Year 5 Shine Brightly Curriculum Autumn 2024

Overview of the autumn term curriculum

Art	Computing	DT	French	Geography	History	Music
Focus: Painting – watercolour and acrylic Unit: Landscapes	Focus: Coding	Focus: Nutrition Unit: Pizza	Focus: A New Start Focus: Calendar and Celebrations	Focus: Physical Geography Unit: Rivers	Unit: The impact of The Battle of Maldon Golden Thread: Invasion and Settlement	Focus: Performance Unit: Playing the Ukulele
PE	PSHE	RE	Science	Reading	Writing	Maths
Focus/Unit: Dance Focus/Unit: Games - Football	Focus:: Being me in my world Focus: Celebrating difference	Focus: Curriculum Kernewek Unit: Humanists and Christians Focus: Christianity Unit: The truth of the Christmas story.	Focus: Physics - Earth and Space	Fiction: Utterly Dark Blackberry Blue Non-fiction: The Extraordinary Life of Olive Morris Poetry: As One The Tyger	Fiction: Wolf Brother The Happening Non-fiction: Biography	Number and place value Addition and subtraction Multiplication and division

Beacon

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Beacon



As artists, we are learning to explore a local artist's style and landscape techniques.

As artists, we are learning to explore the varying effects created by different types of paint.

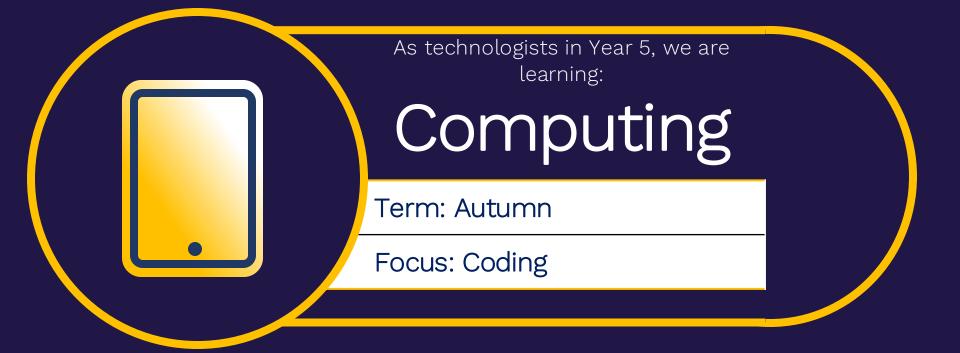
As artists, we are learning to develop techniques when using acrylic paint.

As artists, we are learning to develop watercolour techniques relating to colour and texture.

As artists, we are learning to sketch the proportion and layout of a coastal landscape.

As artists, we are learning to select preferred painting skills to create a Cornish landscape painting inspired by Caz Scott's artwork.

Composite: To present our landscape art and justify our choices with reference to sources of inspiration.



As technologists, we are learning how we will review our prior knowledge.

As technologists, we are learning how we can program a simulation.

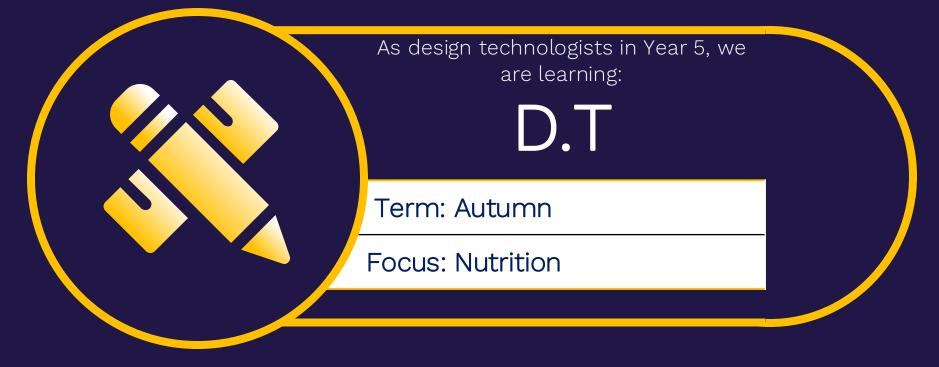
As technologists, we are learning what decomposition and abstraction are in computer science.

As technologists, we are learning how to understand and use frictions and functions in code.

As technologists, we are learning how to create a 'string'.

As technologists, we are learning to understand what concatenation is and how it works.

Composite: To share our knowledge with computing lead.



As design technologists, we are learning about healthy food plates.

As design technologists, we are learning about where our food comes from.

As design technologists, we are learning to plan a healthy, vegetarian pizza.

As design technologists, we are learning to evaluate a pizza.

As design technologists, we are learning to develop the skills required to create a pizza from raw ingredients.

As design technologists, we are learning to make a healthy, vegetarian pizza.

As design technologists, we are learning to evaluate our pizza.

Composite: Write an explanation text on how to make a nutritious pizza.



