




Year 5 New Curriculum Plans 2020/21

Year 5	WE ARE WARRIORS	AIN'T YORKSHIRE SWEET	BEAUTIFUL PLANET
	<p>En: Non-Fiction: Information Report Fiction: Trenches descriptive writing</p> <p>Ma: Number Addition and Subtraction</p> <p>Sc: Properties of Materials Forces</p> <p>G: Locational Knowledge (Europe) Human and physical geography of 2 areas of the UK which could be locations of significance to WW1</p> <p>H: Yorkshire during WW1 Warfare of WW1 in comparison to a previously studied time eg. Romans?</p> <p>DT: Warrior Protection, Shields - create something that fires a ball into the air – research different weapons from the past Choose appropriate materials – possible levers and gears etc</p> <p>Art: Painting, watercolour – mixing colours to show mood and feelings linked to WW1 Observational drawings.</p> <p>MFL: Me – parts of the body. What do I look like? What are you doing? Family tree.</p> <p>Mu: War-like music and music written in response to tragedy of War. Instrument: Ukulele (Charanga)</p>	<p>En: Diary of Joan (Bolling Hall)</p> <p>Ma: number, fractions, ratio and proportion, algebra, measure, geometry and statistics revision</p> <p>Sc: animals including humans and living things and their habitats (revisit in each topic)</p> <p>G: Yorkshire: locational knowledge, human and physical geography by using geographical skills and fieldwork</p> <p>H: Local History Study Yorkshire in the Tudor Times</p> <p>DT: what food was grown locally Create Tudor recipies</p> <p>Art: Great Artists, architects and designers from torkshire – try out their techniques in the style of David Hockney etc</p> <p>MFL: Location. Where I live, in a café, I'm thirsty, Breakfast, sandwiches, I like to eat....</p> <p>Mu: music in contemporary culture; Adele – Make you feel my love (Charanga) / BBC Ten Pieces <i>The Lark Ascending</i> Ralph Vaughn Williams</p> <p>P.E: Swimming, Orienteering, Dance</p> <p>Co: design, write and debug their own game for other children to play that has variables that keep score, and uses repeat functions.</p> <p>R.E: Islam, Judaism and Buddhism: practices. Why are certain people, places and times sacred?</p>	<p>En: Historical Narrative, How to Mummify a Body</p> <p>Ma: Measurement Geometry Statistics</p> <p>Sc: All living things and their Habitats Life Cycles Earth and Space</p> <p>G: Locational Knowledge Describe and understand types of settlement & land use, including trade links, through study of Egypt</p> <p>H: Achievements of the earliest civilisations: Egypt</p> <p>DT: textiles / solar systems</p> <p>Art: Sculpture, Printing, Hieroglyphics</p> <p>MFL: My House What's the matter? Meet the family I live in a In my house Classroom objects Count with me</p> <p>Mu: The Planets, Gustav Holt Listen, explore, sing, perform</p> <p>P.E: Swimming, Athletics and Cricket</p>

<p>P.E: Swimming; Invasion Games Netball; Gymnastics</p> <p>Co: Computer Safety Search technologies effectively. Research an area or figure from WW1 making note of reliable and unreliable sources.</p> <p>R.E: Beliefs, why are there different beliefs about God? Christianity / Sikhism / Hinduism</p> <p>PSHE: Health and Wellbeing What makes up a person's identity? How can we help in an accident or emergency? How can drugs common to everyday life affect health?</p>	<p>PSHE: Living in the wider world How can the media influence people?</p>	<p>Co: Computer Safety Databases Create databases of the planets that can be queried to support work in DT.</p> <p>R.E: Forms of expression, why do people need to express their beliefs? Christianity / Sikhism / Hinduism</p> <p>PSHE: Relationships. How can friends communicate safely?</p>
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Year 5 Science

