

## Year 5 Curriculum – Spring Term Overview

<p><b>Religious Education 1</b>  <b>Buddhism- The Buddhas teachings</b>  <b>Key questions:</b>  <b>How do the teachings and example of the Buddha help Buddhists to grow towards enlightenment?</b>                      How do Buddhists try to follow the teachings of the Buddha  <b>Vocabulary:</b> The Noble Eightfold Path, Symbols - the wheel, Lotus, Dharma, Awakening, Vaisakha, Puja or Vesak/Wesak, The Monkey King</p>	<p style="text-align: center;"><b>History</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: How have key events and people changed the way in which the country is governed? (Two Terms)</b></p> <p><b>Key Questions:</b>  <b>What impact did these events have on 'society and governance at the time? What impact did these events have on Britain today?</b>                      What is 'Governance'? · When and why did changes occur? · What was the impact of society and government at the time and today? Where are these periods placed on the global class timeline?  <b>Study the cause and consequences of the following events:</b>                      Henry VIII (Reformation) o Oliver Cromwell (People's revolution), The British Empire (Role of Nationalism and Imperialism), Trade and Slavery (British Slave Trade),</p> <p><b>Make reference to the following themes throughout the topic:</b>                      Governance, Democracy and Parliament, Power and role of Kings / Queens, Power and role of people, Society / Culture / Attitudes, Social Class</p> <p><b>Vocabulary:</b>                      aristocracy, governance, democracy, diversity, commonwealth, culture, society, social class, imperialism, monarchy, nation, parliament, rebellion, republic, revolt, parliament, peasant</p>	<p style="text-align: center;"><b>Religious Education 2</b></p> <p><b>Buddhism- The Buddhist community worldwide</b></p> <p><b>Key questions:</b>  <b>How do Buddhists try to live a good life?</b>                      Which places have special meaning to Buddhists? ·                      What might Buddhists gain from visiting these places?  <b>Vocabulary:</b>                      Sangha, Dharma, Monks, Nuns, Precepts, Pilgrimage, Lumbini – Birth place of the Buddha, Bodhgaya – a place of Enlightenment, Deer park at Sarnath - the first teachings of the Buddha, Kushinagar - where the Buddha passed away                      Other suggestions: Compassion, Generosity, Truthfulness, Patience</p>					
<p style="text-align: center;"><b>Computing</b>  <b>Digital Literacy</b>  <b>using more complex apps to improve outcomes</b>  <b>Key Questions:</b>                      What are the most effective apps? What makes these apps most effective? Which app/device would be best to achieve this outcome? How will you collaborate and use these tools to complete a learning project?  <b>Vocabulary:</b>                      app, effective, device, tools</p>	<p style="text-align: center;"><b>Geography</b>  <b>Physical diversity of Continent</b>  <b>Amazon River, The Andes, Amazon Rainforest, Atacama Desert</b></p> <p><b>Key questions:</b>  <b>What are the Key Physical characteristics of South America?</b> How do climate zones effect physical diversity in South America? How do climate zones relate to Geographical location? What effect are humans having on these environments?  <b>Vocabulary:</b>  <b>River</b> Estuary, channel, meander, tributary <b>Rainforest:</b> Ecosystem, biodiversity, forest floor, canopy, understory, emergent, conservation, deforestation, reforestation <b>Dessert:</b> Arid, dry, desert, barren, hostile, harsh, vegetation, unprotected, precipitation, desertification,</p>		<p style="text-align: center;"><b>Design Technology</b>  <b>Electrical Systems</b>  <b>To make a structure or device that is controlled by or contains a functional electrical system</b>  <b>Key questions:</b>  <b>What is the purpose of your circuit?</b>                      What makes a complete circuit? What components could be added?  <b>Vocabulary:</b>                      Component, circuit, exploded diagram, operate, function</p>				
<p style="text-align: center;"><b>RHE</b>  <b>Living in the wider world</b></p> <p><b>Key Questions:</b>  <b>How can fundraising support the local and wider community?</b>                      Children will research and debate topical issues and events concerning health and wellbeing.  <b>What are my rights? What are my dreams?</b>  <b>Relationships</b></p> <p><b>Key Questions:</b>  <b>How do we celebrate similarities and differences in our school community?</b>                      Children will learn about how to listen and respond respectfully to wide range of people, understand diversity and explore unconscious bias.  <b>How can we make sure gay and lesbian people feel welcome in our school?</b></p>	<p style="text-align: center;"><b>MFL</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p style="text-align: center;"><b>Food Opinions</b></p> <p><b>Key Focus:</b>                      Express opinions about food, Negatives  <b>Key questions:</b>                      What do you like/not like to eat?                      Which foods do you not eat and why?  <b>Can you politely request a specific kind of sandwich?</b></p> <p><b>Vocabulary:</b>                      La nourriture, J'aime /Je n'aime pas ... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots Les carottes, les tomates, le thon, le fromage, une baguette, le beurre. C'est bon pour la santé Ce n'est pas bon pour la santé. Pourquoi... ? Parce que...</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p style="text-align: center;"><b>Places in Town</b></p> <p><b>Key Focus:</b>                      Directions (Places in town)</p> <p><b>Vocabulary:</b>                      Tournez à droite, tournez à gauche, allez tout droit, arrêtez, jusqu'à/au, prenez le train, le bus. La gare, hôtel de ville, les magasins, la poste, la bibliothèque, le jardin public, chez toi. Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché</p> </td> </tr> </table>		<p style="text-align: center;"><b>Food Opinions</b></p> <p><b>Key Focus:</b>                      Express opinions about food, Negatives  <b>Key questions:</b>                      What do you like/not like to eat?                      Which foods do you not eat and why?  <b>Can you politely request a specific kind of sandwich?</b></p> <p><b>Vocabulary:</b>                      La nourriture, J'aime /Je n'aime pas ... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots Les carottes, les tomates, le thon, le fromage, une baguette, le beurre. C'est bon pour la santé Ce n'est pas bon pour la santé. Pourquoi... ? Parce que...</p>	<p style="text-align: center;"><b>Places in Town</b></p> <p><b>Key Focus:</b>                      Directions (Places in town)</p> <p><b>Vocabulary:</b>                      Tournez à droite, tournez à gauche, allez tout droit, arrêtez, jusqu'à/au, prenez le train, le bus. La gare, hôtel de ville, les magasins, la poste, la bibliothèque, le jardin public, chez toi. Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p style="text-align: center;"><b>Physical Education</b>  <b>Basketball</b>                      Demonstrate attacking and defending and apply tactics in small sided games.                      Select correct game specific skill to apply to a situation.</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p style="text-align: center;"><b>Physical Education</b>  <b>Football</b>                      Develop agility, balance and coordination and use this to evade and deceive opponents.</p> </td> </tr> </table>	<p style="text-align: center;"><b>Physical Education</b>  <b>Basketball</b>                      Demonstrate attacking and defending and apply tactics in small sided games.                      Select correct game specific skill to apply to a situation.</p>	<p style="text-align: center;"><b>Physical Education</b>  <b>Football</b>                      Develop agility, balance and coordination and use this to evade and deceive opponents.</p>
<p style="text-align: center;"><b>Food Opinions</b></p> <p><b>Key Focus:</b>                      Express opinions about food, Negatives  <b>Key questions:</b>                      What do you like/not like to eat?                      Which foods do you not eat and why?  <b>Can you politely request a specific kind of sandwich?</b></p> <p><b>Vocabulary:</b>                      La nourriture, J'aime /Je n'aime pas ... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots Les carottes, les tomates, le thon, le fromage, une baguette, le beurre. C'est bon pour la santé Ce n'est pas bon pour la santé. Pourquoi... ? Parce que...</p>	<p style="text-align: center;"><b>Places in Town</b></p> <p><b>Key Focus:</b>                      Directions (Places in town)</p> <p><b>Vocabulary:</b>                      Tournez à droite, tournez à gauche, allez tout droit, arrêtez, jusqu'à/au, prenez le train, le bus. La gare, hôtel de ville, les magasins, la poste, la bibliothèque, le jardin public, chez toi. Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché</p>						
<p style="text-align: center;"><b>Physical Education</b>  <b>Basketball</b>                      Demonstrate attacking and defending and apply tactics in small sided games.                      Select correct game specific skill to apply to a situation.</p>	<p style="text-align: center;"><b>Physical Education</b>  <b>Football</b>                      Develop agility, balance and coordination and use this to evade and deceive opponents.</p>						
<b>Music</b>		<b>Science</b>	<b>Art</b>				

