

### **Science – Earth and Space- KAPOW**

Pupils should be taught to:

- Describe the life cycle of a plant, including the reproductive stage.
- Describe the life cycle of a mammal.
- Describe the life cycle of a bird and compare it with that of a mammal.
- Describe the life cycle of an amphibian.
- Describe the life cycle of an insect and compare it with that of an amphibian.
- Describe asexual reproduction in plants

### **Working Scientifically**

- Observe and compare equivalent parts in different flowers.
- Research the life cycles of different mammals.
- Pose questions to compare the life cycles of different birds.
- Suggest how one temperature may affect egg hatching.
- Use data to describe a relationship and make predictions.
- Represent root growth over time on a line graph

### **Literacy:**

- Class book – I am Malala
    - Biography.
    - Poetry- Tanka Poems
- Planning/Drafting/Editing/ Presentation/

Recap – adverbials of time, place and sequence · Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) · Determiners  
Recap – commas to avoid ambiguity · Brackets, commas and dashes for parenthesis.

### **Music (KAPOW)**

Pupils who are **secure** will be able to  
:Sing in time and in tune with other people and the backing track  
.Remember the lyrics to a song.  
Identify the structure of a piece of music and match this to non-standard notation.  
Improvise their own piece of music  
.Play a melody with reasonable accuracy  
.Perform with confidence and in time with others.  
Compose and play a melody using stave notation  
.Contribute meaningfully to the group performance and composition.  
Use hieroglyphic notation to show the structure of their piece

### **Spanish**

- My family (Language Angels)

### **RE**

**Religion:** Christianity

**Enquiry:** How significant is it for Christians to believe that God intended Jesus to die?

**Doncaster syllabus strand:** Believing

# Year 5 Curriculum Map Spring 2024 Terrific Tudors

### **PSHCE-Jigsaw (Healthy Me)**

- Safety
- Dangers
- Health
- Effects
- Impact

### **Art & Design (KAPOW)**

Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece.

History- **Tudors**-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

- Children will be able to place the Tudor dynasty on a timeline of previous periods studied.
- Children will be able to create a timeline of the duration of the reigns of Tudor monarchs
- Children will be able to order key events that happened during the Tudor dynasty

**Second order concepts- Change/continuity, causes/consequences, historical consequences**

### **Computing (KAPOW)**

Create a pixel picture, explaining that a pixel is the smallest element of a digital image and that binary is used to code and transfer this data. Save a JPEG as a bitmap and recognise the difference in file size as well as explaining how pixels are used to transfer image data. Explain the 'fetch, decode, execute' cycle in relation to real-world situations. Create a profile with a safe and suitable username and password and begin to use 3D design tools. Independently take tutorial lessons, applying what they have learnt to their design and understand the importance of using an online community responsibly

### **PE –**

#### **Outdoor Adventures**

Develop competence to excel in a broad range of physical activities. Are physically active for sustained periods of time. Engage in competitive sports and activities. 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Take part in outdoor and adventurous activity challenges both individually and within a team