Year 5 Science		
<p><u>Autumn</u></p> <p>We are warriors</p> 	<p><u>Spring</u></p> <p>Ain't Sweet Yorkshire</p> 	<p><u>Summer</u></p>  <p>Beautiful Planet</p>
<p><u>Materials</u> <u>How can we sort materials?</u> We will :</p> <ul style="list-style-type: none"> • Use the correct language to describe materials. • Classify them in different ways giving scientific reasons. <p><u>We are going to war. How will we keep warm?</u> We will:</p> <ul style="list-style-type: none"> • Investigate the properties of materials. • Recommend materials to make a coat to insulate the wearer. <p><u>Which material will help me to become dry when I am in the trenches?</u> We will:</p> <ul style="list-style-type: none"> • Investigate the absorbency rate of 	<p><u>Living things and their habitats</u> <u>Which parts make up a flower and how do they reproduce?</u> We will:</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants. • Dissect and label the parts of a flowering plant, including male and female structures. <p><u>How and why can we classify animals – Yorkshire Wildlife?</u> We will:</p> <ul style="list-style-type: none"> • Create, sort and classify animals based on characteristics; Identifying and Classifying (Recap from yr4) <p><u>How do the life cycles of animals and plants in our local environment differ?</u></p>	<p><u>Earth and Space</u> <u>What does the solar system look like?</u> We will:</p> <ul style="list-style-type: none"> • Describe the movement of the Earth and other planets relative to the Sun in the solar system. • Create a solar system. • Research the solar planets. <p><u>How does the moon change over 28 days?</u> We will:</p> <ul style="list-style-type: none"> • Describe the movement of the Moon relative to the Earth. • Observe the movement of the moon and present our findings. • . <p><u>What do astronomers do?</u> We will:</p>

- materials.
- Compare the results and report our findings.

What happens when I add water to different substances?

We will:

- Compare and group together materials based upon whether they are soluble or insoluble.
- Notice why and how some things dissolve.

Oh no all of my things in have mixed together. How can I separate them?

We will:

- Explore an array of methods to separate mixed materials back into their constituent parts.
- Present our findings to others

What happens to my WW1 food when I cook it?

We will:

- Investigate how cooking affects bread, cakes and eggs
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

The metal on my gun has gone rusty. Why?

We will:

- Investigate how and why things spoil (rust).
- Know that some changes can make a new material.

Insect and amphibian lifecycles

Mammal and bird lifecycles

We will:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Investigate the life process including reproduction in some plants and animals.

Can we research the life cycle of animals and plants native to Yorkshire?

We will:

- Research the life cycle of local wildlife.
- Present our findings in diagrams and charts.

- research astronomers such as Brian Cox.

How does the Earth's rotation cause day and night and the apparent movement of the sun across the sky.

We will:

- Explain how day and day occur.
- Plan a shadow investigation

Forces

What is a force?

We will:

- To use the correct vocabulary to explain forces.
- Group forces, giving reasons for our ideas.

How does a parachute stop me from falling?

We will:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance.

How can I make my war ship go faster?

We will:

- Identify the effects of water resistance.
- Investigate the effect shape has on water resistance.

How can I shoot a cannon ball through the air the furthest? Levers

We will:

- Recognise that some mechanisms, including levers and pulleys, allow a smaller force to have a greater effect.
- Investigate, using a catapult, the force needed to move something.

How can I pull a heavy weight from the trenches?

Pulleys

We will:

- Recognise that some mechanisms, including levers and pulleys, allow a smaller force to have a greater effect.
- Investigate how to make moving things easier.

Animals including humans

If the animal is bigger, the gestation period is longer?

True or false?

We will:

- Research the gestational periods of different animals.
- Investigate the key stages of foetal development.
- Look for patterns in our results.

Do we look different? How do we change as we get older?

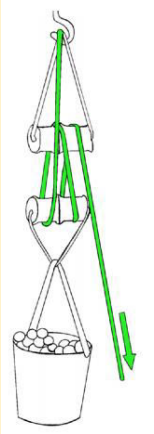
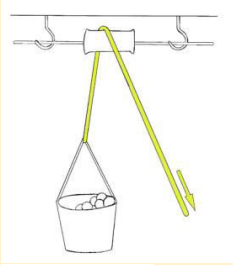
We will:

- Describe the changes as humans get older on a timeline over time (baby and child, adolescent, adult and old age)
- Recognise key milestones in child development.
- Identify and understand the changes in the adolescent human body during puberty.
- Identify physical and mental changes that happen from adulthood to old age.

Are the oldest children in our class the tallest? When does the pattern between height and age change?

We will:

- Investigate heights with in the class and draw conclusions.



