

Half Termly Curriculum Plan Summer 1 2025

Year 5									
What are we doing to our planet?									
	Prior Knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science	Yr2- Animals including humans-different lifecycles Yr4- Living thing and their habitats (classifications)	Genes, reproduction, asexual reproduction, fertilisation, placental mammal, monotreme mammal, mammary glands, pouch, marsupial, amphibian, metamorphosis, pupa, larva, fledgling, egg tooth, embryo, primatologist, endangered, natural sciences, naturalist, vertebrate, reproduction, warm-blooded, reproduction	- Understand what plants need to grow strong and healthy - Understand that plants can reproduce sexually and asexually - Understand that plants are living things	- Understand that not all mammals have the same life cycle - Know the 3 types of mammal - Understand what a life cycle is	- Understand the life cycle of an amphibian - Understand the life cycle of an insect - Compare the process of metamorphosis in amphibians and insects	- Recall key facts about the structure of an egg - Describe the differences between a mammal and a bird or reptile life cycle - Understand the life cycle of birds and reptiles	- Understand the importance of documenting living things and highlighting their decline in the world - Identify important facts about 2 key members of the scientific community - Understand the importance of studying living organisms	- Suggest ideas for conservation of living or imaginary life - Represent key information about a chosen living organism - Represent knowledge learnt about life cycles	Developing Experts end of unit assessment booklet

Geography	Yr 3- physical geography Yr 4- Understanding human effects on planet Earth	Climate change, global warming, pollen, costal erosion, biome, physical features, endangered, atmosphere, ozone, greenhouse gases, methane	L.I. I can understand the human effect of planet Earth and how we can make a difference.	L.I. I can understand the human effect of planet Earth and how we can make a difference.	L.I. I can explain how the human impact on our planet has affected living things.	L.I. I can educate others about the importance of bees to our planet.	L.I. I can educate others about the importance of bees to our planet	L.I. I can understand the importance of recycling.	Hexagon assessment- key points from each lesson
Computing	Yr 4 - Programming with Minecraft Education	Circuit Microcontroller Motor Output Input LED Switch Infinite Loop Count- Controlled Loop Selection Condition Conditional loop	<u>Programming with Crumble</u> L.I. – To control a simple circuit connected to a computer • I can create a simple circuit and connect it to a microcontroller • I can program a microcontroller to make an LED switch on • I can explain what an infinite loop does	<u>Programming with Crumble</u> L.I. – To write a program that includes count-controlled loops • I can connect more than one output component to a microcontroller • I can use a count-controlled loop to control outputs • I can design sequences that use count-controlled loops	<u>Programming with Crumble</u> L.I. – To explain that a loop can stop when a condition is met • I can explain that a condition is either true or false • I can design a conditional loop • I can program a microcontroller to respond to an input	<u>Programming with Crumble</u> L.I. – To explain that a loop can be used to repeatedly check whether a condition has been met • I can explain that a condition being met can start an action • I can identify a condition and an action in my project • I can use selection (an 'if...then...' statement) to direct the flow of a program	<u>Programming with Crumble</u> L.I. – To design a physical project that includes selection • I can identify a real-world example of a condition starting an action • I can describe what my project will do • I can create a detailed drawing of my project	<u>Programming with Crumble</u> L.I. – To create a program that controls a physical computing project • I can write an algorithm that describes what my model will do • I can use selection to produce an intended outcome • I can test and debug my project	Assessment based on final Crumble project

Art and Technology		Sketching, techniques, Shading, Tonal, Cross-hatching	I can use a variety of sketching techniques to add interesting effects.						
Religious Education	Y3 – How do people express commitment to a religion / worldview in different ways? (Multi) Y4 – How have religious groups contributed to society and culture? (Hindu / Christian)	Dharma, Ahimsa, Karma, Murti, Samsara, Atman, Moksha		Define the fundamental concepts and beliefs which underpin Hinduism	Examine Hindu beliefs about God	Investigate the significance of Diwali to Hindu beliefs	Explain how Hindu beliefs shaped the life of Mohandas Gandhi	Design an artwork which encompasses the four Yogic paths of freedom	Reflect and discuss after final art piece
Music	A basic understanding of Musical Notation taught throughout EYFS & KS1. Experiences gained from playing whole class recorders / P-Buzz in years 3 / 4. Experience of reading musical notation at choir.	Pitch (B, A, G). Stave / Staff. Time Signature. Bar Lines. Notation / Rests. Crotchet / Minim / Semi-breve / Quaver. Dynamics (p, mp, mf, f). Crescendo / Diminuendo.	Recap & extend previous understanding on basic Pitched Musical Notation. Introduce the Glockenspiel & understand how it works. Introduce & model good posture & technique required to play the Glockenspiel successfully.	Working in pairs, practice the good posture & technique required to play the Glockenspiel successfully. Recap use of the software programme. Charanga Instruments Glockenspiels Act 1.	Recap previous learning on the Recorder & extend by working through using: Charanga Instruments Glockenspiels Act 1.	Recap previous learning on the Recorder & extend by working through using: Charanga Instruments Glockenspiels Act 1.	Recap previous learning on the Recorder & extend by working through using: Charanga Instruments Recorders Act 1. Act 2 (Playing Together).	Recap previous learning on the Recorder & extend by working through using: Charanga Instruments Recorders Act 1. Act 2 (Playing Together). Act 3 (More notes).	General recap of progress made during this half term.

PSHE	Yr 4- Relationships Puzzle- jealousy and showing appreciation	Characteristics, personal qualities, attributes, self-esteem, responsibility, age limit, social network, rights, risky, violence, appropriate, grooming, gambling, trustworthy, screen time, mental health, physical health, personal information, vulnerable	• To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • To know how to keep building my own self-esteem	• To understand that belonging to an online community can have positive and negative consequences • To recognise when an online community feels unsafe or uncomfortable	• To understand there are rights and responsibilities in an online community or social network • To recognise when an online community is helpful or unhelpful to me	• To know there are rights and responsibilities when playing a game online • To recognise when an online game is becoming unhelpful or unsafe	• To recognise when I am spending too much time using devices (screen time) • Identify things I can do to reduce screen time, so my health isn't affected	• To explain how to stay safe when using technology to communicate with my friends • To recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	Jigsaw Journey self- assessment
Languages	Je m'appelle- I am called J'habite à- I live in.... J'ai ans - I amyears old Je suis....- I am Âge- age Les étoiles- the stars	Prénom- first name Nom de famille - surname Date de naissance- date of birth Adresse - address Nationalité – nationality Je ne suis pas ... - I am not Ma date de naissance est... - My date of birth is ... Mercure- Mercury Vénus- Venus Pluton- Pluto Jupiter- Jupiter Mars- Mars	Understand words used on an ID card	Ask and answer questions about someone's identity	Name planets in French	Read and understand simple information about planets	Recall and use familiar vocab to understand simple information about planets	Create an imaginary planet and make a poster with information about it	

		Saturne- Saturn Neptune- Neptune Le Soleil – the Sun La Lune- the Moon La Terre- the Earth Les astronautes- the astronauts La planète- the planet L'espace- Space							
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