



<u>Year group: 5</u>	<u>Term: 5</u>		<u>Enquiry Question: How can we make £5 blossom?</u>
	Essential knowledge:	Essential vocabulary	Essential Skills:
Creative development	<p><u>Art</u></p> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> – Know how to use sketch books to record observations and use them to review and revisit ideas. – Know how to use a range of materials to create a sculpture, such as Modroc, clay, fabric, card and other found materials. – Know how to make a realistic model. – Know about great artists, architects and designers in history. 	<p>Constructed Symmetrical Vertical Horizontal Mould Proportion</p> <p><u>Dancing in the Street</u></p> <p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody,</p>	<p><u>Art</u></p> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> – Describe the different qualities involved in modelling, sculpture and construction. – Use recycled, natural and man-made materials to create sculpture. – Plan a sculpture through drawing and other preparatory work. – Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. – Question and make thoughtful observations about starting points and select ideas and processes to use in their work. – Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p><u>Music</u></p> <p><u>Dancing in the Street</u></p> <p><u>Playing / Understanding staff notation</u></p> <ul style="list-style-type: none"> – To play a musical instrument with the correct technique within the context of a song. – To select and learn a differentiated instrumental part that matches their musical challenge from memory or using notation.



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	<p><u>Music</u></p> <p><u>Dancing in the Street</u></p> <p><u>Playing / Understanding staff notation</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel, a recorder) - Other instruments they might play or be played in a band or orchestra or by their friends. - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble stave <p><u>Composing</u></p> <ul style="list-style-type: none"> - To know that a composition is music that is created by a composer and kept in some way so that it can be played or performed again. - To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - To recognise the connection between sound and symbol 	<p>compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<ul style="list-style-type: none"> - To rehearse and perform their part within the context of the song. - To listen to and follow musical instructions from a leader. - To lead a rehearsal session. <p><u>Composing</u></p> <ul style="list-style-type: none"> - To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. To explain the keynote or home note and the structure of the melody. - To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. - To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
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Knowledge & Understanding of the world	<p>Enterprise</p> <p><u>How can we make £5 blossom?</u></p> <p>Children will develop the confidence skills and knowledge they need to manage their money now and in the future.</p> <ul style="list-style-type: none"> - Pupils will further their financial literacy skills by learning about simple financial records and understand the influences of saving and spending. - Pupils will understand value for money and learning to make informed decisions about their finances. <p>RE</p> <p><u>Unit 5.3 Pilgrimage</u></p> <p><u>Key Question: Why pilgrimage?</u></p> <p><u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <ul style="list-style-type: none"> - Describe the significance of places of pilgrimages and explain, with reference to religious beliefs, the importance of pilgrimage sites; they will be able to explore the thoughts, feelings and experiences of those who undertake a pilgrimage. 	Pilgrimage Journey Faith members Ritual Community	<p>Enterprise</p> <p><u>How can we make £5 blossom?</u></p> <p>The Big 13 Enterprise entitlements through the curriculum.</p> <p>These include:</p> <ul style="list-style-type: none"> - Negotiating and Influencing - Effective Communication - Creativity and Innovation - Positive Attitude - Initiative - Organising and Planning - Problem Solving - Leadership - Making Ethical Decisions - Financial Literacy - Product and Service Design <p>RE</p> <p><u>Unit 5.3 Pilgrimage</u></p> <p><u>Key Question: Why pilgrimage?</u></p> <p><u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <ul style="list-style-type: none"> - To be able to explain the importance of pilgrimage in a number of faiths.
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	<p><u>French</u></p> <p><u>School life</u></p> <ul style="list-style-type: none"> – Know how to engage in a conversation and ask answer questions. – Know how to express opinions and respond to other about myself and interests. – Know how to broaden my vocabulary and can develop new words by using a dictionary. 	<p>Quelle matière préfères-tu? J'aime mieux Est-ce que je peux S'il vous plait</p>	<p><u>French</u></p> <p><u>School life</u></p> <ul style="list-style-type: none"> – Engage in conversations; ask and answer questions; express opinions and respond to others about myself and interests. – Broaden their vocabulary and develop their ability to understand new words that are introduced including through using a dictionary.
SMSC	<p><u>Relationships</u></p> <p>Children are taught to recognise that friendships change and know how to make new friendships, reflect on how to make and manage friendships.</p> <p>Children will achieve this by:</p> <ul style="list-style-type: none"> – Recognise how friendships change. – Know how to make new friends. – Know how to stand up for myself and how to negotiate and compromise. – Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. – Understand how to stay safe when using technology to communicate with my friends. – Recognise pressures using technology in ways that might harm others. 	<p>Characteristics Personal qualities Attributes Self-esteem Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Comfortable Body language</p>	<p><u>Relationships</u></p> <p>Children will:</p> <ul style="list-style-type: none"> – Resist pressures to use technology in ways that are risky or may cause harm to others. – Explain how to stay safe when using technology to communicate.