Year 5 Geography

Autumn
We are warriors



Spring
Ain't Yorkshire Sweet



Summer
Beautiful Planet




<p><u>Locational Knowledge</u></p>	<p>Where is Europe? We will:</p> <ul style="list-style-type: none"> - revise locating Europe on a map, labelling countries, and surrounding seas; - talk about Europe's location and the location of different European countries using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night. 	<p>Where is Yorkshire? We will:</p> <ul style="list-style-type: none"> - name and locate counties and cities of the UK and their geographical regions, locating Yorkshire - investigate how land-use patterns have changed over time (comparing land-use in the Tudor period to present day). <p>Why does Yorkshire have a National Park? We will:</p> <ul style="list-style-type: none"> -name and locate the National Parks of the UK -describe their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers), and land-use patterns 	<p>Where is Africa? We will use maps to locate Africa, concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Where is Egypt? We will:</p> <ul style="list-style-type: none"> - locate Egypt on a map, labelling major settlements, neighbouring countries, and nearby seas; - talk about Egypt's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.
<p><u>Place Knowledge</u></p>	<p>Was England important in World War 1? We will identify key questions we can ask in order to compare and contrast two areas in the UK which were strategically important in World War 1 from both a human and physical perspective. We will carry out our own research to compare two locations independently, or work as a group to compare two locations in more depth. Non-statutory</p>	<p>Is the Yorkshire Dales the most visited National Park in the U.K? We can compare and describe similarities and differences between Yorkshire and other National Parks to write a comparative report of the two parks considering both human and physical aspects. Which is the best National Park in the USA? We can describe the differences and similarities between National Parks in the U.K. and the USA using geographical vocabulary</p>	<p>What is modern-day Cairo like? We will find out about the human and physical geography of Cairo and describe it using geographical ideas and language. Non-statutory</p>

<u>Human and Physical Knowledge</u>	<p>Places of significance in WW1</p> <p>We will:</p> <ul style="list-style-type: none"> -locate places of significance in Europe arising from the WW1 history study; -locate places of significance in the UK and Yorkshire arising from the WW1 history study. 	<p>Why does Yorkshire have a National Park?</p> <p>We can describe physical and human geography features (types of settlement, land use) of the Yorkshire Dales and the impact on human activity.</p> <p>Is the Yorkshire Dales the most visited National Park in the U.K?</p> <p>We can think about the impact of tourism on National Parks and the actions we could take to preserve them. We can debate about real life news stories such as national parks needing to attract more diverse visitors.</p>	<p>What is it like to live in Egypt?</p> <p>Through a study of Egypt describe:</p> <ul style="list-style-type: none"> - types of settlement and land use; - economic activity, including trade links; - climate (and climate zones) recapping Y2 work on hot and cold areas of the world; - biomes and vegetation belts and the impact of these on settlement. 		
<u>Geographical Fieldwork</u>		<p>Why does Yorkshire have a National Park?</p> <ul style="list-style-type: none"> -We will use the 8 points of a compass, and begin to use 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of UK and wider world, locating National Parks. - We will use maps, atlases and globes, and digital/computer mapping to locate countries and describe features studied. 	<p>What is it like to live in Egypt?</p> <ul style="list-style-type: none"> - We will use maps, atlases and globes, and digital/computer mapping to locate Egypt and adjacent countries and describe features studied. -We will explore the climate zones of northern Africa, focusing on Egypt in particular. We will use line graphs to explore and compare average temperatures. -We will also explore how climate informs patterns of settlement and biomes/vegetation belts. 		
Locational knowledge	Place knowledge	Places of significance	Human geography	Physical geography	Geographical skills and fieldwork
Name and locate counties and cities of the UK, geographical regions and their identifying human	Understand geographical similarities and differences by studying the human and physical geography of two	two – specific UK cities, counties and regions; plus significant places linked to History topics.	Describe and understand types of settlement and land use; and economic activity, including trade	Climate zones, biomes and vegetation belts <i>Review hot and cold areas</i>	Use the 8 points of a compass, begin to use 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of UK

<p>and physical characteristics, key topographical features (hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.</p>	<p>regions of the UK (excluding Yorkshire).(tbc)</p>		<p>links, through a study of Egypt. (tbc)</p>	<p><i>of the world (Y2).</i></p>	<p>and wider world.</p> <p>Use maps, atlases and globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. Begin to use digital technologies for this purpose.</p>
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Year 5 History

	<p style="text-align: center;"><u>Autumn</u></p> <p style="text-align: center;">We are warriors</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>Spring</u></p> <p style="text-align: center;">Ain't Yorkshire Sweet</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>Summer</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Beautiful Planet</p>
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Changes in Britain

Why was World War 1 a significant turning points in British History?

