

Driver – Science

- Know what gravity is and its impact on our lives
- Identify and know the effect of air and water resistance
- Identify and know the effect of friction
- Explain how levers, pulleys and gears allow a smaller force to have a greater effect

Computing

- Lesson 1: iMove • To understand that computer programs containing graphics use x-y coordinates and turns are measured in degrees • The children program sprites to respond to movement using if..then statements
- Lesson 2: iSense • To understand that some variables can only be true or false (boolean) • To understand that programs can do different things if the value of a boolean variable is true or false (conditional statements)
- Lesson 3: iNavigate • To create a game that senses events on screen • To program statements that make something happen in response to events on screen
- Lesson 4: iVary • To be able to understand what a variable is and why they are useful Lesson 5: iScore • To understand that variables can be used in programming to keep track of values • To program statements that make something happen in response to the value of a variable
- Lesson 6: iDesign • To identify an appropriately scoped project • To develop an outline of tasks and activities required to develop a project Lesson 7: iCode • To use the computational concepts of sequence, selection, repetition and variables to program a computer game
- Lesson 8: iTest • To develop strategies for testing and debugging computer programs

Geography

- Know the names of a number of European capitals
- Can I investigate the human and physical geography of European countries?
- Know the names of, and locate, a number of South American countries
- Human/physical knowledge
- Can I investigate the human and physical geography of a South American country?
- Can I compare Chile to the UK and state the main differences and similarities?

MFL

- Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.
- Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.
- Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt.
- Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).
- Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjunction (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat).

Year 5 Curriculum Map – Autumn 2

Why does what goes up always come down?

Music

- identify major and minor tonality.
- Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.
- Respond to a leader or conductor.
- Self-correct if lost or out of time.
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:
 - C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.
- Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.
- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major)
- Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.
- Perhaps perform in smaller groups, as well as the whole class.

PSHE

- Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Childline
- Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world.
- Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own

DT

- Sketch and give details about the style Amy Shakleton (Drip Painting)
- Show how Amy Shakleton has influenced society • Create original pieces that show a range of influences and styles
- use acrylic paint
- Use tertiary colour in their paintings
- Use the past as a source of artistic inspiration. Experiment with mood& colour
- Sketch lightly before painting
- Create a colour palette based on colours observed in natural world
- Choose from a range of stitching techniques independently – Y4 – back and cross stitch

PE

- controlled when taking off and landing • throw with increasing accuracy • combine running and jumping
- gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot
- make complex extended sequences • combine action, balance and shape • perform consistently to different audiences
- compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency
- follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route
- pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last
- I can respond imaginatively to different situations adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

RE

- Make connections between some of Jesus' teachings and the way Christians live today (A1). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).
- Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).
- Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).