



SPRING TERM CURRICULUM PLAN

YEAR GROUP 5

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider use of the environment for this term.</p>	<p>In the Spring term we enjoy a residential trip to York, where we participate in a range of workshops and activities to discover how the Vikings lived, worked, and even ate. This is a fantastic opportunity for the children to see some incredible historic sites and get a taste for how the Vikings have impacted British history.</p>
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<p align="center">SCIENCE</p>		
<p align="center">Skills as a Scientist</p>	<p align="center">Substantive Knowledge</p>	<p align="center">Vocabulary</p>
<p>I can take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs</p> <p>I can report and present findings in oral and written forms such as displays and other presentations</p> <p>I can plan different types of scientific enquiry to answer questions including recognising and controlling variable where necessary</p> <p>I can use straightforward scientific evidence to answer questions or to support their finding</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p><u>Earth and Space</u></p> <p>Explain day and night and the apparent movement of the Sun across the sky.</p> <p>Describe the movement of the Earth and other planets in our solar system relative to the Sun.</p> <p>Describe how the moon moves in relation to the earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical</p> <p>Scientist: Ptolemy and Copernicus. Look at the heliocentric and geocentric models of the solar system and why they thought their respective theories.</p>	<p><u>Earth and Space</u></p> <p>Earth, Sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune</p> <p>Spherical, Solar system, rotates, star, orbits, planets, axis</p>
<p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p>	<p><u>Forces</u></p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p>	

<p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can report and present findings, including conclusions, casual relationships and explanations of results</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Scientist: Know: Leonardo Da Vinci did drawings of the first parachute, but Sebastien Lenorman demonstrated it first in 1783</p> <p>Scientist: Isaac Newton - discovered gravity and the newton meter.</p>	
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HISTORY

Ancient Greece

1. Athens tries something different
2. The Peloponnesian War
3. The Parthenon
4. Greek literature
5. The Odyssey
6. The Greeks loved philosophy

Alexander the Great

1. Greece and Macedon
2. King Philip makes Macedon great
3. Alexander: from boy to king
4. Alexander's battles
5. Alexander conquers Persia
6. The wonderful library of Alexandria

GEOGRAPHY

Volcanoes

1. The journey no one will make
2. What happens when a volcano erupts?
3. How are volcanoes formed?
4. Active, dormant and extinct volcanoes
5. Mount Etna
6. Why do people choose to be near a dangerous volcano?

Climate and Biomes

1. The continent of Europe
2. Climate zones

3. Climate and oceans
4. Climates and biomes
5. The Mediterranean climate
6. The temperate climate: Britain and the Rhine

RELIGIOUS EDUCATION

- The life and teachings of Jesus
Jesus is baptised and tempted
2. The disciples and the Sermon on the Mount
 3. The miracles of Jesus
 4. The parables of Jesus
 5. The transfiguration of Jesus
 6. Why are these stories important for Christians?

- Death and resurrection of Jesus
1. Palm Sunday: the entry of Jesus into Jerusalem Page
 2. Maundy Thursday: the last supper of Jesus
 3. Jesus is arrested, condemned and punished
 4. Good Friday: the death of Jesus on the cross
 5. Easter: the resurrection of Jesus
 6. The risen Jesus appears to his disciples

DESIGN TECHNOLOGY

Skills as a Design technologist	Substantive Knowledge	Vocabulary
<p>Exploring and developing</p> <ul style="list-style-type: none"> • I can explore ideas and collect visual and other information to help me develop my work. • I can use my ideas to develop my work, taking into account the purpose. <p>Investigating and making</p> <ul style="list-style-type: none"> • I can use my knowledge and understanding of materials and processes to communicate design, ideas and meanings. • I can make images and artefacts, combining and 	<ul style="list-style-type: none"> • Know what Viking Long boats were and how they worked. • Know constituent parts of primitive boats. • Know how cross-sectional drawings and prototypes inform and refine final design. • Know efficient ways to join precisely. • Know about best materials to use. • Know how the aesthetics of a Viking boat has symbolic significance. 	Precision Refine Prototype Cross-section Symbolic Watertight Repellent Impermeable Viking Longboat Hull Fore/bow Aft Mast Deck Sail

<p>organising visual and tactile qualities to suit my intentions.</p> <ul style="list-style-type: none"> I can cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). <p>Evaluating and developing</p> <ul style="list-style-type: none"> I can analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context. I can adapt and refine my work to reflect my own view of its purpose and meaning. I can compare and comment on ideas, methods and approaches used in my own and others' work, relating these to the context in which the work was made. 		Duable
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ART		
Skills as an Artist	Substantive Knowledge	Vocabulary
<p><u>Drawing</u></p> <p>Use acrylic oil pastels to blend</p>	<p><u>Drawing</u></p> <p>Know what blending is and explain how to blend and the effect it creates.</p> <p>Know what analogous and complimentary colours are.</p> <p>Know how to choose colour to create powerful pieces of work.</p> <p><u>Artist</u></p> <p>Know how the artists Peter Thorpe and Robert McCall represent space</p> <p>Know what abstract art is.</p>	<p>Media</p> <p>Analogous colours</p> <p>Complimentary colour</p> <p>Blending/merging</p>

	<p>Know how to compare media, oil pastels and pencils, and say which creates a bolder and more abstract effect.</p> <p>Know how to use colour to create and effective pieces of work inspired by Peter Thorpe.</p>	
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COMPUTING		
Skills as a Computer technologist	Substantive Knowledge	Vocabulary
<p>E Safety</p> <ul style="list-style-type: none"> I can create a secure password. <p>Data handling</p> <ul style="list-style-type: none"> I can use a spreadsheet and database to collect and record data. I can present data in an appropriate way. I can talk about mistakes in data and suggest how it could be checked. I can use tools to write and use formulas and add data efficiently. 	<ul style="list-style-type: none"> Know why a secure password is important and how to create one. Know what a spreadsheet is and why it might be used. Know the advantages to using a spreadsheet. Know how to represent data in different ways - e.g. a graph Know what the icon for auto sum is. 	<p>Secure Spreadsheet Cell</p> <p>Fill down fill series formula sum product</p>