We will:

- develop our broad overview of life in Britain including World War I, recognising that this was a major event for the rest of the world also
- learn about the cause and results of WW1 and its impact on people, explaining these using evidence
- place World War I on a time line in relation to other studies done including key dates, characters and events
- sequence events in World War I ;
- make comparisons between World War I and different times in the past already studied;

How did we fight and warfare?

We will:

- look at how Britain fought to survive and win World War 1 with a focus on warfare
- identify primary and secondary sources and give reasons for my choice of source, use a range of evidence to build up a picture of an aspect of a past event (Battle of the Somme);
- place weaponry from World War 1 on a

Why was the War of the Roses a significant turning British History since 1066?

We will:

- develop our broad overview of life in Britain to include the Tudor period studied
- learn about the cause and results of the Wars of the Roses and its impact on people, explaining these using evidence
- describe the religious diversity of the past and how this changed with the dissolution of the monasteries
- use a timeline to sequence events leading up to and including the War of the Roses and the Tudor period, adding these to our class timeline;
- we will use historical periods as a reference point including key dates, characters and events;
- identify primary and secondary sources and give reasons for my choice of source, use a range of evidence to build up a picture of an aspect of a past event and make deductions about the past using sources of evidence (Bolling Hall visit);

Was the medieval battle, War of The Roses, fought over flowers?

We will:

	<p>timeline to show continuity and change in warfare and weaponry throughout history</p> <ul style="list-style-type: none"> - make comparisons between World War I warfare and warfare at different times in history; - find out about the experiences of men serving in the trenches, comparing accounts of events from different sources – fact or fiction; - bring knowledge from several sources together in a fluent account communicating knowledge and understanding through writing (diaries of a soldier/poetry); - offer some reasons for different versions of events and show awareness that no single source gives the full answer to questions about the past; - choose and use original ways to present information and ideas of Remembrance and respect through prayers, artwork and poetry <p>Greatest WW1 People – Jack Cornwell (Navy - one of the youngest people to get the Victoria Cross) Walter Tull (mixed race footballer who gave up his career to go and fight)</p>	<ul style="list-style-type: none"> - explain which causes and consequences are most significant to create video clips from different parties' point of view; - offer some reasons for different versions of events and show awareness that no single source gives the full answer to questions about the past; <p>Which has been the most powerful ruling dynasty in all of British history?</p> <p>We will:</p> <ul style="list-style-type: none"> - recall, select and organise historical information; - compare ruling dynasties between periods studied – Tudors and Victorians - comparing accounts of events from different sources – fact or fiction; - describe and make some links between events, situations and changes within and between different periods and societies taking account of a range of information to help us debate who has influenced the course of history the most. <p>Greatest Tudor People – Henry VII, Queen Victoria</p>	
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<u>Local History Study</u>	Impact of WW1 on the local area	Tudor Mystery Bolling Hall visit	
<u>Earliest Civilisations</u>			Ancient Egyptian Civilisation What are the characteristics of Ancient Egyptian civilisation? We will:

- place Ancient Egyptian civilization on a time line in relation to other studies done including key dates, characters and events
- look at different aspects of life in Ancient Egypt, comparing them to both our own and other periods of time studied (laws and government, cities, specialised jobs, writing, social structure, belief system/religion, arts and culture);
- confidently use the library and internet for research (can this be linked to computing?PCI)
- link sources and work out how conclusions were arrived at, considering ways of checking the accuracy of interpretations – fact or fiction and opinion and show awareness that different evidence will lead to different conclusions;
- refine lines of enquiry as appropriate;
- make deductions about the life in Ancient Egypt using sources of evidence;
- select and organise information to produce structured work, making appropriate use of dates and terms and use appropriate historical vocabulary to communicate (mummification writing).

How did their Ancient Egyptian engineering change the way we build today?