As linguists, we are learning to say a greeting and a farewell in French.

As linguists, we are learning to ask and answer the question "how are you" in French.

As linguists, we are learning to say "My name is ..." and also ask "What is your name" in French.

As linguists, we are learning to say some numbers between 0 and 10.

As linguists, we are learning to remember and write some numbers between 0 and 10.

As linguists, we are learning to say some colours in French.

Composite: To use French phrases to answer the register.



As linguists, we are learning to say and write some colours linked to fireworks.

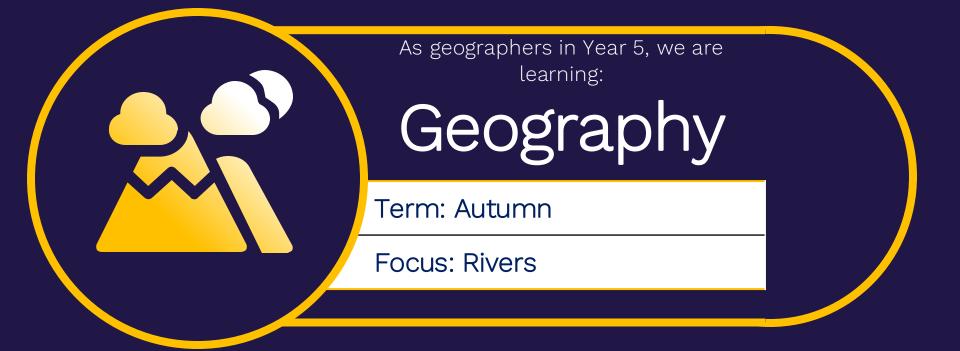
As linguists, we are learning to say and write some days of the week.

As linguists, we are learning to remember days of the week in French.

As linguists, we are learning to read and write dates in French.

As linguists, we are learning about Christmas celebrations in French.

Composite: To apply knowledge and write our date in French in our books each week.



As geographers, we are learning to identify and describe the features of the upper course of a river.

As geographers, we are learning to identify and describe the features of the middle course of a river.

As geographers, we are learning to identify and describe the features of the lower course of a river.

As geographers, we are learning to apply our understanding of how rivers change the land through a practical experiment.,,

As geographers, we are learning to apply our understanding of how rivers change the land (case study – The Colorado River).

As geographers, we are learning to apply our knowledge to explain how rivers shape the land through an independent writing piece.

Composite: As geographers, we are learning to apply our knowledge to explain how rivers shape the land through an independent writing piece.



As historians, we are learning to evaluate historical evidence and explain what we know about the Vikings.

As historians, we are learning to identify where the Vikings came from and why they came to Britain.

As historians, we are learning to explain Danegeld and how it impacted the Battle of Maldon.

As historians, we are learning to identify Viking armoury and battle strategy.

As historians, we are learning to explore Viking art and poetry.

As historians, we are learning to discuss historical bias and explain our opinion about the Vikings.

Composite: Class debate encompassing different opinions about the Vikings.



As musicians, we are learning to have a deeper understanding of the ukulele.

As musicians, we are learning about melodies.

As musicians, we are learning what staff notation is.

As musicians, we are learning to play a familiar melody using staff notation.

As musicians, we are learning about triads.

As musicians, we are learning about time signatures.

Composite: Record and evaluate performance.



As sports people, we are learning to create a dance using a random structure and perform the actions showing quality and control.

As sports people, we are learning to understand how changing dynamics changes the appearance of the performance.

As sports people, we are learning to understand and use relationships and space to change how a performance looks.

As sports people, we are learning to copy and repeat movements in the style of rock 'n' roll.

As sports people, are learning to work with a partner to copy and repeat actions in time with the music.

As sports people, we are learning to work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.

Composite: To perform and appreciate dance choreography.



As sports people, we are learning to maintain possession when dribbling.

As sports people, we are learning to dribble with control under pressure.

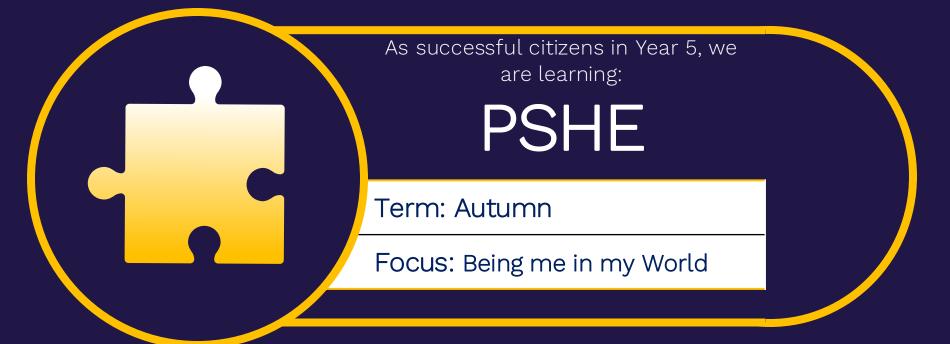
As sports people, we are learning to select the appropriate skill, choosing when to pass and when to dribble.

