

Curriculum Implementation: Year group 5 Cycle B

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Crime and Punishment		Glorious Greeks		Raging Rivers and Magnificent Mountains	
Science	<p>Living things</p> <ul style="list-style-type: none"> -dissecting flowers looking at male and female reproductive parts -storyboard on pollination and fertilisation -investigating tubers and runners and children growing their own plants asexually - exploring life cycles of different mammals -bird lifecycles -complete and incomplete metamorphosis -compared lifecycles of insects and reptiles using various resources 	<p>Earth and Space</p> <ul style="list-style-type: none"> -look at the movement of the earth in relation to the sun and moon using a range of practical resources -look at the movement of the moon in relation to the Earth, exploring day and night and the seasons -phases of the moon -fact files about our solar system 	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> -make a brochure identifying differences between solids, liquids and gases -testing materials based on their properties in stations -soluble and insoluble investigation -conductors and insulators investigation (Link to maths for presenting results in line graph and analysing) -using circuits to identify electrical conductors -separating materials using various processes. -investigated reversible and irreversible changes. 		<p>Forces</p> <ul style="list-style-type: none"> -videos to show forces in action and identify the differences between -horrible history video to intro Isaac Newton then did gravity investigation. -made parachutes to investigate air resistance. - investigated water resistance using 3D shapes. - Friction investigation using a shoe. - introduced mechanisms (link to DT catapults). 	
Reading	<p>'Goodnight Mr Tom' class text</p> <p>Comprehension lessons covering fiction and non-fiction linked to theme, inc. The Queen's Spy.</p> <p>Comparing fiction and non-fiction texts.</p> <p>Reading Plus</p> <p>Discussion Read linked to class text.</p>		<p>'Who let the Gods Out' class text</p> <p>Comprehension lessons covering fiction and non-fiction linked to theme.</p> <p>Comparing fiction and non-fiction texts.</p> <p>Reading Plus</p> <p>Discussion Read linked to class text.</p>		<p>'Kensukes Kingdom' class text</p> <p>Comprehension lessons covering fiction and non-fiction linked to theme.</p> <p>Comparing fiction and non-fiction texts.</p> <p>Reading Plus</p> <p>Discussion Read linked to class text.</p>	

Curriculum Implementation: Year group 5 Cycle B

<p>Writing</p>	<p>Hook – Carrying out tasks from a Victorian Prison. Research. Looking at the features of a non-chronological report. Planning, writing and editing a non-chron text. Written up in perfect pink book.</p>	<p>Hook – Highwayman Video/Song Looking at the features of a recount. Planning, writing and editing a recount of the Highwayman from a character’s perspective. Written up in perfect pink book.</p> <p>‘I am Poem’ – additional piece.</p>	<p>Hook – Act out the Trojan War using puppets. Looking at features of a diary entry. Using Planning, writing and editing a diary entry of the Trojan War. Written up in the perfect pink book.</p>	<p>Hook – Created a Greek Myth Story Bag and Map. Looking at the features of a myth. Writing and editing own Greek myth with focus on setting description and character description. Written up in the perfect pink book.</p>	<p>Hook – Make a water cycle. Looking at the features of an explanation text. Planning, writing and editing an explanation of the water cycle. Written up in perfect pink book.</p>	<p>Hook – Kensuke’s Kingdom Looking at the features of different poems. Planning, writing and editing a Haiku based on Kensuke’s Kingdom. Written up in Perfect Pink Book.</p>
<p>Spelling</p>	<p>Use the sounds write approach to teach words with the following sounds: Ae, d, ee, e, i, o</p>	<p>Use the sounds write approach to teach words with the following sounds: Ar, er, l, u-e, j, g</p>	<p>Use the sounds write approach to teach words with the following sounds: F, m, aw, o, k, r</p>	<p>Use the sounds write approach to teach words with the following sounds: t, z, eer, chuh, shun, zhun</p>	<p>Use the sounds write approach to teach words with the following sounds: Ous, let, ate, ise, ify, prefixes</p>	<p>Use the sounds write approach to teach words with the following sounds: Prefixes, tious, cious, shul, ent, ant, ance, ence, able, ible</p>
<p>Maths</p>	<p><u>Place Value</u> Children practise reading and writing Roman Numerals. Developing an understanding of ways to represent numbers in models (e.g. bar</p>	<p><u>Multiplication and Division</u> ITP to introduce multiples. Children investigate rules for multiples.</p>	<p><u>Perimeter and Area</u> Measuring practise (mm and cm) Children find perimeters of</p>	<p><u>Decimals and percentages</u> Used 100 square to introduce tenths and hundredths.</p>	<p><u>Shape</u> Use shape family to recap angle names. Children identify angles in 2D shapes.</p>	<p><u>Measures</u> Recap telling the time using class set of clocks and ITP.</p>