Scientific & technological understanding	<p><u>Science:</u></p> <ul style="list-style-type: none"> – 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 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><u>D&T:</u> <u>Food – Design & make a 3 course meal for a fiver – starter, main & dessert.</u></p> <p><u>Design</u> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <ul style="list-style-type: none"> • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as 	<p>Sun Earth Moon Planets Solar system Rotation</p> <p>ingredients, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten,</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. <p><u>D&T</u> <u>Food – Design & make a 3 course meal for a fiver – starter, main & dessert.</u></p> <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. • Apply a budget. <p><u>Design</u></p>



	<p>appropriate to develop and communicate ideas.</p> <ul style="list-style-type: none"> • Apply costing to your 3 course menu to ensure it is under £5. <p><u>Make</u></p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. <p><u>Computing</u></p> <p><u>Creating presentations (unit 5.8)</u></p> <ul style="list-style-type: none"> – To know how to create a presentation. 	<p>dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble design specification, innovative, research, evaluate, design brief</p>	<ul style="list-style-type: none"> • Develop a design brief and simple design specification with the children within a context that is authentic and meaningful. This can include design criteria relating to nutrition, healthy eating and budget <p><u>Make</u></p> <p>Measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.</p> <p>Use appropriate utensils (knives, graters, scales) and equipment safely and hygienically.</p> <p>Use a selection of heat sources safely. (Oven, hob & microwave)</p> <p><u>Computing</u></p> <p><u>Creating presentations (unit 5.8)</u></p> <ul style="list-style-type: none"> – To be able to add text and images to a presentation. – Use headings and word art appropriate for the presentation. – Create tables and hyperlinks within a presentation. – Use different fonts. – Use bullet points and numbering within a presentation.
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	<ul style="list-style-type: none"> – Know how to edit and improve a presentation. – Know how to present information appropriately. – Understand how to save and print a presentation that created. 		
Physical development	<p><u>Physical Development</u></p> <p><u>Nimble Nets (Unit 5.5)</u></p> <ul style="list-style-type: none"> – Know the correct technique for forehand, backhand and volley. – Explore tactics for beating an opponent. – Learn the correct techniques for an overhead serve. <p><u>Cool Core (Unit 5.5)</u></p> <ul style="list-style-type: none"> – Explore techniques to improve balance and core strength 	<p><u>Nimble Nets (Unit 5.5)</u></p> <p>Vocabulary Backhand Drop serve Forehand Overhead serve Rally Rally building Volley</p> <p><u>Cool Core (Unit 5.5)</u></p> <p>Cool Core</p>	<p><u>Physical Development</u></p> <p><u>Nimble Nets (Unit 5.5)</u></p> <ul style="list-style-type: none"> - To identify and apply techniques for hitting a tennis ball. - To develop the techniques for ground strokes and volleys - Improve forehand accuracy. - Consolidate backhand technique. - Use all strokes appropriately - To practise techniques for all strokes. - To use the scoring system and court for singles tennis. - Run towards the net to play a volley (approach shot). - Play a game of singles tennis. - To play a tennis game using an overhead serve and the correct selections of shots. - Practise all the shots needed to beat an opponent - Apply all the tennis skills learned to a game. - Choose the correct shot to play when trying to beat an opponent. <p><u>Cool Core (Unit 5.5)</u></p> <ul style="list-style-type: none"> – Identify techniques to improve balance and core strength. – Perform Pilates/yoga moves with accuracy.

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	<ul style="list-style-type: none"> – Learn improvement is needed and how to improve. 	Chair pose Flexibility Fluency Sequence Fluency Core	<ul style="list-style-type: none"> – Learn a new pose with accuracy. – Help a partner to achieve good technique by observing and coaching – To identify techniques to improve balance and core strength. – To improve co-ordination. – Discover Strengths. – Perform moves with fluency and control. – Devise a sequence of yoga/pilates moves with fluency and accuracy. – Devise own unique move and name it.
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<u>Guided Reading text and other linked books</u>	<u>Links to prior learning</u>	<u>Adaptations to the curriculum for SEND</u>	<u>Key questions</u>
Wonder (GR)	A light touch in Dreams and Goals unit in Y5 Jigsaw. Money topics – covered in the maths curriculum. Wider trade links covered in Hull and Humber enquiries (Y4, Y5). No direct specific links to LTP enquiries.		