

Half Termly Curriculum Plan Autumn 1 2024

	Year 5										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Assessment
Computing	Yr 4 - We are Software Developers	Algorithm Debugging Code Programming Sprites Storyboard Variable		<u>We are Game Developers</u> L.I. – To understand all the elements involved in programming a game • I understand that each character in a game has its own program • I know that a game should have good graphics, sounds and challenge • I can program multiple sets of instructions and link them together	<u>We are Game Developers</u> L.I. – To design and create a computer program for a computer game • I can record the algorithm for game as a series of scenes on a storyboard • I can create original artwork for a game • I can create original sounds for a game	<u>We are Game Developers</u> L.I. – To use sequence, selection and repetition in a program • I can use count-controlled and infinite loops in a program • I can use variables in a program • I can use variables in a program	<u>We are Game Developers</u> L.I. – To use conditions and variables in a program • I can identify conditions in a program • I can modify a condition in a program • I can use variables in a program	<u>We are Game Developers</u> L.I. – To debug their programs • I can test my program • I can use decomposition to debug my programs • I can use logical thinking to solves problems	<u>We are Game Developers</u> L.I. – To Improve their games • I can identify ways a program could be improved • I can evaluate my game • I can give constructive feedback to me peers		Assessment based on final Scratch Project
Music	Key Stage 1: General references to beats in a bar. Key Stage 2: Learning to read music & playing instrumental pieces in different time signatures.	Time Signature (2/4, 3/4, 4/4). Simple Time. Strong Beat. Rhythm. Tals. Compose. Body Percussion. Score. Perform. Atmosphere. Effects. Soundtracks.		LI: I can understand the musical expectations for 'Year 5'. Explain / discuss the 'Year 5' music curriculum & expectations. Complete individual music	LI: I can understand how to recognise music written in 'Time Signatures' of 2/4 & 3/4. Learn a song written in 2/4 & 3/4 time. Explore & recognise when	LI: I can work as part of a team to compose & perform 2/4, 3/4 rhythm patterns. I can understand how to recognise music & rhythm patterns written in more complex	LI: I can work as part of a team to rehearse & perform rhythm patterns of up to 5 beats in a bar to a set stimulus. I can listen to & recognise music & rhythm patterns written	LI: I can work as part of a team to compose, rehearse & perform our own rhythm pattern composition using 'Time Signatures' of up to 5 beats in a bar.	LI: I can listen to & recognise that music that multiple changes of 'Time Signatures' can create atmosphere & effects within soundtrack compositions.	LI: I can recognise music written in different 'Time Signatures' & music that changes 'Time Signatures' within the composition. Recap on this unit of work.	Are You Listening? Beats in a Bar. (Written Assessment). <i>Listening to & recognising music that is written in 'Time Signatures' of</i>

				book covers for 'Year 5'.	the time changes within the song. Accompany the song using teacher led actions, emphasising that beat one of every bar is always the 'strong beat'.	'Time signatures'. Listen to & discuss a method of working out the number of beats in an audio 'Tal' pattern. Using various media investigate the characteristics of different 'Time Signatures' & the effect this has on the musical style. Working in groups, compose, rehearse & perform a two beat & three beat body percussion pattern to fit the previously learned song, ensuring that beat one is always strong & the same in either time.	in 'key signatures' of up to 5 beats in a bar. Using previously discussed methods, listen to & work out the number of beats in a different audio 'Tal' pattern. Revisit learning to date on 'Time Signatures'. Introduce a numerical 'Score' & discuss how to create 'Body Percussion' patterns for different number of beats (<i>between one – five</i>). Working in groups, compose, rehearse 'Body Percussion' patterns that fit one of three set compositions written on the numerical 'Score', ensuring that beat one is always strong & the same in any time.	I can recognise performed patterns by watching performances & comparing them to a written 'Score'. Using previously discussed methods, listen to & work out the number of beats in another audio 'Tal' pattern. Using various media revisit & discuss previous learning on 'Time Signatures'. Working in groups (<i>same as last week</i>), finish rehearsing & perform 'Body Percussion' patterns that fit one of three set compositions written on the numerical 'Score', ensuring that beat one is always strong & the same in any time.	Using previously discussed methods, listen to & work out the number of beats in another audio 'Tal' pattern. Using various media revisit & discuss previous learning on 'Time Signatures'. Watch a live performance of 'Tom & Jerry' cartoon music & discuss how changes of 'Time Signature' & use of different instruments are used to create atmosphere & effect. Working in groups & using a selection of 'Percussive instruments', work out, rehearse & perform rhythmic patterns that fit one of three set compositions written on the numerical 'Score', ensuring that beat one is always strong & the same in any time.	Run 'Beats in a Bar' assessment sheet.	<i>2/4, 3/4, 4/4 & music that changes 'Time Signature'.</i> Ongoing informal assessments throughout this unit of work.
PSHE	Being Me In my World- Yr3 and Yr4	Education Appreciation Opportunities Goals, Motivation Vision, Hopes Challenge, Rights, Refugee Empathise, Responsibilities Citizen, Denied Persecution Conflict, Asylum Migrant, Wealth	Face new challenges positively and know how to set personal goals.	Understand my rights and responsibilities as a citizen of my country.	Understand my rights and responsibilities as a citizen of my country and as a member of my school.	Make choices about my own behaviour because I understand how rewards and consequences feel.	Understand how an individual's behaviour can impact on a group	Understand how democracy and having a voice benefits the school community and know			

