

51 Curriculum Plan Class 5 Years 5 and 6 Autumn 2016

English	See separate plan: 'English for academic year – Class 5'
Maths	See separate plan: 'Mathematics for academic year – Class 5'
Science	<p>Light and Sight</p> <p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
History	<p>The Roman Empire and its impact on Britain</p> <p>Julius Caesar's attempted invasion in 55-54 Bc</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance – Boudica</p> <p>Romanisation of Britain – eg Wroxeter</p>
Geography	<p>Use maps to locate countries and physical features</p> <p>Link with Roman Empire and Romans in Britain</p> <p>locate the world's countries, using maps to focus on Europe</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
Computing	<p>Coding – build on knowledge from previous learning</p> <p>Design and write programmes that accomplish specific goals</p> <p>Use sequence, selection and repetition in programmes</p> <p>Work with variables and various forms of input and output</p> <p>Select, use and combine a variety of software on a variety of digital devices</p> <p>Programming</p> <p>Revision of Repetition and Loops.</p> <p>Allow time to experiment using free code and use their creativity to make games and apps. Focus on timing, keep track and making an animation.</p> <p>Starter unit to embed the concepts learnt so far.</p> <p>Creativity beyond programming.</p> <p>Use of mapping programs to support the topic e.g. Barefoot Atlas on iPad.</p> <p>Multimedia books such as "Book Creator" to support the topic.</p> <p>Support for D&T – textile design. – Use of art package.</p> <p>Applying ICT in society.</p> <p>Using art packages on PC and iPad to investigate digital art.</p> <p>Use databases from Galleries around the world to investigate pictures in their collections.</p> <p>Taking digital tours.</p> <p>How artwork developed in modern society as technology allowed more detail and colour e.g. comparing work of Charles Keeping.</p>

	<p>Safety</p> <p>Images which are unacceptable and ways to report and deal with them.</p> <p>Internet sharing and social media – a responsible approach.</p>
Art and Design	<p>To improve mastery of art and design techniques – for example, ink work inspired by the art of Charles Keeping</p> <p>To learn about the work of craft makers and experiment with colour and pattern, linked to the topic on Romans – for example mosaics</p>
Design Technology	<p>To design, make and evaluate a textile product – soft toy/puppet.</p> <p>To select from and use a wide range of tools and equipment to perform practical task, such as cutting, shaping, joining and finishing accurately.</p>
Music	<p>Children learn to play a brass instrument through Shropshire Music Service</p> <p>Children will play and perform in solo and ensemble contexts – using their voices with increasing accuracy, fluency, expression and control.</p>
MFL	<p>French. Understand and respond to sentences and phrases relating to time. Write and speak about weather. Understand and apply grammar relating to gender and adjective. Understand and give simple opinions relating to clothes. Read and understand more complex language. Write sentences, some from memory.</p>
PE	<p>Children will benefit from specialist teaching once a week with sports coaches. Programme will vary to give a broad range of experiences throughout the term.</p> <p>1st Half Tag Rugby and Football</p> <p>2nd Half Netball and Basket ball</p>
RE	<p>What do religious traditions say about how we should treat each other?</p> <p>What does a Christian mean by loving your neighbour?</p> <p>Why do Christians celebrate Christmas?</p> <p>Celebrations – Christmas journeys</p>
PSHE	<p>Being with other people and appreciating the value of friendships.</p> <p>Valuing friends and understanding how actions affect others</p> <p>Beginning to learn the skills needed for building healthy relationships</p> <p>Recognising the difference between right and wrong – exploring the concept of trust</p>