



How do our Christian values, rights and beliefs influence who we are? – Curriculum Driver

If you have faith as small as a mustard seed, you can say to this mountain, "Move from here to there", and it will move. Nothing will be impossible for you. (Matthew 17:20)

Year Group and Term: Year 5 – Autumn Term

Topic Question: How do our Christian values, rights and beliefs influence who we are?

Topic Hook: Mvsterv Box discovery

Prior Learning: Sustainability and Three R's explored in Year 4 topic.

Linked Texts: The Boy at the back of the Classroom, Malala's Story.

Value Focus and Linked Bible Story: Perseverance – the Parable of the Lost Sheep.

Influential People: Martin Luther King, Rosa Parks, Kamala Harris, Greta Thunberg

Topic Outcome: 'This is me' celebration event including own 'I have a dream speech'

Trips/Visits: Great Western Beach – Science Eden Project – Being a Botanist workshop

History

Intent: To understand how the creation of the Civil Rights Movement changed people's lives.

Curriculum and Skills Links: I can note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Transferable Concepts: To understand that historical events impacted on people and where they lived.

Key Vocabulary: African American, Apartheid, boycott, campaigner, segregated, segregation, Jim Crow laws

Main Objective(s): To contrast a non-European society with British History.

Impact: Children will be able to understand and explain key moments of black history from slavery to the present day.

Geography

Intent: To understand how children around the world live in different environments.

Curriculum and Skills Links: I can understand geographical similarities and differences through the study of human and physical geography.

Transferable Concepts: To empathise with children from different places, understanding similarities and differences.

Key Vocabulary: Atlantic Ocean, Africa, Underground rail road, environment, location

Main Objective(s): To study a range of environments comparing geographical similarities and differences with their own.

Impact: Children will understand that children across the world live in a variety of environments.

Science

Intent: To understand that materials have a range of properties in order to be used for the correct purpose.

Curriculum and Skills Links: I can compare and group materials. Use knowledge of solids, liquids and gases to understand separation.

Transferable Concepts: Children will develop research skills as well as build representative models and continue to practice drawing diagrams.

Key Vocabulary: transparency, conductive, solubility, absorbency, flexibility, resource

Main Objective(s): Test properties, plan scientific enquiries, use test results to make predictions.

Impact: Children will have a better understanding of natural resources.

RE

Intent: To understand what it means for God to be Holy and loving.

Curriculum and Skills Links: I can: explain connections between biblical texts and Christian ideas of God, using theological terms; make clear connections between Bible texts studied and what Christians believe about God and show how Christians put their beliefs into practice in worship.

Transferable Concepts: To understand Christian beliefs about God.

Key Vocabulary: God, Bible, Holy, loving and forgiving.

Main Objective(s): To visit St Michael's Church and explore key features of the building and create a whole class stained glass window.

Impact: Children understand Christian beliefs about God and the way and place they worship God.

Music

Intent: To listen and appraise a range of music using accurate musical language confidently.

Curriculum and Skills Links: I can describe, compare and evaluate music using musical vocabulary. To think about the message of songs. Talk about the music and how it makes them feel.

Transferable Concepts: To suggest improvements to my own work and that of other.

Key Vocabulary: pulse, pitch, rhythm, tempo, dynamics, backbeat, riff, hook

Main Objective(s): To compare two songs in the same style, talking about what stands out musically for them.

Impact: Children will understand the style indicators of rock music.

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Art and Design

Intent: To explore 'Coats of Arms' and understand how they represent a person's identity.

Curriculum and Skills

Links: I can: Use sketchbooks to collect, record, review and evaluate ideas. To use a range of materials to create a large-scale drawing or painting.

Transferable Concepts:

To know that artwork can portray a person's identity.

Key Vocabulary: line, tone, shape, texture.

Main Objective(s): To express ideas about themselves and represent them in a visual way.

Impact: Children will be able to use art to express an abstract concept being motivated to create a meaningful piece of art that links to real life outcomes.

Design Technology

Intent: To learn about food from different cultures.

Curriculum and Skills Links:

I can: understand which food groups help our bodies to function. I can understand why we can only grow some foods in our country and why we need to get some foods from other countries.

Transferable Concepts: To prepare and cook dishes using different cooking techniques.

Key Vocabulary: ingredients, yeast, bran, dough, wholemeal, unleavened, baking soda, spice, herbs, knead, combine, shape.

Main Objective(s): To prepare and make a savoury bread linked to my own culture.

Impact: Children will understand that food can be linked to a person's culture and will work collaboratively and practically to experiment and investigate.

Computing

Intent: To use technology safely, respectfully and responsibly.

Curriculum and Skills

Links: I can recognise acceptable/unacceptable behaviour. I can select, use and combine internet services. I can analyse and evaluate information.

Transferable Concepts: To know that the internet provides multiple services, such as the world-wide web; and the opportunity they offer for communication and collaboration.

Key Vocabulary: variables, repetition, algorithms, decomposition

Main Objective(s): To use Google Drawings to create an image whilst being Interent Awesome.

Impact: Children will have developed their knowledge of how to stay safe online.

PE

Intent: To understand the importance of a healthy lifestyle and character development through Rugby's Core Values.

Curriculum and Skills

Links: I can run forward with the ball and pass backwards. I can consistently pass with accuracy. I can put pressure on defenders by tracking and looking for space.

Transferable Concepts: Values of Teamwork, Respect, Enjoyment, Discipline and Sportsmanship.

Key Vocabulary: pass, backwards, accuracy, defend, attack

Main Objective(s): To learn the skills to play Tag Rugby.

Impact: Children will be able to participate in a game of Tag Rugby at a competitive festival.

PSHE

Intent: To understand how to protect themselves and those around them in the wider world.

Curriculum and Skills

Links: I can: have an awareness of myself as well as my surroundings.

Transferable Concepts: To consider ways to look after yourself personally, as well as to look after the wider world.

Key Vocabulary: Friendship, perception, environment, world and impact.

Main Objective(s): To engage in open ended discussions, around a range of different subjects, based on a stimulus.

Impact: Children will have a greater understanding about caring for themselves as well as the wider world.

Spanish

Intent: To learn a out the vocabulary of a different culture.

Curriculum and Skills

Links: I can speak in sentences. I can write 2-3 sentences on a topic.

Transferable Concepts: To be able to communicate to people who speak a different language.

Key Vocabulary: saludo, instrucciones, animales, objetos

Main Objective(s): To read, speak and write a range of Spanish words and phrases.

Impact: Children will feel more confident in understanding a different language.