

Robert Wilkinson Primary Academy - Year Five

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Theme:	Cycle One	Cycle Two	Cycle Three
	Heroes and Villains	Ancient Greece	Our Commonwealth
Ignition day	What makes a modern day hero? Link to Personal Development, Behaviour and Attitude week	How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?	What is the Commonwealth and what does it mean to be part of it?
Key Questions:	What period of time did highwaymen / highwaywomen live? Who was Dick Turpin and what was he well known for?	Who were the Ancient Greeks? What was daily life like in Ancient Greece? What can we work out about everyday life in Ancient Greece from the evidence that remains? What were the beliefs of the Ancient Greeks? Why did the Ancient Greeks need both an army and a navy? What was the impact of the Ancient Greek civilization on the modern world?	What is the Commonwealth? Who are the members of the Commonwealth? Where and why was it created? What does it mean to you to be part of the Commonwealth?
Celebration	Mock Court - The Trial of Dick Turpin Highwayman Visit! Highwayman Artwork Museum	Climate change campaign: inform the rest of the school community about climate change. HOME LEARNING PROJECT - Climate Change	Children hold a mini Commonwealth Games where they will get to try out some of the more unusual sports from around the globe!
Suggested texts:	Highwayman (Alfred Noyes) Take One Book Street Child (Berlie Doherty) Fireworks - non-fiction (Whizz, Pop, Bang!) Good Thieves (Katherine Rundell) Super Hero Animals (David Dean & Camilla de la Bedoyere) A Christmas Carol (Tony Mitten & Mike Redman)	Varmints (Helen Ward) Take One Book Who Let the Gods Out? (Maz Evans) The Adventures of Odysseus (Hugh Lupton, Daniel Morden and Christina Balit) Athena: The Story of a Goddess Visitor's Guide to Ancient Greece	The Elephant's Child (Rudyard Kipling) Nkalimeva story from A River of Stories Letters from Farham and Jaclyn
Possible visitors / trips	Visit to Prison and Police Museums in Ripon.	N/A	Stockbridge Technology Centre, Nestle Visitor
Theme Week:	Personal Development, Behaviour and Attitude week - linked made to Heroes and Villains topic		Learning to Learn / Arts Festival / Sports week / STEM Week
British Values	Launch British Values - week focus – democracy: the rule of law: individual liberty and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Democracy, rule of law, individual liberty

PSHE	<ul style="list-style-type: none"> - Managing friendships and peer influence - Physical contact and feeling safe - Responding respectfully to a wide range of people; recognising prejudice and discrimination 	<ul style="list-style-type: none"> - Protecting the environment; compassion towards others. - How information online is targeted; different media types, their role and impact - Identifying job interests and aspirations; what influences career choices; workplace stereotypes 	<ul style="list-style-type: none"> - Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies - Personal identity; recognising individuality and different qualities; mental well-being - Keeping Safe in different situations including responding in emergencies, first aid and FGM
Creative Curriculum			
English:	<p style="text-align: center;">Reasons for Writing:</p> <p>Writing to Entertain:</p> <ul style="list-style-type: none"> -Poetry -Retelling a story -Character descriptions -Setting descriptions -Compare and contrast <p>Writing to Inform:</p> <ul style="list-style-type: none"> -Newspaper articles -Reports 	<p style="text-align: center;">Reasons for Writing:</p> <p>Writing to Entertain:</p> <ul style="list-style-type: none"> -Setting descriptions -Retelling a story <p>Writing to Discuss:</p> <ul style="list-style-type: none"> -Balanced arguments -One sided arguments 	<p style="text-align: center;">Reasons for Writing:</p> <p>Writing to Entertain:</p> <ul style="list-style-type: none"> -Traditional stories -Fables <p>Writing to Inform:</p> <ul style="list-style-type: none"> -Letters <p>Writing to Persuade:</p> <ul style="list-style-type: none"> -Letters -Adverts
History	<p style="text-align: center;"><u>When were different Heroes and Villains found in history and what impact did they have?</u></p> <p>What period of time did highwaymen / highwaywomen live? Who was Dick Turpin and what was he well known for? When was the gunpowder plot? Who was involved? Why were they involved?</p>	<p style="text-align: center;"><u>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</u></p> <p>Who were the Ancient Greeks? What was daily life like in Ancient Greece? What can we work out about everyday life in Ancient Greece from the evidence that remains? What were the beliefs of the Ancient Greeks? Why did the Ancient Greeks need both an army and a navy? What was the impact of the Ancient Greek civilization on the modern world?</p>	<p style="text-align: center;"><u>What are the principles of the Commonwealth and why are these principles so important?</u></p> <p>What is the Commonwealth and why was it created? Who are the members of the Commonwealth and what are the geographical features of these countries? What was York like before and after the introduction of the Commonwealth? How significant are York's trading links to the local community and the wider world? What is the history of the Commonwealth Games and what are some of the countries traditional games and sports?</p>

