

Chase Lane



Primary School and Nursery

Half Termly Curriculum Plan Autumn 2 2024

Year 5										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Assessment
Science	Year 3 - Forces	Sir Isaac Newton Gravity Galileo Galilei Parachute Water resistance Streamlines Buoyant Upthrust Friction Newton Lever Pulley	LI: I can explore gravity and the life and work of Isaac Newton Children will explore the life and work of Isaac Newton. They will investigate the relationship between mass and gravity and understand the influence gravity has on the universe.	LI: I can examine the connection between air resistance and parachutes Children will explore how air resistance acts on objects. They will design and test parachutes, using averages to get more accurate results	LI: I can examine the connection between air resistance and parachutes Children will explore how air resistance acts on objects. They will design and test parachutes, using averages to get more accurate results	LI: I can explore factors which affect water resistance Children will investigate water resistance, describing the forces acting on an object floating in water. They will identify the similarities and differences between air and water resistance	LI: I can investigate the effects of friction on different surfaces Children will investigate how friction acts on objects. They will use a Newton meter to measure a force and describe ways of changing the size of a frictional force	LI: I can investigate mechanisms – levers and pulleys Children will name the forces acting on a range of objects. They will describe the effect forces can have on an object.	LI: I can investigate mechanisms - gears Children will explain how gears work and their purpose. They will create a set of interacting gears noticing patterns in the workings of gears	
History			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					
Religious Education	Y1 – How does a celebration bring a community together? (Muslim / Christian) Y3 – What do Muslims believe	Hadith Mosque Expression Aniconism Architecture Iconoclasm Symbolic	L.I I can examine different types of artistic expression Children will explore different	L.I I can identify the history and symbolism of Christian art Children will explore physical	L.I I can compare and contrast Islamic art forms Children will look at examples of Islamic	L.I I can analyse the impact of different cultures on a significant architectural site Children will explore the Hagia	LI: I can compose and conduct a debate which encompasses conflicting viewpoints Children will explore and			

	about God? (Muslim) Y3 – What difference does being a Muslim make to daily life? (Muslim)		forms of expression and the emotions they may create.	copies of illustrated bibles and discussing different people, scenes and places	art before describing the appearance of the shahada	Sophia and identify different countries who have influenced and impacted the building over the centuries	discuss the recent reopening of the Hagia Sophia as a mosque and debate the advantages and disadvantages of this decision			
Computing	Yr 4- <u>We are Toy Designers</u>	Binary Code Cipher Decrypt Encrypt Morse Code Password Security Semaphore		<u>We are cryptographers</u> LI: To send and receive messages in semaphore • I can send and receive messages in Semaphore • I can explain how and semaphore is similar and different from the internet	<u>We are cryptographers</u> LI: To learn about – and use – Morse code • I can send and receive messages in Morse code • I can explain how Morse code is similar and different from the internet	<u>We are cryptographers</u> LI: To create secret messages and crack codes • I understand what a substitution cipher is • I can create and decode secret messages using the Caesar and substitution ciphers • I understand what the Brute force method is	<u>We are cryptographers</u> LI: To create and crack more complicated codes • I can decode a message using the Caesar cipher without knowing the letter key shift • I can use frequency analysis to solve a random substitution cipher	<u>We are cryptographers</u> LI: To find out the importance of having a secure password • I can see how important it is to keep passwords secret • I can see how important it is to create secure, hard-to-guess passwords • I can create a secure, hard-to-guess password	<u>We are cryptographers</u> LI: To learn how to stay safe on the web • I can see how secret code needs to be used sometimes when using the web • I can check to see if a web page is in secret code ('encrypted') • I can check the security certificates for a web page	Continuous assessment based on tasks completed
Art and Technology			Develop a simple design specification to guide their thinking Describe the purpose of their product Indicate design features that will appeal to intended users Critically evaluate the quality of the design and fitness for purpose Evaluate product against original design specification, highlighting strengths and	Explain how their product works Generate innovative ideas drawing on research Make design decisions taking in account of constraints (time, resources, cost)	Model ideas using prototypes Use annotated sketches to develop and communicate ideas Produce lists and select appropriate tools, equipment and materials Formulate step-by-step plans Accurately measure, mark out and cut materials Accurately assemble, join and combine materials Follow safety procedures	Evaluate the impact their product has beyond its intended purpose Evaluate how well the product has been designed, made, works	Evaluate how well products meets user needs and wants How to reinforce and strengthen 3D frameworks Understand materials have both functional and aesthetic qualities			

