



Longhill Primary School Year 5 Autumn Curriculum 2019/20

Theme – Rich and Poor

Driving the Theme:

History

As a historian we will study the differences in the lives of the rich and the poor throughout British History. We will study the difference between rich and poor in some ancient civilisations.

Programmes of Study

Pupils should be taught

- Changes in Britain from the Stone age to the Iron age including; Tribal kingdoms, farming art and culture.
- The Roman empire and its impact on Britain, including social structures (Rich and Poor)
- Britain's settlements by Anglo Saxon and Scots; including Anglo Saxons and village life (rich and poor)
- A local history study; William Wilberforce and the Slave trade.
- A non European society that provides contrast with British History – one study chosen from Mayan civilisation

Begin by comparing and contrasting the lives of some of today's richest and poorest people, looking at food, housing, ways of making a living, clothes, jewellery and entertainment.

Then discover that throughout British and ancient world history there is evidence of differences in the lifestyle of rich and poor. Find out about how society began to develop into groups of people with their different skill levels, leading to differences in status. Discover how the types of food, clothes, housing, jewellery, burial, transport, and entertainment differed as a result of status.

Discover how some people have been controlled by others and used as 'slaves' and visit the William Wilberforce museum.

Find out about the social structures of emperor, senator, citizens and slaves that developed during Roman times and continued in Anglo Saxon times.

Look into Tudor times and the differences between the rich and poor in this time.

Look at some of the differences in rich and poor in Britain since CE1066. Discover how some reforms helped the lives of everyone, including the National Health Service.

Writing	Reading	SPaG
<p>Narrative</p> <p>Newspaper reports</p>	<p>One Spies session followed by two Mini Missions a week.</p> <p>Domains for SPIES</p> <p>S- Share the mission: objective for the lesson</p> <p>P- Prove the text - 2a: Give and explain the meaning of words in context.</p> <p>I- Investigate Further- 2b: Retrieving and recording answers from text.</p> <p>E- Extend the learning- 2d: Inference questions to explain and justify with evidence from the text.</p> <p>S- Looking at other domains: Eg</p> <p>2c- summarise main ideas</p> <p>2e- Predict what might happen from detail and implied</p>	<p>Converting nouns or adjectives into verbs using suffixes –ate, ify, ise</p> <p>Verb prefixes – dis, de, mis, over, re</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p> <p>Devices to build cohesion e.g. then, after that, this, firstly</p> <p>Linking ideas across paragraphs using adverbials of time, place and number</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>

	<p>2f- Identify and explain how information/narrative content is related and contributes to meaning as whole.</p> <p>2h- Make comparisons within the text</p> <p>2g- Identify/ explain how meaning is enhanced through choice of words/phrases.</p> <p><u>Mini Mission</u></p> <p>Both mini missions will focus on the <u>same domain selected from the last S section of SPIES</u>.</p> <p>One of the mini missions will be completed during a reading session and the other one will be done during continue provision.</p> <p><u>Big Read Text</u></p> <p>Oliver Twist</p>	
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Science

Working Scientifically

During years 5 and 6 pupils should be

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scattergraphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identifying evidence that has been used to support or refute ideas or arguments.

Earth and Space

- To know the movement of the Earth and other planets relative to the sun in the solar system.
- To know the movement of the moon relative to the Earth.
- To know the sun, Earth and moon are approximately spherical bodies.
- To know the Earth rotates
- To know night and day is caused by the Earth's rotation.
- To know and name the planets in the solar system and their order from the sun.

Art

Awesome Art – Van Gogh, Dutch Shoes.

Weaving

Can make a simple cardboard weaving frame.

Can create a weave by threading the weft through the warp.

Can create interesting weaving patterns and effects using a range of materials.

Can construct a loom from a 'Y' shaped twig.