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<p>Protecting the environment; compassion towards others</p>	<p>about how resources are allocated and the effect this has on individuals, communities and the environment</p> <ul style="list-style-type: none"> the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment - litter picking, monitors 	

<p>How information online is targeted; different media types, their role and impact</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>to identify jobs that they might like to do in the future</p> <ul style="list-style-type: none"> • about the role ambition can play in achieving a future career how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training 	
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MUSIC		
Skills as a Musician	Substantive Knowledge	Vocabulary
<ul style="list-style-type: none"> • PERFORMING • Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound. • Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture. • Direct others to start and stop using gestures or counting in, setting tempi and dynamics. <p>COMPOSING</p> <ul style="list-style-type: none"> • Construct a piece with a simple structure (e.g. Binary 	<p>PERFORMING</p> <ul style="list-style-type: none"> • Understand and respond to visual cues for starting and stopping, and/or fading away, tempo, dynamics and articulation. <p>COMPOSING</p> <ul style="list-style-type: none"> • Understand different structures of music. • Know what scale patterns are. <p>AURAL AWARENESS</p> <ul style="list-style-type: none"> • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Compare and discuss differences in performances of the same piece of music. • Recognise a variety of metres. • 	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Notation</p> <p>RnB</p> <p>Rock</p> <p>Reggae</p> <p>Pop</p> <p>Film/Classical</p> <p>Musicals</p> <p>Motown,</p> <p>Soul</p> <p>Disco</p> <p>Funk</p> <p>Hip Hop</p> <p>Big Band</p> <p>Jazz</p> <p>Dynamics</p> <p>Solo</p>

<p>or Ternary, Verse-Chorus, Intro/Outro).</p> <ul style="list-style-type: none"> • Improvise with increasing confidence (e.g. using a scale pattern). • Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes. • Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music. • Works independently within a group composition showing thought in selection of instruments and playing techniques, • Is beginning to compose using conventional notation for rhythms and/or pitch. 		<p>Ensemble Introduction Verse Chorus Bridge Hook Backing/ accompaniment Improvise Notation Notes Stave Key signature Coda Ostinato Crochet Quaver Minim Semibreve Metres</p>
<p>AURAL AWARENESS</p> <ul style="list-style-type: none"> • Recognise and identify instrumental families aurally. • Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation. <p>EVALUATING</p> <ul style="list-style-type: none"> • Make constructive and comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. • Make simple connections and comparisons with music being listened to and own compositions and performances. • Discuss music in subjective and objective terms using musical vocabulary. • Recognise how music reflects its purpose, place and time including other cultures and traditions. 		

PHYSICAL EDUCATION

Skills as an Athlete	Substantive Knowledge	Vocabulary
<ul style="list-style-type: none"> I can link ideas, skills & techniques with precision & fluency when performing basic skills. I have poise and style to please the audience. I understand composition by performing more complex sequences, using different heights and apparatus. I can describe how to refine, improve & modify performances I can run a supported warm up and cool down. I can use my core to maintain a balance and poise during a sequence. My arms are used for balance as well as for finesse. Use arabesque. I can do a forwards roll, beginning to use my legs to push into the movement. I act upon other's advice to improve my performance and skill; I am also able to offer points for development to others. 	<ul style="list-style-type: none"> I know how to compose a routine with a variety of movements I know how to politely give and receive feedback and I am supportive in my feedback to others. I know how and why I need to warm up certain parts of my body and the effects if I do not. I know for an arabesque that my back needs to be straight and my supporting leg is straight. My arms are used for balance and I can apply my counter balance knowledge. I know how to keep my head and my spine safe when performing a forwards roll (head tucked under, roll down each vertebrae and stand steady at the end). 	<ul style="list-style-type: none"> Routine Rhythm Arabesque Poise Finesse Forwards roll
<ul style="list-style-type: none"> I can demonstrates precision, control & fluency in response to stimuli I can vary dynamics & develop actions with a partner or as part of a group I continually demonstrate rhythm & spatial awareness I can modify my performance & that of others as a result of observation & basic understanding of the structure of the body 	<ul style="list-style-type: none"> I know how to be precise in my movements and control each part of my body. I know how to vary the dynamics (speed, height, movements) for a desired effect. I know for a successful dance I need to follow the rhythm of the music and my movements need to be in time. I know how to work alongside others without causing harm and creating an effect (mirror, cannon) 	<ul style="list-style-type: none"> Precision Control Fluency Dynamics Spatial awareness Rhythm Mirror cannon
<ul style="list-style-type: none"> I can use the overhead hit correctly throw with aim and vary the distances due to the force behind the throw. I can hold the racket correctly, maintain a rally and able to direct the ball to a desired location (my partner or an open space during a game). 	<ul style="list-style-type: none"> I know when to use the forehand and back hand based on the side of the court the ball is travelling towards. I know that the overhead hit is used to start a game and I vary the speed and distance through force behind the racket when it contacts the ball. 	<ul style="list-style-type: none"> Forehand Backhand Rally Court Net Light feet Overhead

<ul style="list-style-type: none">• Using the backhand position, I can extend my arm during a game to hit the ball to a desired location.• During any activity, I can vary the distance needed by varying the pressure/force behind the racket.• I can use my body position and wrist movement to change the direction of the ball tactically.		
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