CAYTON SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 5 – SUMMER 2

Learn from yesterday, seek today and aim for tomorrow

September 2023

ScienceDriver: Earth and Space

Key Enquiry: Is there anybody out there?

ScienceDriver

Working Scientifically	
❑ Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not	❑ Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie
❑ Set up a fair test when needed e.g. which surfaces create most friction?	❑ Use diagrams, as and when necessary, to support writing
❑ Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby	❑ Is evaluative when explaining findings from scientific enquiry
❑ Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials	❑ Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate
❑ Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass	❑ Their explanations set out clearly why something has happened and its possible impact on other things
❑ Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons)	❑ Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys
❑ Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	❑ Keep an on-going record of new scientific words that they have come across for the first time
❑ Make predictions based on information gleaned from investigations	❑ Able to relate causal relationships when, for example, studying life cycles
❑ Create new investigations which take account of what has been learned previously	❑ Frequently carry out research when investigating a scientific principle or theory

What I need the children to learn	Possible learning experiences
Earth and Space	
Movement of the Earth and the planets *Movement of the Moon* *Night and day*	
• Know about and explain the movement of the Earth and other planets relative to the Sun • Know about and explain the movement of the Moon relative to the Earth • Know and demonstrate how night and day are created • Describe the Sun, Earth and Moon (using the term spherical)	***Make modrock models of the Solar System*** ***Act out Sun, Earth, Moon orbits and rotations using the children and pretending the UK is on Earth's nose***

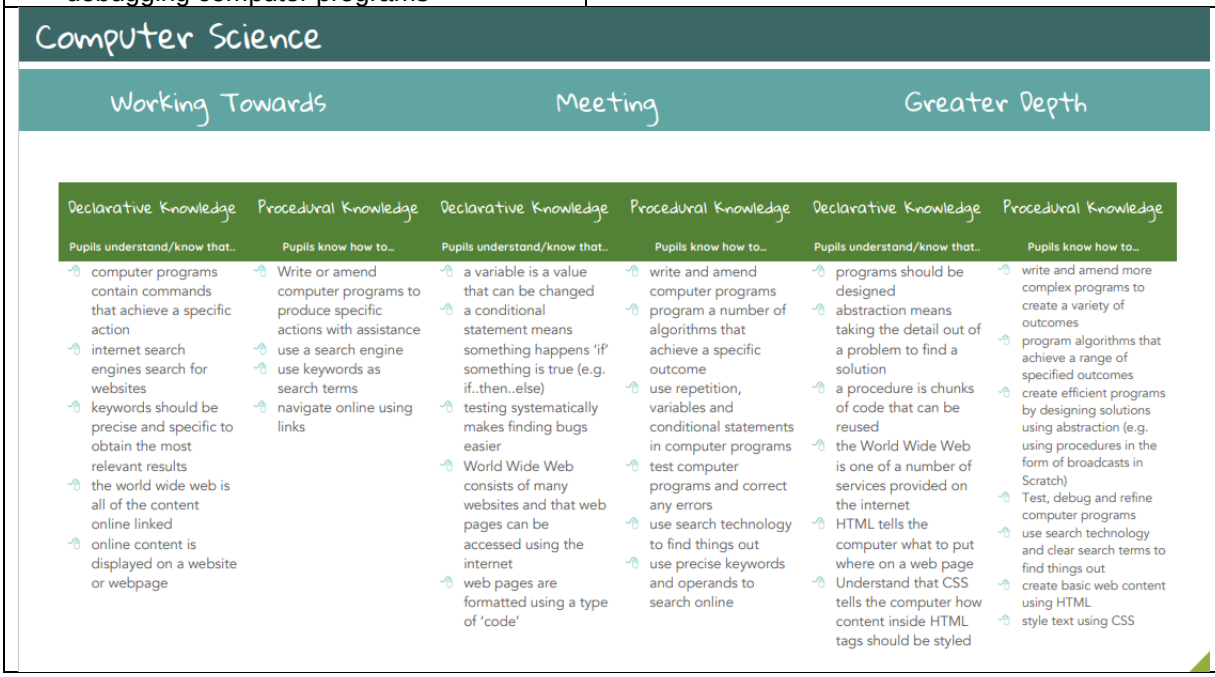
Geography

What I need the children to learn	Possible learning experiences
Geographical skills and fieldwork	
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
• Know how to use graphs to record features such as temperature or rainfall across the world • Can I explore ideas of longitude and latitude around the world and link to the tropics? • Can I use four and six-figure references, symbols and keys?	***China/ London study*** ***Buildings lifestyle study of multiple countries***

