

# Year 5

# Shine Brightly Curriculum



## Summer 2023

### Overview of the summer term curriculum

Art	Computing	DT	French	Geography	History	Music
<p>Focus: Sculpture</p> <p>Enquiry Question: How can you create a 3D piece of work from a block?</p>	<p>Focus: 3D Modelling</p> <p>Focus: Concept Maps</p>	<p>Focus: Cam Automation</p> <p>Enquiry Question: How can a cam mechanism make something move up and down?</p>	<p>Focus: My Family</p> <p>Focus: In the Classroom</p>	<p>Focus: Geographical Fieldwork &amp; Skills</p> <p>Enquiry Question: How does Manchester compare to other cities?</p>	<p>Focus: A non-European society that provides contrasts with British history</p> <p>Enquiry Question: Should the Benin Bronzes be returned to Benin?</p>	<p>Focus: Composing</p> <p>Enquiry Question:</p>
PE	PSHE	RE	Science	Reading	Writing	Maths
<p>Focus: Athletics</p> <p>Focus: Tennis</p>	<p>Focus: Changing Me</p> <p>Focus: Healthy Me</p>	<p>Focus: Christianity</p>	<p>Focus: Animals, Including Humans</p> <p>Focus: Living Things and Their Habitats</p>	<p>The Phoenix and the Turtle</p> <p>The Jabberwocky</p> <p>And Tango Makes Three</p> <p>Rose Blanche</p> <p>Fantastic Beasts and Where to Find Them</p>	<p><b>Fiction:</b></p> <p>Trouble at Hogwarts</p> <p>A Midsummer Night's Dream</p> <p><b>Non-fiction:</b></p> <p>Persuasion</p>	<p>Measurement</p> <p>Statistics</p> <p>Geometry</p>





As artists in Year 5, we are learning:

# Art

Term: Summer

Focus: Block Sculpture

As artists, we are learning to explore different sculptural artists and how they approach their work.

As artists, we are learning the importance of multiple views, positive and negative space. Drawing what may be on the other and identifying the positive / negative – discuss the merits.

As artists, we are learning to sketch ideas and develop sketchbook work , using inspiration from sculptures and photos of the natural world and/or photos taken, design a sculpture.

As artists, we are learning to understand carving techniques.

As artists, we are creating a three-dimensional object.

As artists, we are learning to evaluate our final piece and discuss what we have learned.

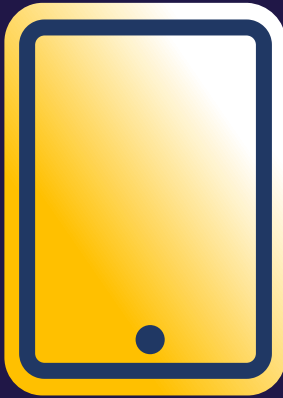
**Composite:** To share our art with our families in an art gallery.

As technologists in Year 5, we are learning:

# Computing

Term: Summer

Focus: 3D Modelling



As technologists, we are learning how to navigate the 2Design and Make tool.

As technologists, we are learning to explore the effect of moving points when designing.

As technologists, we are learning to design a 3Dmodel to fit certain criteria.

As technologists, we are learning to design a 3Dmodel to fit different criteria.

As technologists, we are learning to refine, print and make the 3D model (link to art - perspective drawing).

Composite: To present our 3D models on an online gallery.



As technologists in Year 5, we are learning:

# Computing

Term: Summer

Focus: Concept Maps

As technologists, we are learning to understand the need for visual representation when generating and discussing complex ideas.

As technologists, we are learning to understand the uses of a concept map.

As technologists, we are learning to understand and use the correct vocabulary when creating a concept map and

As technologists, we are learning to create a concept map.

As technologists, we are learning to understand how a concept map can be used to retell stories and information.

As technologists, we are learning to create a collaborative concept map and present this to an audience.

Composite: To present our concept maps through cross curricular learning.



As design technologists in Year 5, we are learning:

D.T

Term: Summer

Focus: Mechanisms (Cam Automation)

As design technologists, we are learning to research what a cam is.

As design technologists, we are learning evaluate the use of cams in a range of products to create a design criteria.

As design technologists, we are learning make a cam mechanism.

As design technologists, we are learning to design a moving toy that uses a cam mechanism.

As design technologists, we are learning to make a moving toy with a cam mechanism.

As design technologists, we are learning to evaluate our moving toy against the design criteria.

Composite: To present our moving toys to children in year 3 for feedback.

As linguists in Year 5, we are learning:

# French



Term: Summer

Focus: My Family

As linguists, we are learning the nouns and determiners for several family members in French.

As linguists, we are learning how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French.

As linguists, we are learning to answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?).

As linguists, we are learning how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called).

As linguists, we are learning to use our knowledge of larger numbers to be able to describe the age of family members.

Composite: To present our learning through a family tree.

As linguists in Year 5, we are learning:

# French



Term: Summer

Focus: In the Classroom

As linguists, we are learning how to say 7 classroom objects in French.

As linguists, we are learning to say 5 more classroom objects in French.

As linguists, we are learning to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do you have in your pencil case?).

As linguists, we are learning to move from an indefinite determiner (a) to a possessive adjective (my).

As linguists, we are learning to use the negative response and use all my new knowledge to say what I have/do not have in my pencil case

Composite: To present our learning to our wider community through social media.



As geographers in Year 5, we are learning:

# Geography

Term: Summer

Focus: National Parks

As geographers, we are learning to use longitude and latitude to locate specific places.

As geographers, we are learning about the draw of National Parks for millions of people.

As geographers, we are learning to understand why there was a need to introduce National Parks – Yellowstone (study).

As geographers, we are learning to understand why there was a need to introduce National Parks – Grand Canyon (study).

