

Year 5 Curriculum Topic Map

September 2020



THE PYTHON HILL ACADEMY

LABOR OMNIA VINCIT

Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Curriculum Drivers/ Enrichment	<p>Visit to the Blue John Mine: Enrichment Opportunity regarding the 3 types of rock and the effects of historic volcanic activity in contributing to the mineral wealth associated with the mine.</p> <p>Cultural Diversity: consider the variety of human geography associated with communities living in the shadow of a volcano today. Consider how incidents such as "Pompeii" and modern day disasters lead people from diverse backgrounds to work together to rescue individuals and rebuild communities. Look at the work of the Hawaii Island Volcano Recovery Fund and how donations from around the world support recovery efforts.</p> <p>Aspiration: visiting speaker associated with the emergency rescue services (e.g. The Nottingham Mines Rescue Service or other suitable local link). Explore the nature of the role, the rewards and challenges and career route.</p>							<p>Visit to the Space Centre or Visit from the Planetarium.</p> <p>Cultural Diversity: Consider the impact of the "Earth Rise" photo and how it reminded people of the fragility of the earth and how we all share one planet regardless of nationality and all depend on each other. Explore the lives of significant leaders associated with religions e.g. Martin Luther King or Gandhi. Consider how different cultural traditions have contributed to our understanding of the world and how we should treat each other.</p> <p>Aspiration: Enrichment Opportunity Earth and Space. Investigate the "Hidden Histories" associated with Nasa e.g. the contribution of Katherine Johnson to the Nasa project as an African American woman.</p>						
PE	<p>Throwing and catching</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Attacking and defending</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 							<p>OAA</p> <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Health and Fitness</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						

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Science	<p><u>Rocks and Caves</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Classify rocks according to physical properties 2. Investigate types of rock found locally 3. Explain why certain types of rock contain fossils 4. Explain why rocks and minerals found in different areas can vary 5. Categorise the rocks found at different levels in the caves and explain how they formed 6. Set up a fair test to investigate stalactite formation 7. Make observations and draw conclusions 							<p><u>Earth and Space</u></p> <p><u>Learning Journeys</u></p> <ol style="list-style-type: none"> 1. Name the planets and recall features 2. Describe the movement of the Earth relative to the sun and other planets 3. Demonstrate why we have day and night 4. Describe the movement of the Earth in relation to the sun and the impact this has on the seasons 5. Describe the phases of the moon 6. Understand what space is and illustrate the distance between the planets and the sun to scale 						
Art & Design	<p>Roman Pottery (using the clay artefacts from Pompeii as a stimulus for clay work. What did the pots and jugs look like? How would they have been decorated?)</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design. <p><u>Subject content:</u></p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 							<p><u>Portraits in the 20th Century (explore a range of portraits from the 20th century: Nelson Mandela portraits and the work of Matisse e.g. Woman in Hat, Andy Warhol Marylyn and representations of Martin Luther King.</u></p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p><u>Subject content:</u></p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. 						

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DT						<p>Design a Balloon Rocket to travel along a horizontal line guided by a straw.</p> <p>Design</p> <ul style="list-style-type: none"> 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. <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 								

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History	<u>Escape from Pompeii</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Recount the events that took place in Pompeii and Herculaneum 2. Interpret a written source to build a picture of the eruption of Mount Vesuvius in AD 79 3. Describe an everyday Roman scene in Pompeii 														
Geography				<u>Volcanos</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Describe the location of five famous Volcanoes 2. Describe how volcanic islands form and a physical process that affect them 3. Use location to make predictions about climate 4. Describe the human geography of Puebla 5. Explain why people might choose to live in Pueblo so close to Mount Popocatepetl 6. Explain why people might choose to live in Pueblo so close to Mount Popocatepetl 											
RE									<u>Inspirational Leaders today and in the recent past.</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Describe how Rosa Parkes became a leader 2. Explain why Martin Luther King is an inspirational leader for so many people 		<u>Religion and the individual:</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Explain the significance of Holy Communion (The Eucharist) 2. Investigate important teachings Jesus gave and the challenges they present 3. Explain the importance of Christmas for Christians 				

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MFL	Hobbies (Recap core units 123 as appropriate) <ul style="list-style-type: none"> • 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; • Read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language. 													
Computing								Coding <ul style="list-style-type: none"> • 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 programs; • 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. 		Online Safety <ul style="list-style-type: none"> • 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; • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 				

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Music											The Solar System			
											<ul style="list-style-type: none"> • 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. 			

