**Beaconhill Primary School**

**Year Five Curriculum 2021/22**

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|  | **Science** | **Art and Design** | **Computing** | **Design and Technology** | **Geography** | **History** | **Languages** | **Music** | **Physical Education** | **Religious Education** | **PSHE/SRE** |
| **Autumn 1** | Forces |  | Coding | Flapjacks | Topographical features – Kielder |  | Numbers 1-20, Colours, Greetings, Classroom commands, Personal descriptions in 1st person(Je m’appelle…) | How does music bring us together*?* | MultiskillsSkipping/Skip danceYoga | How far would a Sikh go for his/her religion? | Physical and Mental Health and Wellbeing |
| **Autumn 2** | Earth and space | Frida Kahlo | Online safety Spreadsheets |  |  | Ancient Greece | How does music connect us with the past? | Is the Christmas Story true? | Assessing risks and hazards |
| **Spring 1** | Properties of materials: irreversible changes |  | SpreadsheetsDatabases | Moving toys | Volcanoes and Earthquakes – Iceland |  | Greetings, 20-60, classroom items, gender, adj. agreement, personal descriptions. | How does music make the world a better place? | GymnasticsHockey | Are Sikh stories important today? | Relationships with peers |
| **Spring 2** | Romero Britto  | Game creator |  | How does music teach us about our community? | Did God intend Jesus to be crucified and if so was Jesus aware of this? | Reproduction |
| **Summer 1** | All living things: Animals and humans; Plant life cycles | Collage | 3D modelling | Beach bags | Cramlington Now and Then: Local Area and Traffic | Cramlington Now and Then: Local Area and Traffic | Personal descriptions, 3rd person descriptions, family members numbers, months | How does music shape our way of life? | AthleticsVolleyballStriking and Fielding | What is the best way for a Sikh to show commitment to God? | Living in the Wider World |
| **Summer 2** | Pitmen painters (taught through Geography) | Concept maps | How does music connect us with the environment? | What is the best way for a Christian to show commitment to God? | Media |

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| **Subject** | **Autumn** | **Spring** | **Summer** |
| **Science** | **Forces*** 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, water resistance and friction, that act between moving surfaces
* recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

**Earth and space*** 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 approximately spherical bodies

use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | **Properties of materials: irreversible changes*** compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
* use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
* give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
* demonstrate that dissolving, mixing and changes of state are reversible changes
* explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
 | **All living things: Plant life cycles*** describe the differences in the life cycles of a plant
* describe the life process of reproduction in some plants

**All living things: animals and humans*** describe the changes as humans develop to old age
* describe the life process of reproduction in some plants and animals
* describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
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| **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
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| **Art and Design** |  | **Frida Kahlo*** create sketch books to record their observations and use them to review and revisit ideas
* improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

great artists, architects and designers in history.**Romero Britto*** improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

great artists, architects and designers in history. | **Pitman Painters*** create sketch books to record their observations and use them to review and revisit ideas
* improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials,

great artists, architects and designers in history. |
| **Computing** | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program
* understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
 | * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
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| **Design and Technology** | **Flapjacks****Cooking and nutrition*** understand and apply the principles of a healthy and varied diet
* prepare and cook a variety of dishes using a range of cooking techniques
* understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Design* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Evaluate* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Make* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
 |  | **Beach Bags*** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
* understand how key events and individuals in design and technology have helped shape the world
* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Apply their understanding of computing to program, monitor and control their products. |
| **Geography** | **Topographical Features – Kielder*** locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 | **Volcanoes and Earthquakes – Iceland*** locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 | **Cramlington Now and Then: Local Area and Traffic*** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
* 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, and digital technologies.
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| **History** | **Ancient Greece*** know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the
* expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
 |  | **Cramlington Now and Then: Local Area and Traffic*** carry out a local history study
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and peasantry’.
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
* know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
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| **Languages**  | **French*** listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* present ideas and information orally to a range of audiences
* read carefully and show understanding of words, phrases and simple writing
* appreciate stories, songs, poems and rhymes in the language
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* describe people, places, things and actions orally and in writing

understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |
| **Music** | **Don’t Stop Believin’ – Rock, Bach*** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.
 | **Handel, Classroom Jazz, Benjamin Britten*** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.
 | **Beethoven, Stop – Hiphop*** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.
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| **Physical Education** | **Karate, Multiskills*** use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
* develop flexibility, strength, technique, control and balance
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 | **Skipping, Skip dance, Gymnastics, Hockey*** use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
* develop flexibility, strength, technique, control and balance
* perform dances using a range of movement patterns
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 | **Athletics, Volleyball, Striking and Fielding*** use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
* develop flexibility, strength, technique, control and balance
* perform dances using a range of movement patterns
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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| **Religious Education** | **How far would a Sikh go for his/her religion? –** *Do religious people lead better lives? Is religion the most important influence and inspiration in everyone’s life?** We are learning to compare different ways Sikhs put their religion into practice.

**Is the Christmas story true?** *– Do sacred texts have to be ‘true’ to help people understand their religion?*We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways. | **Are Sikh stories important today? -** *Do sacred texts have to be ‘true’ to help people understand their religion?* *Is religion the most important influence and inspiration in everyone’s life?** We are learning to understand the relevance of Sikh stories today.

**Did God intend Jesus to be crucified and if so was Jesus aware of this?** - *Do sacred texts have to be ‘true’ to help people understand their religion?**We are learning to question whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequences of events during Holy week.* | **What is the best way for a Sikh to show commitment to God?** – *Do all religious beliefs influence people to behave well towards others? Does participating in worship help people feel closer to God or their faith community?* * We are learning to understand how Sikhs show their commitment to God and evaluate if there is a best way.

**What is the best way for a Christian to show commitment to God?** – *Do religious people lead better lives? Does participating in worship help people feel closer to God or their faith community?* We are learning to understand how Christians show their commitment to God and evaluate if there is a best way. |
| **PSHE/SRE** | **Health and Wellbeing*** We are learning how to make positive choices to impact our physical and mental wellbeing while understanding the importance of a balanced lifestyle
* We are learning to reflect on and celebrate achievements, identify strengths, areas for improvement, set high aspirations and goals
* We are learning to deepen understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
* We are learning to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
* We are learning to understand the nature of risk and hazards
* strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
* the importance of protecting personal information, including passwords, addresses and images
* about people who are responsible for helping them stay healthy and safe and ways that they can help these people
 | **Relationships*** We are learning to recognise what constitutes as a positive, healthy relationship and developing skills to form and maintain positive and healthy relationships.
* We are learning to recognise ways in which a relationship can become unhealthy and how to amend this if needed (seeking help from others if required).
* We are beginning to understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.
* We are learning about the changes that occur during puberty.
* We are learning about human conception in the context of animal and human reproduction.
 | **Living in the Wider World*** We are learning to research, discuss and debate topical issues, problems and events concerning health and wellbeing and can offer recommendations to appropriate people.
* We are learning about the role money plays in our own and others’ lives, including how to manage money and about being a critical consumer.
* We are learning to develop an initial understanding of the concepts of “loans”, “interest”, “debt” and “tax”.

We are learning how to explore and critique how the media presents information. |
| **SRE** | **Legal and Illegal Drugs*** to explore a range of legal and illegal drugs, their risks and effects
* to consider their attitudes and beliefs about drug use and drug users
* to have considered strategies to resist drug use.
 | **Puberty*** to explore the emotional and physical changes occurring during puberty
* to understand male and female puberty changes in more detail
* to explore the impact of puberty on the body and the importance of physical hygiene
* to explore ways to get support during puberty
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