

Summary Curriculum Termly Overview – Foundation subjects Year 5 Spring Term

Subject	Overview of learning objectives
Humanities	<ul style="list-style-type: none"> • History - Crime and Punishment <ul style="list-style-type: none"> ○ To understand what crime and punishment was like in the Roman, Anglo-Saxon, Medieval and Victorian times. ○ To understand how transportation was used as a punishment in the early modern period. ○ To compare modern day crime and punishment to historical approaches studied. • Geography - Natural Resources <ul style="list-style-type: none"> ○ To identify Britain's natural resources and how they are used. ○ To understand how natural resources are used to produce energy. ○ To identify clean and renewable natural resources used to produce electricity and their pros and cons. ○ To identify parts of the world where wood is produced and the problems this can have.
RPS	<p>RE Enquiry based learning: World view (religion) - Sikhism</p> <ul style="list-style-type: none"> • Enquiry 1: Does joining the Khalsa make someone a better Sikh? • Theme: The Amrit Ceremony and the Khalsa • Enquiry 2: Do Sikhs think it's important to share? • Theme: Sharing and Community. <p>PSHE Spring 1: Dreams and Goals Theme: Aspirations, how to achieve goals and understanding the emotions that go with this.</p> <ul style="list-style-type: none"> • When I Grow Up (My Dream Lifestyle) • Investigate Jobs and Careers • My Dream Job. Why I want it and the steps to get there • Dreams and Goals of Young People in Other Cultures • How Can We Support Each Other? • Rallying Support <p>Spring 2: Healthy Me Theme: Being and keeping safe and healthy.</p> <ul style="list-style-type: none"> • Smoking; <i>Choices, Healthier behaviour, less healthy behaviour, Informed decision, Pressure, Media, Influence</i> <i>Vaping</i> • Alcohol; <i>Choices, Healthy behaviour, Unhealthy behaviour</i> <i>Informed decision, Pressure, Media Influence</i> • Emergency Aid; <i>Emergency Procedure, recovery position, Calm, Level-headed</i> • Body Image; <i>Body image, Media, social media</i> <i>Celebrity, Altered, Self-respect, Comparison</i> • My Relationship with Food <i>Body image, Informed decisions/ choices, pressure.</i>

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	<ul style="list-style-type: none"> • Healthy Me; <i>debate, Opinion, fact, choices, healthy lifestyle Motivation.</i>
Music	<ul style="list-style-type: none"> • To listen and appraise a variety of musical genres • To be able to use a DAW to create hip-hop • To be able to sing collectively as a class and year group • To understand basic musical notation • To use musical notation to create own short ostinato
Computing	<ul style="list-style-type: none"> • To develop and employ ideas about computer aided design • To develop and employ ideas about computer aided manufacture • To experience using CAD software • To extend working knowledge of the Scratch toolkit and meet coding challenges
Art	<ul style="list-style-type: none"> • To study the artist Lowry and learn to draw their own street in his style, as well as learning about one-point perspective. • Photograph their graffiti fence and their final drawing of the Lowry inspired street, and incorporate the two into one outstanding picture.
P.E.	<ul style="list-style-type: none"> • To choreograph a series of Gymnastics skills into a level appropriate performance • To perform synchronised sequences with a partner • To perform a variety of partner balances with poise and control • To identify and appraise elements in a partner's sequence and critique it accordingly • To further develop Basketball passing, dribbling, and shooting skills and apply them to game situations • To understand how to keep possession while under pressure • To play small sided scoring games with applied rules
Languages	<p>French</p> <ul style="list-style-type: none"> • To learn the vocabulary for different types of houses, as well as the rooms of the house • To say the rooms in my house and use adjectives to describe them • To learn the vocabulary for some common professions and say the profession I wish/do not wish to do <p>Spanish</p> <ul style="list-style-type: none"> • To practise using bilingual dictionaries • To name a range of sports and leisure activities • To express and justify a range of personal opinions • To be able to use 'frequency words' to express how frequently activities are carried out • To learn about Easter celebrations in Spain and in Spanish speaking countries