

Year 5 Autumn 1
A place to call home

Hook (curiosity): 'home comforts' interrupted by a 'call'/ alarm (day 3 in September)
A visit from Diane Peters, the Diocesan Refugee Support Adviser for Guildford.

Text (Reading, language, communication):

On the Move – Michael Rosen

Malala's magic pencil by Malala Yousafzai

The day the war came by Nicola Davies

Oranges in No Man's land by Elizabeth Laird

My name is not refugee by Kate Milner

End product (engagement):

Producing their own comic strips which they will take home to share with parents and carers. Children in 5B will also share their refugee work during assembly. Make a blanket for a refugee (Science/DT Link)

Vocab (Reading, language, communication):

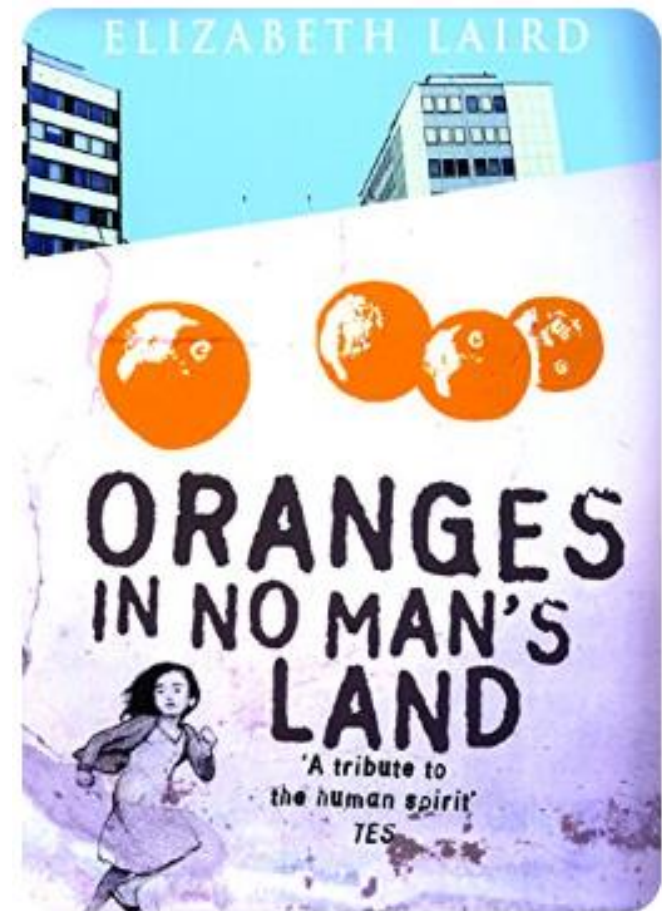
Refugee, asylum seeker, migrant, flee, conflict

Sticky knowledge (Learning that sticks):

1. A refugee is a person who is seeking safety after being forced to leave their home country.
2. To know the definitions of key vocabulary and use with understanding in their writing
3. Over half of the world's refugees are children.
4. The main consequence of a person becoming a refugee is that they become homeless.
5. The causes of a person becoming a refugee are conflict, natural disaster or persecution.

Driver: Geography

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Geography

National Curriculum references:

- locate the world's countries, using maps to focus on Europe (including the location of Russia)

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Progression of skills:

- Compare 2 different regions in UK rural/urban.
- Expand map skills to include non-UK countries.
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

RE

The Golden Rule

- Identify and make connections between religions
- Reflect on and find meaning in their own lives
- Explain and understand similarities and differences

BSL

Time and Weather

History

National Curriculum references:

- Britain has influenced and been influenced by the wider world.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between national and international history; between cultural, economic, military, political, religious and social history; and between short-term timescales.

Progression of skills:

- Types of settlements in modern Britain: villages, towns and cities
- Uses the internet, pictures, photos to collect information about the past.

Music (Blues Music from Kapow)

National Curriculum reference

- Participating in a class performance
- Representing a known piece of music using a graphic score
- Creating vocal compositions based on a picture and a colour

Progression of skills

- Name three key features of Blues music.
- Sing in tune, using vocal expression to convey meaning.
- Explain what a chord is and play the chord of C sixteen times.
- Play the twelve-bar blues correctly.
- Play the notes of the Blues scale in the correct order, ascending and descending.
- Play a selection of Blues scale notes out of order in their own improvisation.

Art

(Vix Harris)

National Curriculum reference:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- about great artists

Progression of skills:

- offer feedback using technical vocabulary;
- think critically about their art and design work;
- use digital technology as sources for developing ideas;
- use a range of mixed media;
- add decoration to create effect;
- create and arrange accurate patterns;

Physical Education

-I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop u+ I

-I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents

-I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions

Science

Properties and changes of materials (2022-23 only)

National Curriculum reference

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- 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
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- 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.

Progression of skills

- 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 a 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

Computing

National Curriculum reference:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- 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

Progression of skills:

- I understand that websites like Wikipedia are made by users. I can discuss how this might affect its reliability.
- I use strategies to check the reliability of information e.g. cross checking with books, comparing with a trusted site.
- I can use website names & domain names (e.g. .gov, .org) to help me decide if a website is reliable.
- I can judge when to answer a question online & when not to.
- I can explain what good online behaviour is.
- I behave as a good citizen online or friend, not as a “digital bystander” who does nothing when things are wrong.
- I use different websites to check the information I have found online.

Design technology

National Curriculum reference:

- 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], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, 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

Progression of skills:

- Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.
- Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
- Draw up a specification for their design- link with Science.
- Use results of investigations, information sources, including ICT when developing design ideas.
- With growing confidence select appropriate materials, tools and techniques.
- Begin to measure and mark out more accurately.
- Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.
- Start to evaluate a product against the original design specification and by carrying out tests.
- Evaluate their work both during and at the end of the assignment.
- Begin to evaluate it personally and seek evaluation from others.

PSHE – Families and Relationships

Unit outcomes:

- Describe what qualities a good friend should have and recognise which of these they have and which they could develop.
- Recognise that friendships have ups and downs and this is normal.
- Understand what marriage is and know that it is a choice people make.
- Understand that we all have a range of attributes that make us who we are and we should be proud of these.
- Understand that sometimes families can make children feel unhappy or unsafe.
- Understand why someone might bully others.
- Understand that attitudes and laws around gender equality have changed over time.

Progression of skills:

- Identifying ways families might make children feel unhappy or unsafe.
- Exploring the impact that bullying might have.
- Exploring issues that might be encountered in friendships and how these might impact the friendship.
- Exploring and questioning the assumptions we make about people based on how they look.
- Exploring our positive attributes and being proud of these (self-respect).
- Understand that stereotypes exist and these can lead to discrimination.