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| September 2021 |



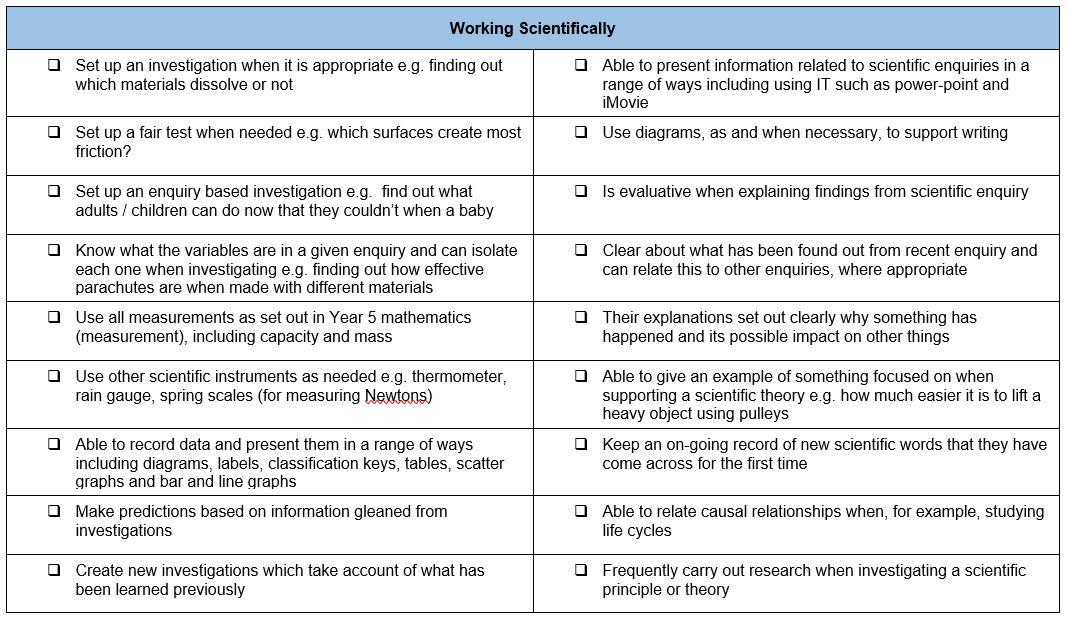
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| Cayton School | Medium Term Curriculum Plan Year 5 – Autumn 2 |

*Learn from yesterday, seek today and aimfor tomorrow*

**Science Driver: Forces**

**Key Enquiry: Why does what goes up always come down?**

**Science Driver**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Forces** |  |
| *Gravity*  *Friction*  *Forces and motion of mechanical devices* |  |
| * Know what gravity is and its impact on our lives * Identify and know the effect of air and water resistance * Identify and know the effect of friction * Explain how levers, pulleys and gears allow a smaller force to have a greater effect | ***Test paper helicopters (discuss about gravity acting down) with different sized blades (templates on-line) to see which falls to the ground quickest***  ***Air resistance will keep the biggest surface area of blades up the longest***  ***Look at videos of professional swimmers – discuss how water resistance has advantages and disadvantages – write explanation***  ***Make toys with levers, pulleys or gears or look at them in everyday life***  ***Sort pictures into each type of lever, pulley or gears***  ***Link instruction writing of a real purpose*** |

**Computing**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Develop programs** |  |
| *Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output* |  |
| * develop a program that has specific variables identified | <https://www.icompute-uk.com/members-area/uks2/index.html> and select Year 5 and then iProgram unit |

**Geography**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Locational Knowledge** |  |
| *locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* |  |
| * Know the names of a number of European capitals * Know the names of, and locate, a number of South or North American countries | ***L.A/ Russia comparison***  ***Pollution effects of humans on locality***  ***Quiz making – study of individual countries***  ***Focus on Americas***  ***Google Earth landscapes*** |

**Music**

**New published Music Scheme to arrive shortly but in the meantime please access** [**https://www.bbc.co.uk/teach/ks2-music/zfv96v4**](https://www.bbc.co.uk/teach/ks2-music/zfv96v4) **for music ideas for Key Stage 2.**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Listen** |  |
| *listen with attention to detail and recall sounds with increasing aural memory* |  |
| * repeat a phrase from the music after listening intently. |  |