- focus on engineering and what ongoing impact this has made in modern day society;
 - the experiences of men, women and children with a focus on the experiences of slaves building the pyramids;
- Greatest Egyptian leaders –
Ramses II (pharaoh), Hatshepsut (lady pharaoh)

- **STEM link (PCI)**

Year 5 Design Briefs (DT)

Autumn We are warriors



Levers/ pulleys taught in science
Cams taught in DT

Spring Ain't Yorkshire Sweet



Summer Beautiful Planet



Challenges to solve

What weapons would have worked best in the past?

We will:

- Make a range of weapons to test them out. What are the most unusual weapons that were used in the past and how did they work.

Can you create a range of nutritious and substantial meals for a family?

We will:

- Understand and gather information about what the target audience want from a product using questionnaires, surveys etc.
- Record ideas from brainstorming sessions using annotated diagrams, sketches, models, kits and CAD (where appropriate). etc then decide which design idea to develop.
- Record a step by step plan for making.
- **Research historical diets (Tudor) and analyse. Compare with own meals - were they nutritious /substantial /appropriate? Compare for different classes.**

We need to raise awareness of our Beautiful planet and look at recycling.

Can you make a large scale knitting to show what is beautiful about our planet?

Make your own pencil case using recycled materials.

We will:

- Look into what products are made from and how environmentally friendly they are. Think about how they can make a product that is environmentally friendly.
- Think about the purpose of a product.
- Evaluate products on design, appearance and use.
- Identify the cost to make products.
- Generate innovative ideas that meet the needs of the user, fit the purpose and take into account the availability of resources.

Background research and design




Weapons in the past.


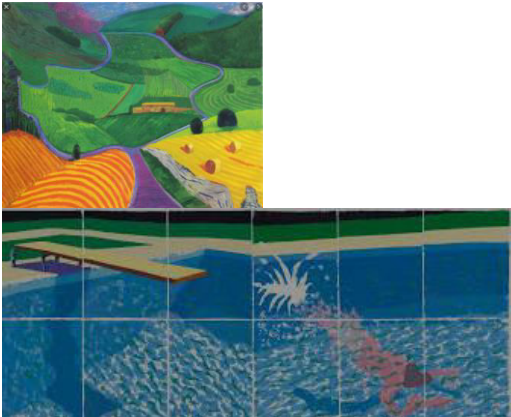


We will:

- Speak to Skipton Castle or similar to find out about weapons of the past.
- Develop a clear idea of what has to be done including a list of materials, tools and equipment to use based on suitability of their properties and aesthetic qualities, how they will be used and suggesting alternative methods of making if the first attempts fail.
- Create pattern pieces and prototypes.
- Share and discuss ideas with others and explain how parts of their product will work.