Curriculum Implementation: Year group 5 Cycle B

	<p>modelling, place value charts, partitioning, part whole models) Reading and writing numbers Understanding place value in numbers to 1,00,000 Estimating numbers on number lines and empty number lines. Rounding numbers Applying knowledge to a range of reasoning and problem solving questions</p> <p><u>Addition and Subtraction</u></p> <p>Addition and subtraction Mental strategies for addition, using a range of strategies when playing maths games and solving problems Column addition/subtraction involving numbers over 4 digits involving carrying/borrowing.</p>	<p>Used Factor Spider song from Number Fun. Prime Number investigation using 100 square. Column multiplication practise. Short division practise. Vocabulary links. Problem solving linked. Multiplying by 10, 100 and 1000 using sliders and then moving on to using headings to help move digits.</p>	<p>shapes including missing sides and irregular shapes. Children calculate areas of rectilinear, triangles and irregular shapes.</p> <p><u>Fractions</u></p> <p>Finding unit fractions of shapes and numbers. Finding non-unit fractions of shapes and numbers. Used fraction walls to identify equivalences. Using x and divide to find equivalent fractions. Compared and order fractions using common denominators. Children added and subtracted fractions using</p>	<p>Used place value charts to recognise position of digits. Children use small decimal number cards to order and compare. Recap rules of rounding. Children round decimal numbers. Use 100 square to identify percentages. Children recap method for finding $\frac{1}{2}$, $\frac{1}{4}$ etc. Children practise finding percentages of numbers.</p>	<p>Children learn to use a protractor to measure and draw angles. Children learn angles on a straight line and around a point and practise working out missing ones. 2D shape hunt on playground to recap shape names. Investigate 2D shapes, identifying properties. What am I? game in pairs. Sort shapes using Carroll and Venn diagrams. Explore 3D shapes and identify properties. Sort 3D shapes using Carroll and Venn diagrams. Use ITP to demonstrate</p>	<p>Used posters to introduce units of time. Children practise converting units of time. Looked at equipment for measuring length. Children practise measuring using these. Recap multiplying by 10, 10, 1000. Children convert units of length. Children practise using equipment for weighing. Children practise reading scales. Children practise converting g and Kg, ml to L etc. Children looked at common imperial measurements. Children problem solve using money.</p> <p><u>Statistics</u></p>
--	---	---	--	--	--	---

Curriculum Implementation: Year group 5 Cycle B

	<p>Missing number problems with reasoning questions</p> <ul style="list-style-type: none"> - Developing vocabulary through application to real life problems. 		<p>common denominators.</p>		<p>reflection and translation. Children use mirrors to practise reflecting and translating 2D shapes.</p>	<p>Children put data into tally charts, bar graphs and analysed these. Looked at different types of charts and what they tell them.</p>
<p>Geography</p>	-	-			<p><u>Rivers and Mountains</u></p> <p><u>Eastern Europe</u> Children locate the countries in the UK, their capital cities and some physical and human features. Children add these to a map. Children locate major rivers and mountains on a map of Europe. Children then zone in on Eastern Europe, choosing a city in Eastern Europe to research in more detail, focussing on</p>	
<p>Art</p>	-	<p><u>Highwayman Sketching</u> Children analyse paintings and discuss how different moods and atmospheres have been created by the artist.</p>		<p><u>Greek Vases</u> Discuss various sculptures. Research Lucie Rie and create a page in their sketchbook about the artist.</p>		<p><u>Monet</u></p>