**Design Technology**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Designing** |  |
| *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* |  |
| * come up with a range of ideas after collecting information from different sources * produce a detailed, step-by-step plan * explain how a product will appeal to a specific audience * design a product that requires pulleys or gears | ***Design own helicopter/ gyrocopter***  ***Design pulleys*** |
| **Making** |  |
| *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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* |  |
| * use a range of tools and equipment competently * make a prototype before making a final version * make a product that relies on pulleys or gears | ***What material makes best for a pulley*** |
| **Evaluating** |  |
| *investigate and analyse a range of existing products*  *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*  *understand how key events and individuals in design and technology have helped shape the world* |  |
| * suggest alternative plans; outlining the positive features and draw backs * evaluate appearance and function against original criteria | ***Go back to original design brief and evaluate it with experiment*** |
| **Technical Knowledge** |  |
| *apply their understanding of how to strengthen, stiffen and reinforce more complex structures*  *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]*  *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]*  *apply their understanding of computing to program, monitor and control their products.* |  |
| * links scientific knowledge to design by using pulleys or gears * uses more complex IT program to help enhance the quality of the product produced | ***Gravity, force, friction, air resistance, buoyancy, magnetism*** |

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Athletics** |  |
| *use running, jumping, throwing and catching in isolation and in combination* |  |
| * controlled when taking off and landing * throw with increasing accuracy * combine running and jumping |  |
| **Competitive Games** |  |
| *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* |  |
| * gain possession by working a team and pass in different ways * choose a specific tactic for defending and attacking * use a number of techniques to pass, dribble and shoot |  |
| **Gymnastics** |  |
| *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* |  |
| * make complex extended sequences * combine action, balance and shape * perform consistently to different audiences |  |
| **Dance** | ***X2 weeks after Real PE*** |
| *perform dances using a range of movement patterns* |  |
| * compose own dances in a creative way * perform dance to an accompaniment * dance shows clarity, fluency, accuracy and consistency | ***Group/ Pair dancing to a count***  ***Links to Real PE 2*** |
| **Outdoor and Adventurous Activity** |  |
| *take part in outdoor and adventurous activity challenges both individually and within a team* |  |
| * follow a map into an unknown location * use clues and a compass to navigate a route * change route to overcome a problem * use new information to change route |  |
| **Evaluate** |  |
| *compare their performances with previous ones and demonstrate improvement to achieve their personal best* |  |
| * pick up on something a partner does well and also on something that can be improved * know why own performance was better or not as good as their last |  |
| **Real P.E.** |  |
| **Unit 2Creative**   * I can respond imaginatively to different situations adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. |  |
| **Nigel Carson Sessions** |  |
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**PSHE**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Celebrating Difference** | **Resource links from: Jigsaw** |
| *• Know what culture means*  *• Know that differences in culture can*  *sometimes be a source of conflict*  *• Know what racism is and why it is*  *unacceptable*  *• Know that rumour spreading is a form of*  *bullying on and offline*  *• Know external forms of support in regard to*  *bullying e.g. Childline*  *• Know that bullying can be direct and indirect*  *• Know how their life is different from the lives*  *of children in the developing world.* | In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people’s cultures.  **See the link below.** |

[**https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf**](https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf)

**Religious Education**

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| **What I need the children to learn** | **Possible learning experiences** |
| **U2.4** |  |
| * If God is everywhere, why go to a place of worship? Possible R.E. week or fortnight with a focus on a visit to the church and teh mandir | ***Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.***  ***Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?***  ***Can pupils talk about a place where people might say or feel God is somehow more ‘present’? What is special about these places?*** |

**Foreign Languages**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Speaking** |  |
| *speak in sentences, using familiar vocabulary, phrases and basic language structures* |  |
| * hold a simple conversation with at least 4 exchanges * use knowledge of grammar to speak correctly |  |
| **Reading** |  |
| *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* |  |
| * understand a short story or factual text and note the main points * use the context to work out unfamiliar words |  |
| **Writing** |  |
| *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* |  |
| * write a paragraph of 4-5 sentences * substitute words and phrases |  |

