

Sunrise Curriculum Autumn Sequence - Year 5

Autumn 1: Friendship - The story of The Paralysed Man...friends who go above and beyond to show they care. (Luke 5)

Autumn 2: Trust - The story of Mary...trusting God with the future and doing what’s been asked of you. (Luke 1)

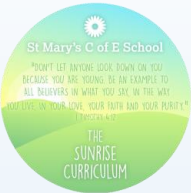


‘How has Greek culture influenced the world we live in today?’

<div>HISTORY Y3 – children learned about the Romans. -Changes in Britain from the Stone Age to Iron Age.</div>	<div>DT Y3- Designing and making bread for Passover. Y4- Designing and making tea treats.</div>	<div>ART Y1/2- Creating their own 3D sculptures using everyday objects. Y3/4- Looked at a range of work from different artists.</div>	<div>COMPUTING Y4 – children create a range of programs, systems and content that accomplish given goals. Children have used computer coding software such as Hour of Code and Scratch.</div>	<div>Science Y3 – children completed a magnetism unit. Y3- Light and shadows unit.</div>	
<div>INTENT (Children will learn) Children will be able to make comparisons about Ancient Greek and Roman life, achievements and their influence on the western world.</div>	<div>INTENT Children will learn about seasonal food and design, prepare and cook a seasonal savoury dish using a range of cooking techniques.</div>	<div>INTENT Children will learn pop art techniques inspired by Charles Fazzino artwork to create a cityscape using different mediums.</div>	<div>INTENT Children will develop their understanding of computer systems and how information is transferred between systems and devices.</div>	<div>INTENT Children will learn about types of forces such as gravity, friction, water resistance and air resistance.</div>	
<div>Sequence of lessons: Dazzling Start – Greek workshop at Truro Museum (Going Potty workshop) ▪1 - • I can place Ancient Greece into a coherent chronological context. (Make comparisons to children’s knowledge of the ancient timeline- The Romans particularly) 2 - • I can identify the achievements and impact of Ancient Greece on today with reasoned judgement. (Children will be able to identify the major Greek achievements and their impact on the western world) ▪3 - • I can identify similarities and differences in aspects of Greek and Roman life. (Children to compare and contrast housing of the Greeks and Romans) ▪4 – I can identify the similarities and differences in Greek society. (Children will be able to identify some of the differences in Greek society) ▪5 – I can identify the impact of Greek beliefs on Ancient Rome. (Children to identify the similarities and differences in Greek and Roman beliefs) ▪6 – I can identify the usefulness of sources and interpret them. (Children to identify the usefulness of sources and how to interpret them)</div>	<div>Sequence of lessons: ▪1 - • I can explain what seasonality means and know when different fruit and vegetables are in season in the United Kingdom. 2 - • I can explain where, when and how a variety of ingredients are reared, caught and processed. ▪3 - • I can design and make purposeful, functional and appealing products that are fit for purpose. ▪4 – I can carry out sensory evaluations of existing pasty products and evaluate them. ▪5 – I can create a pasty design using CAD. ▪6 – I can design a pasty for my special guest for the year 5 pasty day.</div>	<div>Sequence of lessons: 1 – I can use Pop art techniques and layering to create a 3D cityscape. 2 – I can use a palette knife and paint to create textured cityscapes. 3 – I can replicate cityscape photos using different mediums. 4 – I can explore how to create reflections of cityscapes on water. 5 – I understand how to add detail into cityscape ink drawings. 6 – I can create a cityscape using any media of choice.</div> <div></div>	<div>Sequence of lessons: ▪ 1 – I can explain that computers can be connected together to form systems. ▪ 2 – I can recognise the role of computer systems in our lives. ▪ 3 – I can recognise how information is transferred over the internet. ▪ 4 – I can explain how sharing information online lets people in different places work together. ▪ 5 – I can contribute to a shared project online. ▪ 6 – I can evaluate different ways of working together online.</div>	<div>Sequence of lessons: ▪ 1- I can identify forces acting on objects. ▪ 2 – I can explore the effect gravity has on objects and how gravity was discovered. ▪ 3 – I can conduct research into the effects of water resistance and air resistance ▪ 4 – I can investigate the effect of air resistance using spinners. ▪ 5 – I can use my research to explain the effects of water resistance on a boat. ▪ 6 – I can conduct research into the effects of pulleys, gears and levers.</div>	
<div>Outcome/composite Children will have Greek Gods and Goddess Dress up day: Olympic Games, Greek alphabet coding and answer the key question.</div>	<div>Outcome/composite Children will make a pasty for their special guest. Y5 will be transformed into a restaurant where Y5 will serve their special guest.</div>	<div>Outcome/composite Children will create an art gallery for their special guests to view in the “Pizzeria.”</div>	<div>Outcome/composite Film Premiere: Children will share their videos with the class.</div>	<div>Outcome/composite Children will apply their learning to conduct hands on research using levers, pulleys and gears – what are the effects of using them?</div>	
<div>INTENT Children will learn how to create short videos in groups.</div>	<div>INTENT Children will learn about Earth and its place in our Solar System.</div>	<div>Sequence of lessons: 1 – I can recognise video as moving pictures, which can include audio. 2 – I can identify digital devices that can record video. 3 – I can capture video using a digital device. 4 – I can recognise the features of an effective video. 5 – I can identify that video can be improved through reshooting and editing. 6 – I can consider the impact of the choices made when making and sharing a video.</div>	<div>Sequence of lessons: ▪ 1 - • I can explain why we know the Sun, Earth and Moon are spherical. ▪ 2 - • I can name, order and describe the planets in our solar system. ▪ 3 - I can explain how planets move in our solar system. ▪ 4 - I can explain day and night and the apparent movement of the sun across the sky. ▪ 5 - • I can investigate night and day in different parts of the Earth. ▪ 6 - I can explain the movement of the Moon.</div>		
<div> Who let the Gods out?</div>	<div> Leo and the Gorgon's Curse</div>	<div> Greek Myths</div>	<div> Mythologica</div>	<div> Ancient Greeks (Explore!)</div>	<div>Outcome/Composite: Children will create an information poster about our solar system.</div>