Knowledge of designers.		Look at and speak to local curry chefs. Who has won awards locally for their cooking? Local restaurants who have won awards and have made booming businesses.	Linxi Zhu, London – knitted textiles. Patricia Roberts – knit designer. Sasha Kagan - Knit and crochet designer. Or others.
Skill for life - make	<p><u>Make it, build it.</u> <u>To use cams to create a moving model to demonstrate life in the trenches.</u></p> <p>We will:</p> <ul style="list-style-type: none"> Understand that different types of CAMs create different movement. <p>Mechanisms – gears, pulleys, linkages –</p> <p>We will:</p> <ul style="list-style-type: none"> Look at how these work and be able to talk about how they made theirs. Be able to link several gears to move something. To experiment with different types of leavers and linkages. Use pulleys to create movement. Look at how to move heavier weights by the position of equipment. Taught during the science topic <p>In both topics we will:</p> <ul style="list-style-type: none"> Use correct technical vocabulary for materials, equipment and mechanisms. Be able to discuss safe practices for using equipment – saw, drill, glue guns etc. 	<p><u>Come dine with me.</u></p> <p>We will:</p> <ul style="list-style-type: none"> Believe that cooking is something that I need to do to look after myself. Have experienced a wide variety of food from other cultures. Check my food to make sure that the seasoning is to my taste and adjust it necessary. Follow hygiene rules. Follow safety rules. Serve food to others politely and efficiently. Wash up own pots and pans and clear the table. Set up a table ready for a dining experience. Follow a recipe. Measure wet and dry ingredients accurately using the correct equipment. Apply rules for food hygiene and be able to discuss safe practices for using ovens, hobs, kettles etc. 	<p><u>Make do and mend.</u></p> <p>Hook and eye.</p> <p>We will:</p> <ul style="list-style-type: none"> Be able to turn a complicated shape inside out when sewing using a tool if needed. Work alongside an adult to use a sewing machine to make a bag or puppet. Work alongside an adult to reinforce cushion using a sewing machine (optional – children to decide if they are happy that the stuffing stays in their cushion. Work alongside an adult to reinforce the bag using a sewing machine (optional – children decide if they are happy with the strength of their bag or not). Use a tape measure to measure fabric correctly. Cut and join well to give a good finish to a product. Use correct technical vocabulary for stitches, materials and equipment.
Evaluate	<p>We will:</p> <ul style="list-style-type: none"> Talk about difficulties and improvements made. Use design criteria to evaluate product – identifying strengths and areas for development. 	<p>We will:</p> <ul style="list-style-type: none"> Research and evaluate existing products. 	<p>We will:</p> <ul style="list-style-type: none"> Evaluate a product against the original design specification. Consider the views of others, included the intended user, whilst evaluating a product. Consider and explain how the finished product could be improved related to design criteria.
The small make	Warriors equipment - shields, weapons with gears, levers, pulleys, linkages.	<p>Can cook pasta and homemade sauce.</p> <p>Can cook a simple vegetable curry.</p> <p>Can bake a type of bread of my choice.</p>	Make a pencil case / phone case with a zip, popper, button, Velcro, press stud, or hook and eye.
The Big Make		Share a social dining experience with others.	<p>Knitting / weaving – make individual small squares to sew together to make a mural.</p> <p>Use dowling and elastic bands to make pyramids to join together and make a class pyramid. Linked with topic – Moved from Autumn term</p>

Year 5 Art

	<u>Autumn</u> We are warriors	<u>Spring</u> Ain't Sweet Yorkshire	<u>Summer</u> Beautiful Planet
			
<u>Skills</u>	We will:	We will:	We will:
	<p><u>Drawing</u> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination using a developing understanding of line. Explore drawing using the continuous line method.</p>	<p>Compose original drawings by adapting and synthesising the work of others.</p> <p>Use a sketchbook to develop ideas (including working from 2D to 3D)</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Begin to draw using different perspectives.</p> <p>Develop an increasing sophistication in the use of tone to describe objects when drawing from observation</p>
	<p><u>Painting</u> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Select and mix some colours to depict their own thoughts, feelings and intentions.</p>	<p>Work on preliminary studies to test media and materials in their sketchbook.</p> <p>Create imaginative work from a variety of sources to further their knowledge and understanding.</p>	<p>Analyse and evaluate an artists' use of tone through the medium of paint.</p> <p>Build up layers and colours/textures effectively.</p> <p>Choose inks and overlay colours.</p>
	<p><u>Printmaking</u> Develop knowledge and understanding of texture through practical making activities in sketchbook.</p>	<p>Explain a few techniques, Inc. the use of poly-blocks, relief, mono and resist printing. Choose the best printing method appropriate to task.</p> <p>Organise their work in terms of pattern,</p>	

		repetition, symmetry or random printing styles.	
<p><u>Textiles / Collage</u> Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p>	Use a range of media to extend and build up layers and create more intricate collage.	Experiment with using batik safely. (Dye on fabric with a wax resist). Join fabrics in different ways, including stitching.	Use different grades and uses of threads and needles.
<p><u>Sculpture / 3D form</u> Plan a sculpture through drawing and other preparatory work in sketchbook.</p>	Make progress in their ability to describe the different qualities involved in modelling form and space in 3D. Use a range of recycled, natural and manmade materials. Work in groups and on different scales.	Create 3D sculpture using wire and Modroc.	
<p><u>Evaluation</u> Developing a greater understanding of vocabulary when discussing their own and the work of others.</p>	Regularly analyse and reflect on their progress, question and make thoughtful observations about starting points and select ideas and processes to use in their work.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	
<u>Links to topic</u>			
<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles. <u>Silhouette pictures</u></p>  <p><u>Still life of items from the war</u></p>	<p><u>Do any artists come from Yorkshire?</u> David Hockney -</p> 	<p><u>Pictures from space</u></p>  <p><u>Pencil case on space theme.</u></p> 	



Poppy Art



Making weapons over time and display
Children to draw and then make things used in war through time - Display

Henry Moore Sculptures from clay (make a diorama for it to be displayed in.