Computing

What I need the children to learn	Possible learning experiences
Coding –Developing Programs **Logical Reasoning** **Programming – Create Programs**	
Pupils should be taught to: *Use sequence, selection and repetition in programs;* *Work with variables and various forms of input and output;* *Use logical reasoning to explain how some simple algorithms work* *Design, write and debug programs that accomplish specific goals* *Detect and correct errors in algorithms and programs*	**Download & Install Microsoft Kodu** **🌐Link: icomp.site/download-kodu** **Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).**
iProgram 2 unit – Computer Science Lesson 1: iExplore • Learn how to create a world and control a character using the Kodu programming environment • To use conditional statements in computer programs (When..Do) Lesson 2: iCode • To program an object to move towards another by sequencing statements Lesson 3: iInput • To amend a computer program to accept user input Lesson 4: iTravel • To program objects to move along paths Lesson 5: iLevel • To understand how to create 'levels' in a computer game Lesson 6: iDesign • To understand that computer programs	https://www.icompute-uk.com/members-area/uks2/index.html and select Year 5 and then iProgram 2 unit

need to be designed • To know what to think about when designing a computer program Lesson 7: iDevelop • To program a computer game using a design and plan as a basis Lesson 8: iTest • To develop strategies for testing and debugging computer programs	



Music

Charanga Music Scheme - https://charanga.com/site/

What I need the children to learn	Possible learning experiences
Unit 6 – Reflect, Rewind and Replay	
Listening and Appraise Music (Musicianship)	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *Develop an understanding of the history of music.*	
• Explain the role of a main theme in musical structure. • Know and understand what a musical introduction is and its purpose.	
Singing and Voice	
• *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	
• Sing expressively, with attention to dynamics and articulation. • Develop confidence as a soloist.	**Video with QR qrcode monkey website**
• Notation	
• *Use and understand staff and other musical*	

notations	
• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	
• Playing Instruments	
• *Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression*	
• Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, E♭ major, C minor and D minor.	**Glockenspiels and bars as a whole class**
• Improvising	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
• Explore improvisation within a major scale, using the notes: C, D, E♭, F, G C, D, E, F, G C, D, E, G, A F, G, A, B♭, C D, E, F, G, A	
• Composing	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
• Compose song accompaniments, perhaps using basic chords. • Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	**Use Charanga with pupil logins to experiment with the notation maker.**
• Performing	
Listen with attention to detail and recall sounds with increasing aural memory *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	
• Explain why the song was chosen, including its composer and the historical and cultural context of the song.	**Performance to parents to celebrate unit. Videos to send out on Class Dojo.**
• Vocabulary	

• Rock • Bridge • Backbeat • Amplifier • Chorus • Bridge • Riff • Hook • Improvise • Compose • Appraising • Bossa Nova • Syncopation • Structure • Swing • Tune/head • Note values • Note names • Big bands • Pulse • Rhythm • Solo • Ballad • Verse • Interlude • Tag ending • Strings • Piano • Guitar • Bass • Drums • Melody • Cover • Old-school Hip Hop • Rap • Synthesizer • Deck • Backing loops • Funk • Scratching • Unison • Pitch • Tempo • Dynamics • Timbre • Texture • Soul • Groove • Bass line • Brass section • Harmony,	

Design Technology

What I need the children to learn	Possible learning experiences
Designing	
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	**Peter Thorpe** **Design a rocket**
• use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated	
Making	
select from and use a wider range of tools and	**Make a rocket**

equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	
• know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately	
Evaluating	
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*	**Set them off!** **Did they hold their shape?**
• evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way	
Technical Knowledge	
apply their understanding of how to strengthen, stiffen and reinforce more complex structures *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* *apply their understanding of computing to program, monitor and control their products.*	
• links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product	

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
use running, jumping, throwing and catching in isolation and in combination	
• controlled when taking off and landing • throw with increasing accuracy • combine running and jumping	
Competitive Games	
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	
• gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot	
Gymnastics	
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
• make complex extended sequences • combine action, balance and shape • perform consistently to different audiences	
Dance	
perform dances using a range of movement patterns	
• compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency	
Outdoor and Adventurous Activity	
take part in outdoor and adventurous activity challenges both individually and within a team	
• follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route	
Evaluate	
compare their performances with previous ones and demonstrate improvement to achieve their personal best	
• pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last	***Creating games for friends, testing them, challenging and assessing progress of peers Links to Real PE 6***
Real P.E.	
Unit 6Personal • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. •	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Changing Me	**Resource links from: Jigsaw**
Knowledge • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility **Social and Emotional Skills** • Can celebrate what they like about their own and others' self- image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult **Consent curriculum** Can I describe how my body belongs to me and which areas are private? Can I discuss who I can ask for help if I need it? Activity: power point about my body is mine and then I can say no worksheet. **Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).**	In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc. **See the link below** Key vocabulary: Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf

Religious Education:
For this unit there is 10-12 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I ……..

Remember this unit of work runs over both summer 1 and 2 so please be aware of this when planning you lessons.