Curriculum Implementation: Year group 5 Cycle B

		<p>Children then practise different sketching techniques using a range of drawing materials.</p> <p>Children then choose an image from the Highwayman selection provided and recreate this using the material and techniques practised.</p> <p>Children then evaluate a peer's artwork, thinking about their use of techniques, materials and if they have created mood and atmosphere.</p> <p><u>Banksy</u></p> <p>Children create a page in their sketchbook about Banksy using photos, drawings and facts researched on iPads.</p>		<p>Research Greek vases, sketching ideas from pottery using iPads.</p> <p>Use junk material and then mod rock to create own vase, developing skills in combining materials into recognisable shapes.</p> <p>Children then paint their own design onto the side, linked to their learning on the Ancient Greeks.</p>		
History	<p><u>Crime and Punishment</u></p> <p>Children learn about the crimes and punishments in Roman times and how their vocabulary is still used today.</p> <p>Children learn about crimes and punishments in Anglo -Saxon times and compare with today.</p>		<p><u>The Greeks</u></p> <p>Children learn about when the Ancient Greeks were in comparison to other studied historical periods.</p>			

Curriculum Implementation: Year group 5 Cycle B

	<p>Children learn about crimes and punishments in Tudor times. Children learn about the Highwayman Dick Turpin by looking at a range of primary and secondary sources. Children carry out hard labour tasks from a Victorian Prison and write about how this felt. (Also hook for piece of writing on prisons). Children learn about crime and punishment comparing it to the past – which is fairer? Children then put all their learnt events on a crime and punishment timeline, adding illustrations</p> <p>Extra lesson on Guy Fawkes and the Gunpower Plot – 5th November.</p> <p>Extra lessons on the Pendle Witches for those children not on the residential. Researching the events and debating whether their punishment was fair.</p>	<p>Children order significant events in the period, taking notice that they are all BC/BCE. Children then research Alexander the Great as a figure who dramatically changed Ancient Greece. Children worked in groups to research and present information about aspects of daily life in Ancient Greece. Children compare and contrast the city states of Athens and Sparta, debating which they think is the better place to live. Children consider whether democracy in Athens was truly democratic. Children use Ancient Pottery to find out about the Ancient Olympics. They compare the ancient games to the Olympics of today.</p>				
D.T.	<p><u>Pendle Witches (Lockerbie)</u> Children research products already sold in the Pendle Witch Online Shop for inspiration for a cushion design. We create a design criteria together as a class.</p>	<p><u>Escape from Alcatraz</u> Children research Alcatraz prison. Focus Task – What materials float activity. We create a design criteria together as a class (must carry 1kg weight).</p>		<p><u>Greek Sandals</u> Children research Greek Sandal designs and materials. Focus Task – Types of joins. We create a design criteria together as a class.</p>		<p><u>Bridges</u> Children research Isambard Kingdom Brunel and different types of bridges. Focus Task – Securing joins. We create a design criteria together as a class.</p>