Tudor

Printing Tudor roses.



Tudor portraits



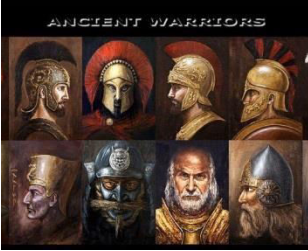


3D Egyptian death mask






Canopic jars?



Egyptian Pharaohs



	<p style="text-align: center;"><u>Autumn</u> We are Warriors</p> 	<p style="text-align: center;"><u>Spring</u> Ain't Yorkshire Sweet</p> 	<p style="text-align: center;"><u>Summer</u> Beautiful Planet</p> 
<u>E-Safety</u>	Understand the terms plagiarism and copyright and be aware of the implications of copying and sharing content without permission.	Describe the causes and consequences of online bullying and discuss behaviours and strategies to prevent and stop online bullying	Control who they interact with online and the information they share.
<u>Computer Science</u>		<p><u>Can I write, design and debug a game around Yorkshire?</u></p> <p>We will use variables to create a game using software to achieve a goal.</p> <p>To design, write and debug a program to solve a problem. (Variables if...)</p>	
<u>Media</u>	<p><u>Can I plan, create and edit a slideshow?</u></p> <p>We will create a quiz about warriors then reflect upon its efficiency.</p>		
<u>Data Handling</u>			<p>Create a database about the planets</p> <p>Search the database</p> <p>Answer questions about the database (find information about someone else's database)</p>
<u>Information</u>	Interpret and validate information from a range of online sources Recognise that the internet may contain material that is irrelevant, bias, implausible and inappropriate.		
<u>Literacy</u>	<p>Search for and save differing types of media using search engine functions.</p> <p>Use more advanced features of search engines.</p> <p><u>How do I find the most accurate and trustworthy form of information using the internet?</u></p> <p>We will use search technologies effectively when creating our fact files on our warriors.</p>		

Year 5 Music

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	<u>Autumn</u> We are warriors 	<u>Spring</u> Ain't Yorkshire Sweet 	<u>Summer</u>  Beautiful Planet
<u>Singing and Performing</u> - Ukulele	Breathe well and pronounce words, change the pitch and show control in singing. Perform with an awareness of the meaning of the words. Hold a part in a round. Play an accompaniment on an instrument.	Perform songs in a way that reflects their meaning and the occasion. Create songs with an understanding of the relationship between lyrics and melody.	Whilst performing by ear and from notations, maintain own part with awareness of how the different parts fit together and the need to achieve an overall effect.
<u>Listening</u>	Notice the relationship between sounds.	Explore the relationship between sounds.	Notice and explore how music reflects different intentions.
<u>Composing</u>	Compose by developing ideas within musical structures.	Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group.	Use the venue and sense of occasion to create performances that are well appreciated by the audience.
<u>Musical Notation</u>	Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	Read the musical staff and work out the notes EGBDF and FACE.	Draw a treble clef at the correct position on the staff.

<u>Music Appreciation</u>	Compare and evaluate different kinds of music using appropriate musical vocabulary.	Explain and evaluate how musical elements, features and styles can be used together to compose music.	Explain and evaluate how musical elements, features and styles can be used together to compose music.
<u>Musical History</u>	Understand the different cultural meanings and purposes of music, including contemporary culture.	Understand the different cultural meanings and purposes of music, including contemporary culture.	Use different venues and occasions to vary performances.
<u>Composer / Musician Focus</u>	War-like music through history: Verdi Requiem (Dies Irae) Carl Orff Carmina Burana Music written in response to war: Edward Elgar Cello concierto. 	Adele / Bob Dylan Re-writing songs BBC Ten Pieces <i>The Lark Ascending</i> – Ralph Vaughan Williams	Gustav Holst Hans Zimmer – <i>Earth</i> (BBC Ten Pieces) 
<u>Topic Links</u>	Charanga / Music Express: Ukulele Course	Charanga: Make you feel my love	The Planets Suite - Holst