

YEAR 5 CURRICULUM AUTUMN TERM

‘RICH AND POOR’





Longhill Primary School Year 5 Autumn Curriculum

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 whole class SPIES session per week which covers:</p> <p>S: Sets out the objective for the lesson.</p> <p>P: Probe the text. This focuses on content domain 2a and picks out useful vocabulary and language that will help the children to better understand the text and develop their own vocabulary knowledge.</p> <p>I: Investigate further. This focuses on content domain 2b where children answer retrieval questions.</p> <p>E: Extend the learning. This focuses on content domain 2d where children develop their inference skills.</p> <p>S: Search for meaning. This section changes to cover the remaining content domains.</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><u>Mini Missions:</u> There are two further reading lessons in the week. The first is a taught 'Mini Mission' that focuses on further developing the inference skills of the children as this has been identified as an area to improve. The second 'Mini Mission' is an independent activity that focuses on 2b. Children answer a range of retrieval questions presented in a variety of ways. (Find and copy, tick, number, etc.)</p> <p><u>Big Read Text</u> Oliver Twist</p>	
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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.

Autumn 1

Animals including humans

- To know the changes as human's develop into old age.
- To know the gestation period of other animals and humans.

Autumn 2

Living Things and their habitats

- To know the differences in the life cycles of a mammal, amphibian, insect and a bird.
- To know the life process of reproduction in some plants and animals.

Art

Music

Pupils should be taught to:

Awesome Art – Van Gogh, Dutch Shoes.

Autumn 1

Drawing

Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation

Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose

Can express their ideas and observations responding to advice from others to rework and improve design ideas

Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail

Can convey tonal qualities well, showing good understanding of light and dark on form.

Autumn 2

Painting

Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques

Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context

Can investigate mark-making using thick brushes, sponge brushes for particular effects

Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood

Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season.

- 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

Transitions – use music for transitions between activities.

Storytelling – Keep a range of musical instruments to hand that pupils use to create a soundtrack to their favourite stories or poems.

Warm ups – E.g PE

Calm Sessions – e..g after break times.

Longitudinal Learning

Rhythm Maths

In this ongoing challenge pupils answer maths questions relating to the duration of musical notation.

A starter quiz for this may be found at

musicteacher.com/music_quizzes/aq_rhythmic_math_quiz/quiz.html

Modern Foreign Languages	
<ol style="list-style-type: none"> 1. Une letter au Pere Noel - Christmas 2. Joyeux Noel - Christmas 	

Geography	
<u>Conscious Connections</u> Use maps, atlases, globes and digital / computer mapping to locate countries.	

PE	RE	PSHCE- Jigsaw
<u>The PE HUB</u>	Discover RE	<u>Being Me in My World</u>

<p><u>Autumn 1</u> <u>Football</u></p> <ul style="list-style-type: none"> • To play effectively in a variety of positions and formations on the pitch • Relate a greater number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed <p><u>Dance</u></p> <ul style="list-style-type: none"> • 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><u>Autumn 2</u> <u>Tag Rugby</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Autumn 1</u></p> <p><u>Theme</u> Belief in action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism</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>I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a citizen of my country. I understand my rights and responsibilities as a citizen of my country and as a member of my school. 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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<ul style="list-style-type: none"> • To increase the power of passes so the ball can be moved quickly over greater distance <p><u>Orienteering</u></p> <ul style="list-style-type: none"> • Explore ways of communicating in a range of challenging activities • Navigate and solve problems from memory • Develop and use trust to complete the task and perform under pressure 		
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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