<p><b>Melody/Use of Voice</b>  <b>Key Questions:</b>  What is a pentatonic scale? <b>How do we construct a 2/3 part melody?</b> What is a pentatonic melody?  <b>Vocabulary:</b>  pentatonic scale, 2 part melody, 3 part melody  <b>Notation</b>  <b>Key Questions:</b>  What is the difference between legato and staccato? What is a crescendo? What is a diminuendo? Can you draw the symbol for (crescendo/ diminuendo etc)?  <b>Vocabulary:</b>  Crescendo, legato, staccato, diminuendo</p>	<p><b>Listening and Appraising</b>  <b>Key Questions:</b>  What instruments can you hear in this piece? In what way is the removal/addition of instruments effective overall?  <b>Vocabulary:</b>  tone, timbre  <b>History</b>  <b>Key Questions:</b>  How many different genres of music can you name/describe? Can you compare and contrast the similarities/differences between (2 genres/eras of music e.g. disco and hip-hop)?  <b>Vocabulary:</b>  genre, classical, piece, composer</p>	<p><b>Materials Properties and Groups, Changes in State, Solutions</b>  <b>Key Questions:</b>  <b>How can we create change in materials?</b>  <b>What makes a change irreversible?</b>  Why aren't windows made of brick?  Is coffee a solid or a liquid?  What is the best material to use for...?  <b>Vocabulary:</b>  thermal, electrical, insulator, conductor, state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible, non-reversible, burning, rusting, material  <b>Scientific working procedural knowledge:</b>  Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply,</p>	<p><b>Slavery/Refugee</b>  A Study of the use of Symbols and messages in Art Ship of Fools – Kehinde Wiley  A Study of the work of Jacob Lawrence through his work - Harriet and the promised Land Lawrence  <b>Painting</b>  <b>Key Questions:</b>  What are tertiary colours?  How do we create these?  <b>Vocabulary:</b>  primary secondary tertiary hues</p>
--	---	---	---