As geographers, We are learning to discuss, with evidence, whether National Parks should exist and whether their purpose is positive for our natural spaces.

As geographers, we are learning to write a discussion to answer the enquiry question, focussing on tourism and the Inuit tribes.

Composite: To present our fieldwork and evaluate our results.



As historians in Year 5, we are learning:

# History



Term: Summer

Focus: Should the Benin Bronzes be returned to Benin?

Golden thread: Changes in Society

As historians, we are learning to understand how long people have lived in Benin, its location in the world and the origins of the Kingdom of Benin.

As historians, we are learning to analyse a range of sources to draw conclusions about the Kingdom of Benin.

As historians, we are learning to understand how the relationship between Benin and Europe developed over time.

As historians, we are learning about what the Benin bronzes are and their importance to The Benin Kingdom.

As historians, we are learning to understand how the Benin bronzes came to be in the British Museum.

As historians, we are learning to participate in a debate about the return of the Benin bronzes to Benin.

Composite: To present a balanced argument – Should the Benin Bronzes be returned to Benin?



As musicians in Year 5, we are learning:

# Music

Term: Summer

Focus: Composing

As musicians, we are learning to explore Tabletop on an ipad.

As musicians, we are learning to set up a project and complete module 1 (GRIDLOCK).

As musicians, we are learning to develop melody and harmony and complete module 2 (TONE MATRIX).

As musicians, we are learning to understand what Quantization is and how we use it in programming and to complete module 3 (SYNTHS – RS3 + RS4000).

As Musicians, we are learning about sequencer and programming. (TRIGGERATOR PART 1).

As Musicians, we are learning about sequencer and programming. (TRIGGERATOR PART 2).

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As musicians in Year 5, we are learning:

# Music

Term: Summer

Focus: Composing (Continued...)

As musicians, we are learning to understand and use magic mic via Tabletop.

As musicians, we are learning to explore effects on the Tabletop app.

As musicians, we are learning about automation.

As Musicians, we are learning to mix, record and export our own songs.

Composite: To present our songs through the school's social media platforms.



As sports people in Year 5, we are learning:

P.E

Term: Summer

Focus: Athletics

As sports people, we are learning to understand pace and apply different speeds over varying distances.

As sports people, we are learning to develop fluency and co-ordination when running for speed.

As sports people, we are learning to develop technique in relay changeovers.

As sports people, we are learning to build momentum and power in the triple jump.

As sports people, are learning to develop throwing with force for longer distances.

As sports people, we are learning to develop throwing with greater control and technique.

Composite: To apply skills on sports day, during Healthy Lifestyle Week.



As sports people in Year 5, we are learning:

P.E

Term: Summer

Focus: Tennis

As sports people, we are learning to return the ball using a forehand groundstroke under pressure.

As sports people, we are learning to return the ball using a backhand groundstroke under pressure.

As sports people, we are learning to use a variety of shots to keep a continuous rally going.

As sports people, we are learning to develop the underarm serve and understand the rules of serving.

As sports people, we are learning to develop the volley and understand when to use it.

As sports people, we are learning to apply rules, skills and principles to play against an opponent.

Composite: To apply skills in a tournament during Healthy Lifestyle Week.



As successful citizens in Year 5, we are learning:

# PSHE

Term: Summer

Focus: Changing Me

As successful citizens, we are learning to be aware of our own self-image and how our body image fits into that.

As successful citizens, we are learning to explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally.

As successful citizens, we are learning to describe how boys' and girls' bodies change during puberty.

As successful citizens, we are learning to understand that sexual intercourse can lead to conception and that is how babies are usually made. We also understand that sometimes people need IVF to help them have a baby.

As successful citizens, we are learning to identify what we are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).

As successful citizens, we are learning to identify what we are looking forward to when we move into our next classes.

Composite: To present our thoughts and feelings through a birthday card to our future selves.



As successful citizens in Year 5, we are learning:

# PSHE

Term: Summer

Focus: Healthy Me

As successful citizens, we are learning to know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.

As successful citizens, we are learning to know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.

As successful citizens, we are learning to about the basic emergency procedures (including the recovery position) and know how to get help in emergency.

As successful citizens, we are learning how the media, social media and celebrity culture promotes certain body types.

As successful citizens, we are learning to describe the different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures.

As successful citizens, we are learning what makes a healthy lifestyle, including healthy eating and the choices needed to make to be happy and healthy.

Composite: To present our learning during Healthy Lifestyle Week.



As theologians in Year 5, we are learning:

# R.E

**Term: Summer**

**Focus: What is the best way for a Christian to show commitment to God?**

As theologians, we are learning to show an understanding of why people may show commitment in different ways to something they believe in.

As theologians, we are learning to describe how different practices enable Christians to show their commitment to God (The 10 Commandments).

As theologians, we are learning to describe how different practices enable Christians to show their commitment to God ('Love your neighbour as yourself' and what that love might look like).

As theologians, we are learning to describe how different practices enable Christians to show their commitment to God (prayer and worship practices).

As theologians, we are learning to show an understanding of why people show commitment in different ways.

As theologians, we are learning to show how people may show commitment in different ways to something they believe in.

**Composite: To explain how people show commitment in different ways.**





As scientists in Year 5, we are learning:

# Science

Term: Summer

Focus: Living things and their habitats.

As Scientists we are learning to review our previous knowledge.

As Scientists we are learning about life cycles in animals and plants.

As Scientists we are learning how animals change over time.

As Scientists we are learning how animals change over time.

As Scientists we are learning to set up tests to investigate the types of reproduction in plants.

As Scientists we are learning about reproduction in plants.

Composite: To demonstrate our learning by successfully growing plants from seeds.