	<u>Spring 1</u>						<u>Spring 2</u>					
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Curriculum Drivers/ Enrichment	<p>Visit to the Jorvic Centre Cultural Diversity: discuss the diversity of Britain's past. Consider the heritage of Celtic, Saxon and Danish placenames and surnames and consider investigating the surnames in the class. Investigate words that we use today that originated in Scandinavia. Discuss how Danish and English people learned to live side by side and get along in Jorvic. Aspiration: Consider the work of the long ship craftsmen designing and building boats to withstand storms in the Northsea. Share the process of apprenticeship and becoming a skilled craftsmen. Link this to their own projects in DT and the dispositions needed to succeed e.g. work ethic and positivity, and the ability to learn from failure.</p>						<p>Visitor from the Hindu or Islamic tradition: Cultural Diversity: Discuss key questions about belief and explore the children's own responses to these questions. Explore similarities and differences and how these questions and time to reflect are key to the human experience. Aspiration: Enrichment Opportunity: link to Music. Explore the life of Brahms. What did it take for him to succeed as a composer from young musician at the age of 7?</p>					
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Perform dances using a range of movement patterns; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Dance</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Perform dances using a range of movement patterns; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						<p>Dodgeball/Handball</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Take part in outdoor and adventurous activity challenges both individually and within a team; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Tag Rugby/Football</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Take part in outdoor and adventurous activity challenges both individually and within a team; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					

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Science	<p><u>Properties and changes of materials</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> Sort materials according to whether they are magnetic and/or conduct electricity Plan an investigation into the absorbency of different materials (Viking clothing) Present findings from our investigation and demonstrate which material would be best suited for Viking clothing Separate materials through evaporation Extract clean salt from dirty sea water Recognise reversible and irreversible changes Design an investigation into the effects of sugar on fermentation rates Draw conclusions about the relationship between the amount of sugar and fermentation rates 						<p><u>Life Cycles</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> Describe different stages of the human life-cycle Describe the process of reproduction in plants Compare life-cycles of different animals Compare life-cycles of plants and animals 					
Art							<p>The Northern Lights (consider how artists have represented the night sky (Van Gogh, Starry Night, and look at representations of the Northern Lights. Progress to using stencils to provide silhouettes of landscapes to be offset by the Northern Lights http://www.thatartistwoman.org/2015/01/northern-lights.html . Link to work on Scandinavia.</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p><u>Subject content:</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 					

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DT	<p>Design a Viking Long-ship using resistant materials (design constrains: Longship must be capable of being propelled by sail and float with stability on a safe water course in the locality)</p> <p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 											

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History	<p><u>Anglo-Saxons and Vikings</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Describe what happened in Britain after the Romans left 2. Describe life in an Anglo-Saxon village 3. Decide whether an Anglo-Saxon Kingdom was a fair place to live and give reasons 4. Explain why Vikings raided Anglo-Saxon Kingdoms 5. Describe everyday life in a Viking Settlement 6. Identify the distribution of Viking settlements in the school locality 											
Geography							<p><u>Scandinavia (a contrasting European locality)</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Describe the extent of the locations settled and visited by the Vikings 2. Investigate the climate and biomes of Sweden 3. Investigate how land use in Sweden affects trade 4. Investigate population density in Sweden 					

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RE												<p><u>Beliefs and Questions</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Investigate what Ahimsa means for life as a Hindu 2. Investigate what Zakat means for life as a Muslim
Computing												<p>5.3 Spreadsheets</p> <ul style="list-style-type: none"> • 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.