			areas for development							
Music	Nursery: Christmas Sing-a-long. EYFS: Traditional Christmas Nativity, KS1: Christmas Nativity Production as Year 1 & 2's. Lower KS2: Traditional Christmas Carol Service.	Pulse Rhythm Tempo (fast & slow) Pitch (high & low) Dynamics (loud & quiet) Performance (acting & dancing) Solo Ensemble Unison Melody Harmony Technology Audio Visual Microphones	LI: I understand the meaning of the word 'Christmas' Revisit & discuss the story of 'The First Christmas'. Introduce, discuss & run through the narrations / songs in the Year 5 Cantata (Bells Ring Out). Assign each class their melody / harmony parts.	LI: I understand how the cantata songs fit into the story of the 'First Christmas'. Introduce the solo / group singing parts, giving willing individuals an opportunity to sing a solo line in front of their peers. Work through songs in the service & how they fit in to the 'First Christmas' story. Focus on the melody & harmony lines in each song.	LI: I understand the 'First Christmas' story & why we have Christmas celebrations every year. Revisit & improve previously learned songs. Introduce the assigned solo & group parts into the rehearsals.	LI: I understand that rehearsal is very important in preparing for a live performance. Children to rehearse the cantata as a whole year group for the first time. Work at the overall presentation on stage in the main hall. Introduce assigned narrations into the rehearsals. Introduce & talk through using sound, technology & microphones in the performance.	LI: I can rehearse & perform as part of my cohort with increasing confidence. Children to gain confidence, improve their stage presence & performance levels by further rehearsing as a whole year group on stage in the main hall. Continue to work at & improve continuity of the overall performance using all the technologies.	LI: I can perform to a live audience with confidence. Final / dress rehearsals & performing the Christmas Cantata (Bells Ring Out) to the whole school. Live performance of the Christmas Cantata (Bells Ring Out) to families.	LI: I understand how Christmas in Victorian times was different to Christmas of today. As a Year 5 / 6 cohort watch a musical version of Charles Dickens 'A Christmas Carol'. Discuss how a Victorian Christmas is different from a modern Christmas. Year 5 visit to Sleeping Beauty - Rock & Roll Pantomime at the New Wolsey Theatre, Ipswich.	Class discussion relating to the live performances of the Christmas Cantata. How does a Victorian Christmas is different from a modern Christmas?
PSHE			Understand that cultural differences sometimes cause conflict Children aware of my own culture	Understand what racism is Children aware of my attitude towards people from different races	Understand how rumour-spreading and name-calling can be bullying behaviours Children can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	Explain the difference between direct and indirect types of bullying Children know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	Compare my life with people in the developing world Children can appreciate the value of happiness regardless of material wealth	Understand a different culture from my own Children respect my own and other people's cultures		
Languages	Places in town le musée- the museum le parc- the park le stade – the stadium Personal information Colours	la ville – the city le zoo- the zoo le métro – the underground la galerie d'art – the art gallery la gare – the station la piscine- swimming pool	LI: To understand some facts about Paris Children: I can understand some facts about the capital city of France.	LI: To and write a description of Cairo – Link to topic Children: I can use a model to say and write a description of a city	LI: To read and respond to letters from our French Penfriends Children I can read and understand some of what my French Penfriend has written to me	LI: To ask and pay for a ticket in French Children. I can ask for an entrance ticket	LI: To ask for and to understand how to buy an item in a shop Children Souvenir shopping role play - I can buy a souvenir and ask for the price.	LI: To learn how to understand and give directions in French Children: I can give and understand some simple directions around the city.	LI: to make a card for our French Penfriends Children Festive jumpers I can describe a festive jumper Children	PLN Puzzle it out

	3 rd person of être Sound/spelling link: “é” (musée, métro, cinéma, clés) “a” (parc cinéma, galerie, stade) beau/belle - beautiful grand/grande – big or large petit / petite - small s’il vous plaît – please	le cinéma – the cinema un livre – a book un stylo – a pen un aimant – a magnet une carte postale – a postcard un tee-shirt – a tee- shirt un porte-clés – a keyring Où est...? - Where is... ? à gauche – to the left à droite – to the right tout droit – straight ahead vieux/vieille - old moderne - modern intéressant – interesting Il y a- There is/ there are Bienvenue..... Welcome Je voudrais un ticket pour.... – I would like a ticket for.... un livre coûte cinq euros – A book costs five euros.								
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