

Science – Earth and Space- KAPOW

Pupils should be taught to:

- 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 approx. spherical bodies.
- Use the idea of the Earth's rotation to explain day night and the apparent movement of the sun across the sky.

Working Scientifically

- 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, scatter graphs, 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 scientific evidence that has been used to support or refute ideas or arguments.

Literacy:

- Class book – Pig Heart Boy by Malorie Blackman
 - Non Chronological report.
 - Narrative
- Planning/Drafting/Editing/ Presentation/
- Evaluating/Justifying/Grammar
- Recap – use of inverted commas and other punctuation to indicate direct speech
 - Hyphens used to avoid ambiguity
 - Recap – adverbials of time, place and sequence
 - Difference between vocabulary in informal speech and vocabulary appropriate for formal speech and writing.

Music (KAPOW)

Pupils who are **secure** will be able to:

Identify how different styles of music contribute to the feel of a film.
Participate in discussions, sharing their views and justifying their answers.

Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions.

Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film

Spanish

- Presenting myself (Language Angels)

RE

Religion: Judaism

Enquiry: How are sacred teachings and stories interpreted by Jews today?

Doncaster syllabus strand: Believing

Year 5 Curriculum Map Spring 2024 Amazing Americas

PSHCE-Jigsaw (Dreams and Goals)

- Motivation
- Attitude
- Goals
- Jobs/Careers
- Support

Art & Design (KAPOW)

Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image

Geography- Amazing Americas

LK: Locate the world's countries using maps to focus on North and South America, concentrating on their environmental regions and major cities

Identify the position and significance of the Equator
Identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn

H&P: Describe and understand key aspects of physical geography including climate zones, volcanoes and earthquakes

GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Use the eight points of a compass to build their knowledge of the wider world

Computing (KAPOW)

Pupils who are **secure** will be able to:

- Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch.
- Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.
- Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work.
- Choose appropriate blocks to complete the program and attempt the challenges independently.
- Break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program

PE –

Gymnastics

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should develop an understanding of how to improve in different physical activities. Develop flexibility, strength, technique, control and balance. Perform routines using a range of movement patterns