**Cayton Creation**

Car ramp experiment

**Cayton Conclusion**

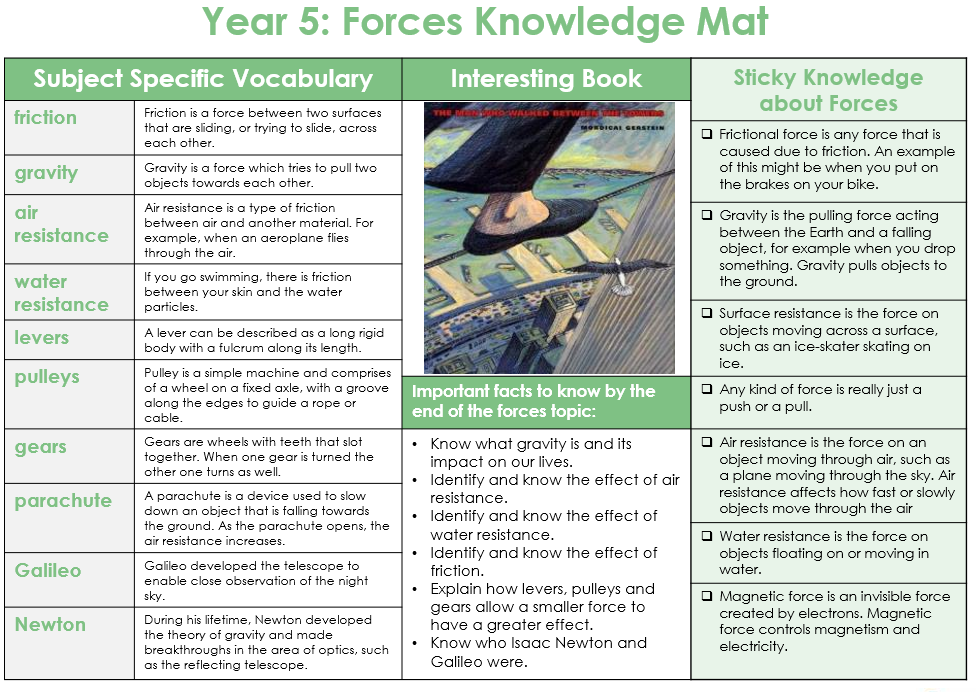
Share what we have learnt so far as a PowerPoint

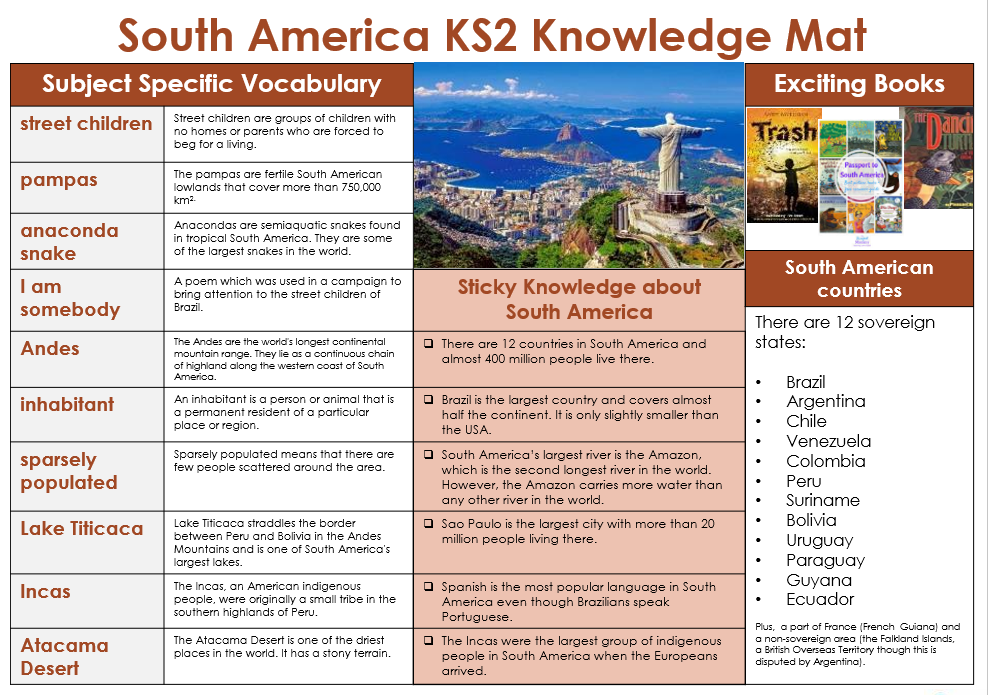
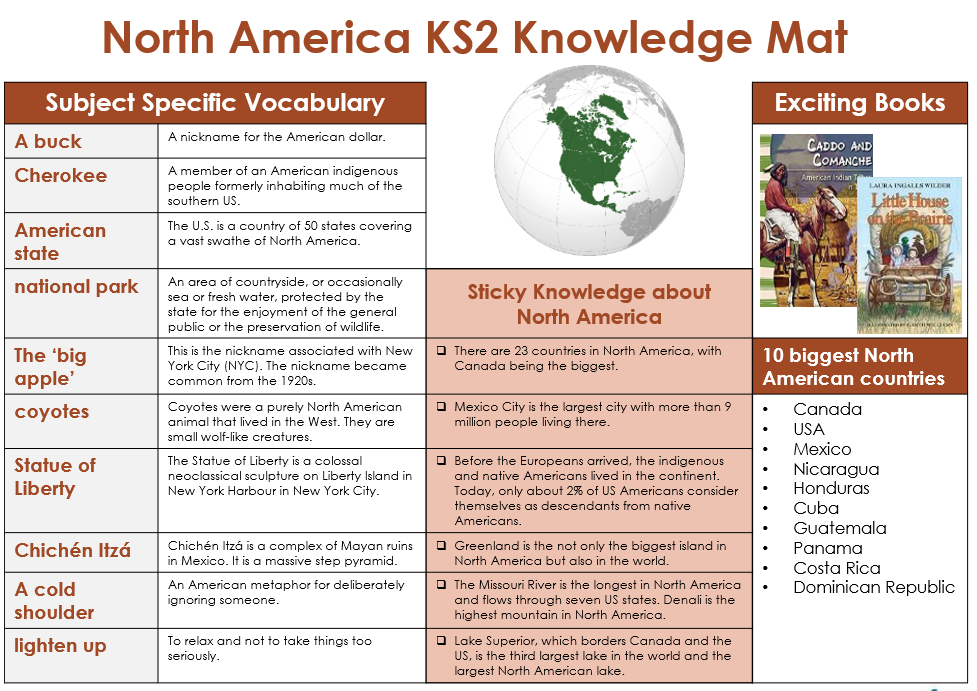
**English**