		Poverty, Deprive Prejudice, Citizen, Privilege, Rewards Consequences Choices									
PE		Footwork Land Step Pivot Pass Receive Defend Intercept Chest pass Over-head pass Shoulder pass		To demonstrate basic passing and receiving skills using a netball/football. To develop an understanding and knowledge of the basic footwork rule of netball	To use good hand/eye co- ordination to pass and receive a ball successfully. To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. Develop a greater understanding of different passes that can be used in a football game	To understand the importance of finding space in order to receive a pass. To understand how to make space by using dynamic movements	To be able to demonstrate a range of defending skills and understand how to mark an opponent. To understand how to intercept a pass.	Use the correct technique to successfully shoot a ball into a netball post from various points within the shooting circle. Use different shooting techniques and improve accuracy using different parts of the foot.	To understand the different positions and the roles in a team. To recognise which positions are attacking and which are defending.	Engage in small sided games, showing an understanding of the rules and sportsmanship to all.	End of unit assessment
Languages	Colours Grand(e) – big petit(e) - small Je suis – I am J'aime – I like Je n'aime pas – I don't like et – and chaud(e) – hot froid(e) - cold	Feminine variations on colours heureux/heureuse – happy perdu/perdue - confused fatigué/ fatiguée - tired fier / fière – proud surpris/surprise - surprised triste - sad J'ai faim - I am hungry J'ai soif – I am thirsty J'ai chaud - I feel hot J'ai froid - I feel cold car - because mais – but - facile - easy	I can introduce myself with simple sentences	Explain in more detail about how I am feeling - adjectives Understand a simple description of a planet – colour and size adjectives	Name school subjects in French	Give my opinion about school subjects Understand facts about planets using what I have learned in science to help me work out the French	Use a model and a word list to write a description of a planet	Say and read some important things (about myself and somebody else) using the Egyptians as a vehicle	Use a French dictionary – Tutankhamun's tomb	Translate hieroglyphics with the help of French	Check for learning – Puzzle it out

		ennuyeux - boring intéressant - interesting utile – useful difficile – difficult l'anglais - English les maths - maths le français – French l'EPS – P.E l'histoire - history la géographie – geography les sciences- sciences le dessin – art Je – I Tu – you Il – he Elle – she Elle habite à... / Elle s'appelle... / Elle a ... ans – she lives in... / She is called... / She is... years old Il habite à... / Il s'appelle... / Il a ... ans – He lives in... / He is called... / He is... years old									
Geography			Use maps, atlases, globes and digital maps to locate countries and features								
History			Understand the achievements of the earliest civilisations.	Understand an overview of where and when the first civilisations appeared – Ancient Egypt	Understand the ancient Egyptians wrote in hieroglyphics, on papyrus, which they made from reeds that grew along the Nile	Understand the ancient Egyptians worshipped gods who were responsible for different aspects of life				Understand when pharaohs died, priests would prepare their bodies with a process called mummification. They were then	

										placed in tombs with their most precious possessions	
Art and Technology								Give details (including own sketches) about the style of some notable artists—Alaa Awad			