<p>Geography</p>		<p>Locational Knowledge (all linked through exploration of Amazon rainforest / deforestation / different biomes around the world): Name and locate key continents, countries and cities from Europe and North/ South America.</p> <p>Locate the North/ Southern Hemisphere, the Tropics of Cancer and the Tropics of Capricorn.</p> <p>Human Geography Identify where natural resources come from and what they are used for and research/question the world's renewable and non-renewable energy sources.</p> <p>Physical, Fieldwork & Mapping Skills (all linked through exploration of Amazon rainforest / deforestation / different biomes around the world): Develop an understanding of climate and vegetation biomes and why they are under threat from human activity.</p> <p>Use digital mapping to describe features of the area being studied.</p>	<p>Locational Knowledge (linked to York and the changes in physical environments throughout the last 200 years) Name and locate some of the different countries that make up the Commonwealth.</p> <p>Human Geography Understand how important these countries are as trading partners with Great Britain.</p> <p>Know which products these countries export the most and why.</p> <p>Fieldwork & Mapping Skills (including mapping of Yorkshire and identifying key areas of physical environment and trade e.g. farming and urban / rural areas) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>RE:</p>	<p>Why do some people believe in God? What do the terms atheist, agnostic and theist mean? To understand why some people believe in God and some don't. To understand the different places of worship. To be able to describe the God of Christianity. To understand why people have a place of worship.</p>	<p>Can people live by the values of Jesus in the 21st Century?</p> <ul style="list-style-type: none"> - To understand Jesus' teachings and relate these to actions. - What 'love' in the Bible? - What do Jesus' parables of forgiveness teach modern Christians? - How do Christians show justice and fairness? - What did Jesus teach about being generous and greedy? - How can Jesus' teachings be applied today? - What have we learnt about Jesus' teachings? 	<p>Places of worship</p> <ul style="list-style-type: none"> -What is a place of worship? What is it for? -What is a Christian place of worship? -What is a Hindu place of worship? -What is a Jewish place of worship? -Are people more important than the place of worship? -What does a place of worship mean to believers?
<p>STEM</p>			
<p>Maths:</p>	<p>Number:</p>	<p>Fractions. Decimals & Percentages:</p>	<p>Measurements:</p>

