines for living.

Impact

Children will have a deep understanding of what being Holy and Loving means to Christians and how they show this.

Science

Properties of Materials
(music festival)

Intent

Children will compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal). They will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Sequence of lessons

- 1) To investigate the properties of materials (surface materials).
- 2) To be able to define thermal conductor and thermal insulator.
- 3) Plan and set up an investigation into the strength of various papers.
- 4) Plan and set up investigations to test a range of materials for their absorbency, strength and durability.
- 5) Plan and set up an investigation looking at the electricity conducting properties of materials.
- 6) Plan and carry out an investigation into the sound proofing properties of various materials.

Composite outcome and impact

Children will have carried out an impressive array of tests (showing their scientific understanding) to identify which materials are up to the job for a variety of festival needs

Computing

Video Editing

Intent

Children will have the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.

Sequence of lessons

- 1) What is video?
- 2) Filming techniques
- 3) Using a storyboard
- 4) Planning a video
- 5) Importing and editing video
- 6) Video evaluation



Composite outcome

To create and edit a video to explain how a game works.

Impact

Children will understand what video is, and be able to create and edit their own.

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Art Supersized jewellery

Intent

To improve observational and experimental drawing through using gem stones as a stimulus. Children will also use Ancient Egypt as a focus for their jewellery design.

Sequence of lessons

1. Develop drawing and sketchbook skills.
2. Explore a variety of media.
3. Encourage independent decision making.
4. Explore making.
5. Connect designs to fashion and History.



Composite outcome

To create a piece of Ancient Egyptian supersized jewellery.

Impact

Children will have improved their observational drawing skills and will have explored and developed their confidence in making.

PSHE Dreams and Goals

Intent

Children will be able to articulate what their own goals and dreams are for the future and will be able to understand how community projects/charities also have dreams and goals.

Sequence of lessons

- 1) I understand that I will need money to help me achieve some of my dreams.
- 2) I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.
- 3) I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.
- 4) I can describe the dreams and goals of young people in a culture different to mine.
- 5) I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.
- 6) can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

Composite outcome

To raise money for charity by taking part in a community event.

Impact

Children can express their own goals and dreams and can understand and contribute to the importance of community goals.

Music Make you feel my love – Bob Dylan

Intent

Children will listen and appraise the song sung by Adele and learn to sign and play instruments to accompany the song.

Sequence of lessons

(Listening and appraising opportunities during each session.)

1. Learn to sign the song.
2. Continue to learn to sign the song and play instrumental parts.
3. Improvise using instruments within the song.
4. Perform compositions within the song.
5. Prepare for end of unit performance.



Composite outcome

Videod end of unit performance of Can you Feel My Love.

Impact

Children will have improved their listening skills and within their composition, they should demonstrate skills of dynamics and tempo.

Spanish ¿Qué Fecha Es Hoy? (What Is The Date?)

Intent

In this unit the children will learn how to: Repeat and recognise the months of the year in Spanish. Ask when somebody has a birthday and say when they have their birthday. Say the date in Spanish. Create a Spanish calendar. Recognise key dates in the Spanish calendar.

Sequence of lessons

- 1) To learn the months of the year.
- 2) To consolidate learning of months of the year.
- 3) To learn how to say the date in Spanish.
- 4) To learn how to say when my birthday is.
- 5) To create a Spanish calendar.
- 6) Assessment.

Composite outcome

To create a Spanish calendar.

Impact

Children will confidently know the months of the year in Spanish and be able to explain when their birthday is.