

Year 5 Summer 1 Curriculum Sequence 2023

European region



Science

Intent: To know the main stages of the human life cycle

SEQUENCE OF LESSONS

1. Research the gestation periods of other animals and comparing them with humans
2. Collect data around school about height and hand span of different age ranges of pupils. Record the mean, mode and median height of pupils of different ages. Create a graph summarising results.
3. Create a life story for a fictitious adult that has made healthy life choices.
4. Compare the growth pattern of humans to other animals.
5. Consider why humans take so long to learn to walk in comparison to other animals.
6. Create a Venn diagram to show what the similarities and differences are between children, adolescents and adults.

Key Vocabulary: adolescence, adulthood, development, foetus, genitals, gestation, infancy, life cycle, menstruation, puberty, reproduction, vertebrate

Impact: Children can explain some of the changes that occur in humans from when they are born and can describe some of the characteristics that occur as humans get older

Geography

Intent: To identify a European country on a map and its features

SEQUENCE OF LESSONS

1.
 - The location of Europe and its countries.
2.
 - Why tourists visit the Mediterranean.
3.
 - The reasons why people migrate to Greece.
4.
 - The features of Greece's varied landscape.
5.
 - The main features of Athens.
6.
 - To compare daily life in Athens with my own.

Key Vocabulary: currency, migrant, retail, service industry, tourism, vegetation belt, European union, Mediterranean Sea

Impact: Children can identify Greece and its features on a map. Children can identify why people may visit or migrate there

DT

Intent: To be able to explore and build structures

SEQUENCE OF LESSONS

1. To explore how to reinforce a beam (structure) to improve its strength
2. To build a spaghetti truss bridge
3. To build a wooden truss bridge
4. To complete, reinforce and evaluate my truss bridge

Key Vocabulary: beam bridge, arch bridge, truss bridge, corrugation, lamination, Stiffness, rigid, aesthetics, joints

Impact: Children understand how to reinforce structures and can build a truss bridge.

RE

Intent: To know what is the best way for a Sikh to Show commitment to God?

SEQUENCE OF LESSONS

1. Think about personal choices. Look at the wearing of turbans and the laws around wearing a crash helmet
2. Learn about the three golden rules
3. Learn about the five K's and how these show commitment to God
4. Learn about how Sikhs show their commitment to god by treating everyone equally despite of gender, race, age or disability
5. Identify ways have we learnt that Sikhs show commitment to God
6. Discuss whether it is easy to show commitment and stay committed

Key Vocabulary: Langar, Guru, Amrit, Five Ks

Impact: Children can understand how Sikhs show their commitment to God and to evaluate if there is a best way

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PSHE

Intent: Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others

SEQUENCE OF LESSONS

1. I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
2. I understand that belonging to an online community can have positive and negative consequences
3. I understand there are rights and responsibilities in an online community or social network
4. I know there are rights and responsibilities when playing a game online
5. I can recognise when I am spending too much time using devices (screen time)
6. I can explain how to stay safe when using technology to communicate with my friends

Key Vocabulary: Personal attributes, Self-esteem, Comparison, Negative self-talk, Social media,, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Peer pressure, SMARRT rules.

Impact: Children can recognise their positive attributes and know how to stay safe online.

Computing

Intent: Children know what a concept map is and how to create one

SEQUENCE OF LESSONS

1. To understand the uses of a 'concept map'.
2. To create a concept map.
3. To understand how a concept map can be used to retell stories and information.
4. To create a collaborative concept map and present this to an audience.

Key Vocabulary: Concept, Connection, Heading, Sub-Heading, node, Presentation mode, story Mode

Impact: Children can create their own concept map and use this to retell information and stories

PE

Intent: To create and perform a range of dance movements
To be able to use striking and fielding skills to play rounders

SEQUENCE OF LESSONS

1. Energy-To use transitions to link movements together smoothly.
2. Electricity-To use spatial awareness and demonstrate this skill effectively in a dance.
3. Recycling-To demonstrate an ongoing motif throughout a dance.
4. Weather-To demonstrate variations in timing throughout a dance.
5. Oceans-To demonstrate strong, expressive movements throughout a dance.
6. Environmental issues-To combine movements to create a fluent sequence.

Key Vocabulary: idea, energy, improvise, canon, represent, transfer. spatial awareness, renewable, non-renewable, electricity, stimulus.

1. Batting and bowling-• To learn the correct techniques for batting and bowling in rounders
2. Throwing and catching-To use the correct techniques for throwing and catching when fielding in rounders.
3. Backstop and bases To know the roles and responsibilities of the backstop and base fielders in rounders. To field effectively in these positions and demonstrate good skill and technique
4. Deep fielding- To know the roles and responsibilities of the deep fielders in rounders. To field effectively in these positions and demonstrate good skill and technique.
5. To be able to 'read' the game and apply tactics to outwit opponents
6. To know and apply the rules of rounders during a game.

Key Vocabulary: Batter, bowler, stance, height, speed, distance, judgement, swing, bowl, underarm. Deep field, high ball catch, strategic, tactic, reading a game.

Impact: Children can perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues
Children can play competitive games, and apply basic principles suitable for attacking and defending in the context of batting and bowling in rounders.

Music

Intent: To recognise the style indicators of Motown music and compose their own piece

SEQUENCE OF LESSONS

1. Appraise the song Dancing In The Street and investigate Motown music. Appraise I Can't Help Myself (Sugar Pie Honey Bunch) . Play instruments to Dancing In The Street and perform the song.
Appraise I Heard It Through The Grapevine. Improvise with instruments to Dancing In The Street .
Appraise Ain't No Mountain High Enough. Perform with instruments and sing Dancing In The Street .
Appraise Yesterday. Perform and sing Dancing In The Street .
Appraise You Are The Sunshine Of My Life. Perform and sing Dancing In The Street .

Key Vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure:

Impact: Children can recognise the style indicators of Motown music and Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.