Curriculum Implementation: Year group 5 Cycle B

	<p>In pairs children design a cushion thinking about the tools and materials they will need. Focus Task – children practise blanket stitch. Children then create a step by step plan to follow. Children make their cushion. Children then gather customer feedback from adults around school. Children then adapt their cushions based on their feedback and evaluate both the finished product and themselves as a learner using the 5Rs.</p>	<p>In small groups children design a boat to escape Alcatraz. Children then create a step by step plan to follow. Children make their boats. Children test their boats in a bucket of water. Children evaluate their boat's success, making changes where needed.</p>		<p>In pairs children design their own sandal. Children then create a step by step plan to follow. Children make their sandals. Children test their sandals. Children evaluate their sandals, making changes where needed.</p>		<p>In pairs children design their own bridges. Children then create a step by step plan to follow. Children make their bridges. Children test their bridges. Children evaluate their bridges, making changes where needed.</p>
Music	Follow Charanga scheme.					
R.E.	<p><u>Life as a Journey</u> -creating timelines of children's own lives -exploring 'mile stones' -exploring, discussing and comparing different rites of passage in different religions and how</p>	<p><u>Art</u> -researching arts in different religions.</p>	<p><u>Easter</u> -recapping the Easter story using a storyboard.</p>	<p><u>5 Pillars of Islam</u> -reflecting on own family values -learn what the 5 pillars of islam are.</p>	<p><u>Jewish Life & Worship</u> -children research the Jewish religion and look at some artefacts.</p>	

Curriculum Implementation: Year group 5 Cycle B

	they are celebrated (baptism, confirmation, weddings, funerals, bar mitzvahs)	-exploring and giving opinions on religious art -looking at different images of Jesus and discussing why some religions do not depict God. -design own stained glass window based on their beliefs/values.	-discussing the themes within the story -debating themes within the story (P4C) -looking at sacrifice and forgiveness in the story. -writing about times they have sacrificed or forgiven. -act out forgiveness scenarios.	-research a pillar in more detail. -present their pillar to the class -chn write notes whilst watching the presentations -children discuss the challenges faced by Muslims when following the pillars.	-Children learn about the 10 commandments and write their own. -Chn learn about Jewish Food Rules – sorting activity. -Chn watch a video of a boy and his family on the Sabbath.	
P.E.	Children involved in skills related to dance. Chn create own dances in groups.	Children involved in activities such as learning the skills and rules related to basketball. Chn involved in games of basketball.	Children involved in skills related to gymnastics. Chn create own routines in groups.	Children involved in activities such as learning the skills and rules related to rugby. Chn involved in games of tag rugby.	Children involved in activities related to athletics to practise for sport's day.	Children involved in activities that encourage team building and orienteering skills.
S.R.E Personal Development	<u>What does it mean to be healthy?</u> -sleep, sun safety, medicine, hygiene, clean environment. <u>What makes a healthy relationship?</u> -good friends, inclusion, peer pressure, resolving conflict, unhealthy relationships	<u>Is my information safe online?</u> -Chn sort different types of media, stereotypes in the media, staying safe online. <u>Why should we challenge discrimination?</u>	<u>Do I have a dream job?</u> -chn share their dream job and what may influence this – skills, family, money, hobbies etc. -chn learn about job stereotyping and why we need to challenge this.			

Curriculum Implementation: Year group 5 Cycle B

	<ul style="list-style-type: none"> - <u>In what ways am I a change maker?</u> -looking at their community, protecting the environment, animal compassion – pets, wild animals, how money is used, children write pledge for the environment. 	<p>-chn learn about equality, chn find out what discrimination is and how this can happen online, chn learn safe ways to challenge discrimination.</p> <p><u>What makes me special?</u> -Chn learn about their own reproductive organs, labelling activity, chn learn how puberty affects them, girls learn about menstruation in more detail.</p>	<p><u>Whose responsibility is it to keep me safe?</u> -chn discuss positive and negative risk looking at scenarios. -Chn learn what to do in an emergency. -Chn learn basic first aid techniques – getting help, choking, bleeding, burns.</p> <p><u>What makes me feel safe?</u> -Chn discuss scenarios about wanted and unwanted touch. -Chn learn what to do if touch makes them uncomfortable. -chn think about who their trusted adults are.</p>
Computing	Follow iLearn2 units, using videos and resources.		