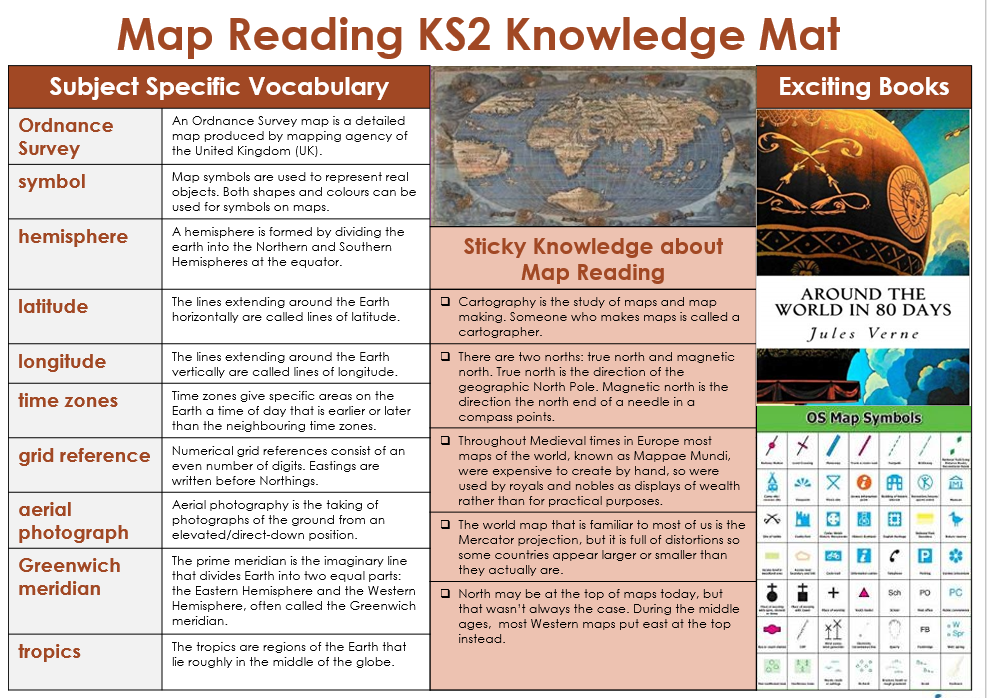
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| **What I need the children to learn** | **Possible learning experiences** |
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**Mathematics**

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| **What I need the children to learn** | **Possible learning experiences** |
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