As sports people, we are learning to move into and create space to support a teammate.

As sports people, we are learning to use the appropriate defensive technique for the situation.

As sports people, we are learning to apply rules, skills and principles to play in a tournament.

Composite: To run and participate in a mini tournament.



As successful citizens, we are learning about our year ahead.

As successful citizens, we are learning about being a citizen of our country.

As successful citizens, we are learning about responsibilities.

As successful citizens, we are learning about rewards and consequences.

As successful citizens, we are learning about our Learning Charter.

As successful citizens, we are learning about owning our Learning Charter.

Composite: To create a Class Learning Charter with clear rewards and consequences for different behaviours agreed and signed by every member of the class.



As successful citizens, we are learning about different cultures.

As successful citizens, we are learning about racism.

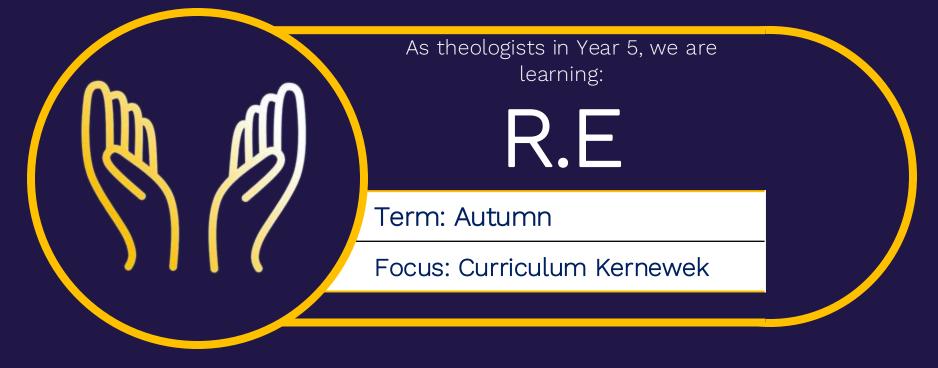
As successful citizens, we are learning about rumours and name-calling.

As successful citizens, we are learning about types of bullying.

As successful citizens, we are learning if money matters.

As successful citizens, we are learning about celebrating difference across the world

Composite: To create a Class Learning Charter with clear rewards and consequences for different behaviours agreed and signed by every member of the class.



As theologists, we are learning to explore rules and whether or not they matter.

As theologists, we are learning to explore codes for living used by humanists and non-religious people.

As theologists, we are learning to explore the rules for living Christians use.

As theologists, we are learning to discuss our personal values.

As theologists, we are learning to create rules for making the world a happier place.

Composite: To create rules for making the world a happier place.



As theologists, we are learning to understand how there might be different versions of events which are all true to some extent.

As theologists, we are learning to retell a version of the Christmas story from the Bible.

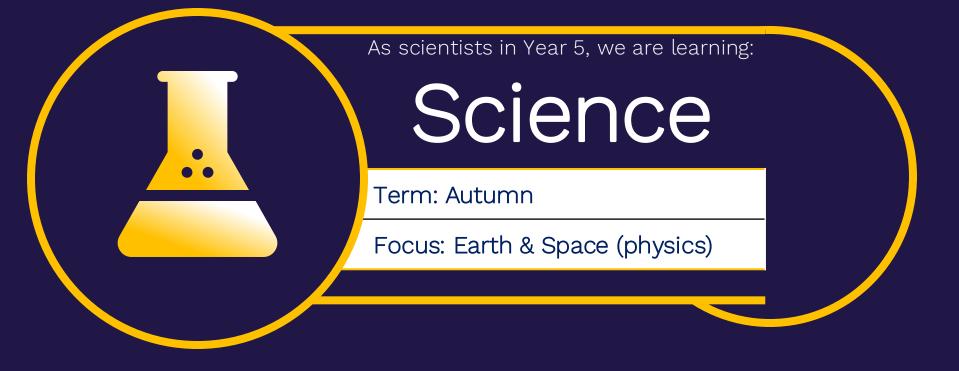
As theologists, we are learning compare versions of the Christmas story from the Bible.

As theologists, we are learning to explain what Christians believe might be true from the Christmas story.

As theologists, we are starting to explain the Christian belief that Jesus was the incarnation of God.

As theologists, we can explain how people can see truths in stories which might not completely be true.

Composite: Class discussion: Is there any truth in the Christmas story?



As scientists, we are learning to describe the movement of the Earth, and other planets, relative to the sun in the solar system.

As scientists, we are learning to investigate how ideas about the solar system have changed over time.

As scientists, we are learning about the planetary orbits in our solar system.

As scientists, we are learning about the phases of the moon.

As scientists, we are learning about the shape of planet Earth.

As scientists, we are learning about how the sun moves through the sky.

Composite: To create a class reel for Facebook displaying our knowledge of the solar system.