	<p>* Place Value - children will understand: composition of numbers up to 7 digits; ordering and comparing; understanding thousandths; rounding whole numbers and decimals; negative numbers</p> <p>* Addition & Subtraction - children will understand: mental strategies; column methods; word problems</p> <p>* Multiplication & Division - children will understand: mental strategies; squared numbers; cubed numbers; factors, multiples and prime numbers; short & long multiplication; short division; division with remainders</p>	<p>* Fractions - children will understand: converting between mixed numbers and improper fractions; adding and subtracting with different denominators; multiplying fractions by whole numbers; finding fractions of a quantity; identifying, ordering and comparing equivalent fractions; simplifying fractions; problem solving</p> <p>* Decimals - children will understand: the relationship between fractions and equivalents; adding and subtracting mentally; problem solving</p> <p>* Percentages - children will understand: the relationship between fractions and decimals; converting between fractions, decimals & percentages; percentages of amounts; problem solving</p>	<p>* Volume - children will understand: understanding volume; estimating and calculating volume of containers and amounts using cubed (³) and estimate using cubes to guide</p> <p>* Converting Measure - children will understand: identifying metric and imperial measurement; converting using multiplication / division between key metric measures; converting between different units of time</p> <p>* Area and Perimeter - children will understand: calculating area and perimeter of regular and composite shapes using (cm² and m²); estimating area and perimeter of irregular shapes</p> <p>* Geometry - children will understand: identifying 2D and 3D shapes (3D also from 2D representations e.g. nets); identifying, calculating and finding missing amounts of different angles; exploring and identifying regular and irregular polygons; reflecting and translating regular shapes</p> <p>Statistics: To be taught through STEM explorations - children will understand: exploring different types of graph e.g. line, bar, pictogram and solving a range of problems using information; reading, completing and solving problems using timetables</p>
<p>Science (x2):</p>	<p>Materials Sort materials based on their properties and will plan a fair test investigation into testing and reviewing the effectiveness of a product based on its purpose. Investigate whether everyday materials will dissolve in water to make a solution and link this to their learning in Cook School.</p> <p>Explore different methods of separating materials in a mixture and learn how evaporation can be used to separate the salt from a salt solution</p> <p>Make careful observations of materials changing state over time and recognise if the change is reversible or irreversible.</p>	<p>Earth & Space Learn about the Sun, Moon, Earth and other planets and describe their movements over time and location within the Solar System, using drama and models to help articulate their understanding. Use this knowledge to explain why day and night occurs and learn about the lunar cycle through careful observations of the Moon's phases at night over a month.</p> <p>Forces Explore and investigate the forces of gravity, air resistance, water resistance and friction through a range of practical investigation - making and recording observations and measurements and communicating findings.</p>	<p>Living things and their habitats Research life cycles of different vertebrate animal groups (mammals, fish, reptiles, amphibians, birds) identifying similarities and differences.</p> <p>Recognise the difference between sexual (pollination) and asexual reproduction of plants, and research the different ways that plants disperse their seeds.</p> <p>Animals including humans Recognise how humans change as they age - making careful observations and measurements and communicating findings.</p>
<p>DT</p>	<p>Mechanical Systems - Pulleys/Control</p>	<p>Cooking and Nutrition</p>	<p>Textiles- Combining different fabric shapes</p>

	<p>Design and Make Challenge: Children will design, make and evaluate a fairground ride with a Christmas theme. They will learn how to construct a pulley system which runs on a battery powered motor to move a load and will use this to power their fairground ride. Children will construct frameworks joining a range of materials to support the mechanical system and incorporate fixtures to make the structure stable. Children will learn how to create a quality finish and explore the use of computer control.</p>	<p>Design and Make Challenge: Children will design and make a Climate Friendly Recipe (use of local produce) that is healthy, nutritious and would have the approval of Greta Thunberg and David Attenboroug. Children will taste a range of ingredients to further develop their food vocabulary. They will select and prepare food products working safely and hygienically. Children will show an awareness of a balanced diet when designing and planning. They will select the appropriate tools to weigh, cut and shape ingredients and will join and combine ingredients in different ways.</p> <p>Mechanisms Making Catapults - Gravity and forces</p>	<p>Design and Make Challenge: Children will design, make and evaluate a fabric 'Bag for Life,' linked to advertising their own chocolate bar design. They will ensure they incorporate a fastening and make sure the bag is fit for purpose. They will investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. They will discuss the designers impact on the fabrics and products e.g. Is the product functional or decorative? Children will create patterns and cut out shapes by drawing around these onto fabric. They will understand the need for seam allowance. They will join and decorate fabric pieces using a wider range of stitches and techniques (e.g. embroidery and applique).</p>
<p>Computing:</p>	<p>Digital literacy</p> <p>Learn how to use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Learn about computer networks and the World Wide Web.</p> <p>Control Systems Children will learn about block-based programming through using Scratch and Microbits. They will also learn about text-based programming.</p>	<p>Information technology</p> <p>Create an ebook/Google Slides presentation about their learning.</p> <p>Become influencers or YouTubers to create a video to sell a product to their 'followers'.</p>	<p>Information Technology</p> <p>Understand why 3D modelling is important</p> <p>Gain knowledge of Google SketchUp and the different 3D modelling tools</p> <p>Create 3D models using Google SketchUp</p> <p>See how 3D printers can be used to create physical things</p>
<p>Wider Curriculum</p>			
<p>Art:</p>	<p>Painting: Highwayman Purple Moor perspective artwork. Look at colour choice and usage and choice for a painting. Experiment with colour tone using colour ladders to show tonal range. Use tone and tint to create 3D shape.</p>	<p>3D Experiment with and combine different materials and methods in designing 3D projects. Sculpt clay and moldable materials into a design for a project. Add texture and detail to my model.</p>	<p>Printing -Learn about stamp designing -Learn about 2 stamp designers -Identify the features of a stamp</p>