What I need the children to learn	Possible learning experiences
U2:6	
What does it mean to be a Muslim in Britain today? Emerging: • Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). • Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). Expected: • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Exceeding: • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). • Answer the title key question from different perspectives, including their own (C1).	• Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? • Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives. • Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17, the Prophet's Night Journey. Find out about people who memorise the Qur'an and why (hafiz, hafiza). • Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). • Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for

	Muslims. • Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.

Foreign Languages

What I need the children to learn	Possible learning experiences
Listening	Language Angels **Summer 2 - Clothes** Teaching Type: Intermediate Unit Objective: To describe what clothes you are wearing by colour in French. By the end of this unit we will be able to: • Recognise and recall from memory 21 items of clothing. • Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.
Listen attentively to spoken language and show understanding by joining in and responding *Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words* *Appreciate stories, songs, poems and rhymes in the language*	
• Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	
Speaking	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *Speak in sentences, using familiar vocabulary, phrases and basic language structures* *Present ideas and information orally to a range of audiences* *Describe people, places, things and actions orally and in writing*	
• Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	
Reading/ Writing	
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases *Read carefully and show understanding of words, phrases and simple writing* *Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly* *Describe people, places, things and actions in writing*	
• Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt. • Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required.	

Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).	
Grammar	
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
• Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjunction (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat).	

Cayton Creation

Cayton Conclusion

English

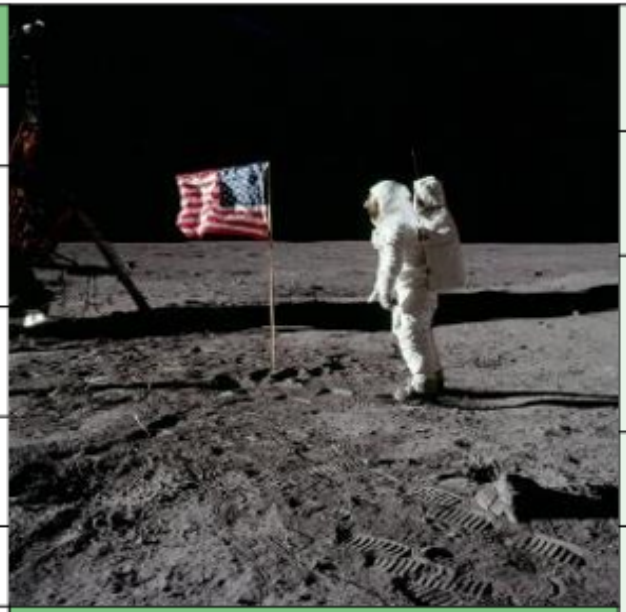
What I need the children to learn	Possible learning experiences

Mathematics

What I need the children to learn	Possible learning experiences

Year 5: Earth and Space Knowledge Mat

Subject Specific Vocabulary	
orbit	An orbit is a repeating path that one celestial body takes around another.
solar system	The solar system is made of the eight planets that orbit our sun; it is also made of asteroids, moons, comets and lots more.
astronomical	Astronomy is the study of outer space, focusing on celestial bodies such as stars, comets, planets and galaxies.
planet	There are 8 planets in our solar system, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
rotation	Rotation is when a shape is turned around a fixed point.
spherical	Something spherical is like a sphere in being round, or more or less round, in three dimensions.
crescent moon	It is a slither of the moon that is lit up and can be seen. It is less than half the moon.
gibbous moon	The best way to describe a gibbous moon is that the moon is three-quarters lit up.
eclipse	An eclipse occurs when an astronomical object is temporarily obscured. A lunar eclipse is when the Earth moves between the Sun and the Moon, therefore blocking the Sun's rays from striking the Moon.
lunar	Is anything related to the moon.



Important facts to know by the end of the Earth and space topic:

- Know about and explain the movement of the Earth and other planets relative to the Sun.
- Know about and explain the movement of the Moon relative to the Earth.
- Know and demonstrate how night and day are created.
- Describe the Sun, Earth and Moon (using the term spherical).
- Know information about the planets.
- Neil Armstrong was the first man to step on the moon.

Sticky Knowledge about Earth and space

- ❑ One million Earths could fit inside the sun – and the sun is considered an average-sized star.
- ❑ An asteroid about the size of a car enters Earth's atmosphere roughly once a year – but it burns up before it reaches us.
- ❑ The sunset on Mars appears blue.
- ❑ Earth is the third planet from the sun and the only world known to support an atmosphere with free oxygen, oceans of liquid water on the surface, and life.
- ❑ There is no atmosphere in space, which means that sound has no medium or way to travel to be heard.
- ❑ Venus is the hottest planet in the solar system and has an average surface temperature of around 450° C.
- ❑ The sheer size of space makes it impossible to accurately predict just how many stars exist.