

Scientific enquiry skills should permeate through all Science learning

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

KNOWING ME KNOWING YOU (3)	
Challenge: Define yourselves as a team	
ART	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history
CITIZENSHIP/RE	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -to recognise how their behaviour affects other people -to listen to other people, and play and work cooperatively -to identify and respect the differences and similarities between people -take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well) -meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse) -develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task) -to face new challenges positively by collecting information, looking for help, making responsible choices, and take in that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view -feel positive about themselves -take part in discussions
ENGLISH	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -Use dictionaries to check the spelling and meaning of words -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task. -Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - Using a wide range of devices to build cohesion within and across paragraphs (conjunctions) -Continue to distinguish between homophones and other words which are often confused -Asking questions to improve their understanding -Recommending books that they have read to their peers, giving reasons for their choices <p>Application in writing opportunities:</p> <p>Autobiography Instructions</p>
COMPUTING	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Outcome: Class portraits artwork	

ONE GIANT LEAP FOR MANKIND? (6)	
Challenge: Convince the conspiracy theorists! Was the moon landing real?	
HISTORY	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Moon landing)
SCIENCE	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change -describe the movement of the Earth, and other planets, relative to the Sun in the solar system -describe the movement of the Moon relative to the Earth -describe the Sun, Earth and Moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - recognise that light appears to travel in straight lines -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 -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 -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
ENGLISH	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -Using expanded noun phrases to convey complicated information concisely -In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Using modal verbs or adverbs to indicate degrees of possibility -Identifying how language, structure and presentation contribute to meaning -Distinguish between statements of fact and opinion -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -Using a wide range of devices to build cohesion within and across paragraphs -Using commas to clarify meaning or avoid ambiguity in writing -Using brackets, dashes or commas to indicate parenthesis -Provide reasoned justifications for their views. <p>Application in writing opportunities:</p> <p>Persuasive writing Setting/character (story)</p>

**YEAR 5 CURRICULUM OBJECTIVES OVERVIEW
2019-2020**

	Diary (Captain's log) Balanced argument Debate
Computing	NC OBJECTIVES Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Outcome: Take part in a moon landing debate	

RAIDERS OR TRADERS? (6)	
Challenge: Who really were the Vikings?	
HISTORY	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -Britain's settlement by Anglo-Saxons and Scots (refer to non-statutory guidance) -The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (See non-statutory guidance) -Raids and invasions
DESIGN TECHNOLOGY	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing -select from and use a wide range of materials and components, including construction materials, according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world -apply their understanding of how to strengthen, stiffen and reinforce more complex structures
ENGLISH	<p>Use a thesaurus</p> <ul style="list-style-type: none"> -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -Proof-read for spelling and punctuation errors - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Noting and developing initial ideas, drawing on reading and research where necessary -Ensuring the consistent and correct use of tense throughout a piece of writing --Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -To use a thesaurus <p>Application in writing opportunities:</p> <p>Raiders or traders -Non-chronological report (on Vikings); Newspaper report (on Vikings), Short story, Diary entry (Monk Mottisfort raid) To proof –read for spelling and punctuation errors (not as objective but must be modelled to them in writing process</p>
COMPUTING	<p>NC OBJECTIVES</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
Outcome:	

CHOCOLATE BOX! (6)	
Challenge: Sustainability is vital for the future of the Earth. How can you help strive for a sustainable future?	
<p>DESIGN TECHNOLOGY</p>	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world -apply their understanding of how to strengthen, stiffen and reinforce more complex structures
<p>SCIENCE</p>	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -demonstrate that dissolving, mixing and changes of state are reversible changes -explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
<p>ENGLISH</p> <p>Quality texts:</p>	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Noting and developing initial ideas, drawing on reading and research where necessary -To use a thesaurus -Assessing the effectiveness of their own and others' writing -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -Predicting what might happen from details stated and implied <p>Application in writing opportunities:</p> <p>Chocolate box- Instructional text (making the chocolates), Explanation text(linked to Science), Advertisement (for their chocolates), Non-chron report (on a charity)</p>

**YEAR 5 CURRICULUM OBJECTIVES OVERVIEW
2019-2020**

Computing	NC OBJECTIVES -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Outcome: Chocolate box sale using sustainable packaging to raise money for charities supporting a sustainable future	

THE BEST PLACE IN THE WORLD? (6)

Challenge: Sweden has been cited as the best place in the World to live. Can you find out what makes it so great and decide whether Poole is better?

GEOGRAPHY

NC OBJECTIVES

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Sweden)

ENGLISH

NC OBJECTIVES

- Retrieve, record and present information from non-fiction
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Predicting what might happen from details stated and implied
- Provide reasoned justifications for their views.
- Precising longer passages

Application in writing opportunities:

- Describing settings
- Non-chronological report
- Persuasive leaflet
- Recount of trip

COMPUTING

NC OBJECTIVES

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Outcome: Brochure to promote Poole

THE GREEKS (6)	
Challenge: We would like to showcase the school's success through the school website and share with the public how much we value sport for everyone in school. How can year 5 help raise the profile of sport on the school website?	
HISTORY	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -Ancient Greece – The legacy of Greek culture
PE	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
ENGLISH	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed -Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -Identifying and discussing themes and conventions in and across a wide range of writing <p>Application in writing opportunities: Greatness story/Greek myth, Olympic report</p>
COMPUTING	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Outcome: Design and plan Olympics sports day for BFS	

BEAUTIFUL BROADSTONE (5)

Challenge: After the success of #poolerocks and #bournemouthrocks, local businesses would like our help to find a creative way to raise the profile of Broadstone and put it on the map.

COMPUTING	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
ART	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -learn about great artists, architects and designers in history.
<p>ENGLISH</p> <p>Link texts:</p>	<p>NC OBJECTIVES</p> <ul style="list-style-type: none"> -Learning a wider range of poetry by heart -Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Application in writing opportunities:</p> <ul style="list-style-type: none"> To write for audience and purpose: formal letter (to local businesses) To write for audience and purpose: informal letter(buddies) To write for audience and purpose: poetry (about flowers)
<p>Outcome: Create accounts for public to upload pictures of clay sculptures and complete the hunt!</p>	

YEAR 5 CURRICULUM OBJECTIVES OVERVIEW 2019-2020

Discrete Learning:

Music Curriculum

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

PE Curriculum:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

Computer Science Curriculum

(See curriculum map)

Use 'Scratch' to:

Produce a digital literacy animation:

Iteration (creating loops)

Use co-ordinates for moving sprites

Sequencing a series of iterations and loops to move sprites around the screen