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MFL					School Trip <ul style="list-style-type: none"> • 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; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language. 							
Music							Life Cycles (Explore the human life cycle with music by Brahms, Berio and List etc to inspire singing, performing and composing using new techniques. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <ul style="list-style-type: none"> ▪ 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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Curriculum Drivers/ Enrichment	<p>Visit: Magma Science Park (Enrichment Opportunity for Forces topic)</p> <p>Cultural Diversity: Explore the positive impacts of different religions on the charitable field. What positive impacts have they had on the world.</p> <p>Aspirations: Mountains: Explore the life of Sir Edmund Hillary and the race to conquer Mount Everest. Discuss his later charitable work with the Himalayan Trust.</p> <p>Cultural Diversity: The challenge of Everest as a multi-national effort involving local people from Nepal (links to Team Player and Work ethic.</p>					<p>Visit the Civil War Centre, Newark Castle and Sconce Hills (N.B or other local opportunity).</p> <p>Aspiration: Enrichment Opportunity linked to PE visitor with a background of achievement in sport to discuss dispositions e.g. work ethic, team player. Consider the importance of practice, rehearsal as well as careers in sport and routes into this.</p> <p>Cultural Diversity: Enrichment opportunity linked to the PE visitor. Consider the diversity of some of England's successful teams e.g. England Women's world cup and Team GB for Tokyo Olympics.'</p>						
PE	<p>Netball/Basketball</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination; • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Hockey/Tennis</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination; • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					<p>Athletics/Sports Day prep</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination; • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Striking and fielding</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination; • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						

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Science	<u>Forces</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Identify the effects of friction 2. Carry out an investigation into shoe grip 3. Describe the forces acting on a falling object 4. Describe the effects of air resistance on a falling object 5. Investigate the effects of air resistance on a falling object 6. Recognise that mechanisms allow a smaller force to have a greater effect 7. Recognise that pulleys allow a smaller force to have a greater effect 					<u>Sound</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Describe how sound travels through a medium to the ear 2. Label the parts of the ear and describe how they respond to sound 3. Investigate the relationship between pitch, volume and distance from the sound source 4. Explore how sounds travel through different media 5. Describe how sounds travel through water 						

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DT	Design Make and Evaluate a Bagatelle Board (linked to Forces in Science) <u>Design</u> <ul style="list-style-type: none"> 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; <u>Make</u> <ul style="list-style-type: none"> 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. <u>Evaluate</u> <ul style="list-style-type: none"> 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. <u>Technical knowledge</u> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 											

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Art						<p>Mountains in Art (compare and contrast artistic representations of mountains from the impressionists with representations in Chinese art. Explore techniques and build to a final piece painting based on what pupils have learned.)</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. 						

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History						<p>The English Civil War (NB there are two alternative units in this half term- delete as appropriate in line with academy coverage).</p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Sequence events relating to the English Civil War on a timeline 2. Recall some of the causes of the English Civil War 3. Explore what the civil war means for Newark 4. Use written sources from 1646 to learn about the events in and around Newark 5. Describe what life was like in Newark during the Civil War and explain why it was important 6. Place the three sieges of Newark in the context of the Civil War 7. Describe some of the main consequences of the Civil War <p><u>Coal Mining in the Local Area</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Describe how the history of the local colliery fits into the chronology of mining in Britain 2. Describe some of the changes that happened during the industrial revolution 3. Write a letter giving reasons why children should not be allowed to work in coal mines 4. Describe the conditions experienced by miners in the 20th century 5. Use sources to investigate the sequence in which the mining community grew up 6. Use sources to investigate why people wanted to come to colliery villages to settle and work and describe changes that happened when the mines closed 						
Geography						<p><u>Mountains</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Investigate the largest mountains in the UK 2. Locate Ben Nevis and describe the land use in the wider area 3. Identify mountain ranges around the world 4. Describe the topography of Mount Kilimanjaro 						

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RE					<p><u>Beliefs in action in the world</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Investigate art and architecture relating to world religions 2. Investigate and reflect on the impact of the architecture, design and artwork associated with a place of worship 							
Computing	<p><u>Game Creator</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • 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. 											

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Music						Celebrations <ul style="list-style-type: none"> • 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. 							
MFL						Seasons <ul style="list-style-type: none"> • 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. 							