Can weave using a 'twig loom' and a range of natural coloured threads.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Music

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Charanga –

Autumn 1 - Living on a Prayer

Autumn 2 - Classroom Jazz

Continuous Provision

	<p>Transitions – use music for transitions between activities.</p> <p>Storytelling – Keep a range of musical instruments to hand that pupils use to create a soundtrack to their favourite stories or poems.</p> <p>Warm ups – E.g PE</p> <p>Calm Sessions – e.g after break times.</p> <p>Longitudinal Learning</p> <p>Rhythm Maths</p> <p>In this ongoing challenge pupils answer maths questions relating to the duration of musical notation.</p> <p>A starter quiz for this may be found at musicteacher.com/music_quizzes/aq_rhythmic_math_quiz/quiz.html</p>
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<p>Geography</p> <p>Conscious Connections</p> <p>Use maps, atlases, globes and digital / computer mapping to locate countries.</p>	<p>D and T</p> <p>A Dickensian Christmas: A Victorian Hat</p> <p>Children will research hats that were worn during the 19th century by either men or women. They collect a range of images to add to a design sheet.</p>
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<p>PE</p> <p>The PE HUB</p> <p>Autumn 1</p> <p>Football</p> <p>To play effectively in a variety of positions and formations on the pitch</p> <p>Relate a greater number of attacking and defensive tactics to gameplay</p>	<p>RE</p> <p>Discover RE</p> <p>Autumn 1</p> <p>Theme</p> <p>Belief into action</p> <p>Key Question: How far would a Sikh go for his/ her religion?</p>	<p>PSHCE- Jigsaw</p> <p>Being Me in My World</p> <p>I can face new challenges positively and know how to set personal goals.</p> <p>I understand my rights and responsibilities as a British citizen.</p> <p>I understand my rights and responsibilities as a British citizen and as a member of my school.</p>
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<p>Become more skilful when performing movements at speed</p> <p><u>Tag Rugby</u> To combine basic tag rugby skills such as catching and quickly passing in one movement To be able to select and implement appropriate skills in a game situation To begin to play effectively when attacking and defending To increase the power of passes so the ball can be moved quickly over greater distance</p> <p><u>Autumn 2</u> <u>Dance 1</u> Perform different styles of dance fluently and clearly Refine & improve dances adapting them to include the use of space rhythm & expression Worked collaboratively in groups to compose simple dances Recognise and comment on dances suggesting ideas for improvement</p> <p><u>Gymnastics 1</u> Create longer and more complex sequences and adapt performances Take the lead in a group when preparing a sequence</p>	<p>Religion: Sikhism</p> <p>‘or’</p> <p><u>Theme</u> Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism</p> <p><u>Autumn 2</u></p> <p><u>Theme</u> Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity</p> <p>Additional Optional Christianity Units: (Any term)</p> <p><u>Theme</u> Trinity Concept: God Key Question: Does a belief in the Trinity help Christians make better sense of God as a whole? Religion: Christianity</p>	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual’s behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p><u>Celebrating Differences</u> I understand that cultural differences sometimes cause conflict. I understand what racism is. I understand how rumour-spreading and name calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can compare my life with people in the developing world. I can enjoy the experience of a culture other than my own.</p>
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<p>Develop symmetry individually, as a pair and in a small group</p> <p>Compare performances and judge strengths and areas for improvement</p> <p>Select a component for improvement. For example—timing or flow</p>		
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Computer Science

Mr Andrews Online Curriculum: How do computers impact our lives? (<https://mrandrewsonline.co.uk/how-do-computers-impact-our-lives/>)

Information Technology

- Work independently to create a presentation that includes graphics, and images.
- Make a presentation to an audience using digital tools.

Computer Science

- Describe the impact of technology on society.
- Understand about e-commerce - what it is and its impact.
- Investigate the services offered by the internet.
- Understand about different types of robotics and how they can impact our lives.
- Understand about the advancements in technology and the impact this has had on society.

Digital Literacy

- Understand that there are many positives and negatives to using social media.
- Describe ways that information about people online can be used by others to make judgments about an individual.
- Describe some simple ways that help build a positive online reputation.
- Define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how these might be encountered online (e.g. advertising and ‘ad targeting’).

Try Something New
Continuous Provision

Act out a Shakespeare Speech