	<p>Look at how light source is added in a painting using tint and tone.</p> <p>How to create distance in a painting using colour ranges. Aerial perspective.</p> <p>Why do artists use perspective in their work?</p> <p>How do they achieve perspective?</p> <p>What is the impact of using silhouette in artwork?</p> <p>What are primary colours? Secondary? Tertiary?</p> <p>How can you create other colours from them?</p> <p>Cross curricular links:</p> <p>- Highwayman piece of artwork</p>		<p>-Develop skills doing observation drawings of plants</p> <p>-Learn watercolour skills</p> <p>-Design own stamp to include all the features</p>
Spanish:	<p>¿Qué deporte te gusta? - Sport and Opinions</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> - understand numbers to 30 and multiples of 10 - understand longer sentence about a sport <p><u>Speaking</u></p> <ul style="list-style-type: none"> - give an opinion about a sport using 'porque es' - Take part in role play <p><u>Reading</u></p> <ul style="list-style-type: none"> - read and understand text about sport (50 words) - read sentences out loud with good pronunciation <p><u>Writing</u></p> <ul style="list-style-type: none"> - write a few sentences from memory - use simple conjunctions: <i>pero, también, porque</i> <p><u>Grammar</u></p> <p>Know if a sport noun is masculine or feminine</p>	<p>Los Planetas - The Planets</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> - listen to and join in with a song <p><u>Speaking</u></p> <ul style="list-style-type: none"> - in pairs, present information about a planet to the class using good intonation <p><u>Reading</u></p> <ul style="list-style-type: none"> - Extract information from a text of 80 words, constructing factfile or answering questions in English <p><u>Writing</u></p> <p>Write 3-4 sentences using a word/phrase bank about a planet</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> - have some understanding of how verbs in Spanish are conjugated, using the verb <i>ir</i>. 	<p>La Ropa - Clothes</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> - understand numbers to 50 - listen to a description of what someone is wearing and pick out the main points <p><u>Speaking</u></p> <ul style="list-style-type: none"> - name 6 items of clothing with good pronunciation - say what someone is wearing or NOT wearing <p><u>Reading</u></p> <ul style="list-style-type: none"> - read a description of an outfit and draw it - read a role play out loud <p><u>Writing</u></p> <ul style="list-style-type: none"> - describe an outfit using nouns and adjectives - use simple conjunctions: <i>pero, también, porque</i> and preposition <i>con</i> <p><u>Grammar</u></p> <ul style="list-style-type: none"> - use correct indefinite article (<i>un, una, unos, unas</i>) - create phrases with correctly matched adjectives (m, f, s, p)
PE: (x4)	<p>Football & Hockey (attacking and defending)</p> <p>Gymnastics x 2</p>	<p>Throwing and Catching games (e.g. Netball, Basketball) Fitness circuits and OAA</p> <p>Dance & Touch Rugby</p>	<p>Tennis, Rounders</p> <p>Cricket & Athletics/Sports Day Prep</p>
Music:	<p>Reading and writing rhythm patterns, performing in a group and using l-s-m solfege.</p>	<p>Body percussion, drumming, composition using music technology (chrome music lab).</p>	<p>Compose and perform 2 part rhythmic pieces.</p>