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MUSIC
Prior knowledge
Y4- Listen with attention to detail and recall sounds with increasing aural memory.

INTENT
Children will learn about Rock music throughout history and be able to sing Livin’ on a prayer off by heart.

Sequence of lessons:
Charanga unit: Livin’ on a prayer

- 1- I can identify the piece’s structure.
- 2 – I can identify the instruments/ voices.
- 3 – I can find the pulse whilst listening.
- 4 – I can sing accurately and in time as part of the performance.
- 5 – I can sing Livin’ on a prayer off by heart.

Outcome/composite
Children will record a music video to be shared with other classes and with parents via Seesaw.

Geography
Year 2: Know the capital cities of the UK and surrounding seas.
Year 3: Construct basic maps (including of the school and surrounding area) using symbols in a key.
Y4- Locate their world’s countries using maps to focus on Europe.

INTENT
Children will learn how to use the eight compass points to give directions and give grid references to locate places on a map.

Sequence of lessons:

- 1 – I can find information in an atlas using the index and simple co-ordinates.
- 2 – I can use a key to describe features on an Ordnance Survey map.
- 3 – I can use the eight compass points to describe routes on a map.
- 4 – I can use four or six-figure grid references to locate places on a map.
- 5 – I can plan a journey using the eight compass points and four or six-figure grid references.

Outcome/composite
Children will apply their learning to plan a journey using the eight compass points and 4 or 6 figure grid references.

FRENCH
Y4- ask and answer questions; express opinions and respond to those of others.
Describe people, places, things and actions orally.

INTENT
Children will extend their knowledge of talking about themselves, including future tenses and ambitions.

Sequence of lessons:

- 1 – I can demonstrate my skills and knowledge in a variety of ways.
- 2 – I can respond appropriately to what someone says.
- 3 – I can use appropriate pronunciation to help others understand me better.
- 4 - I can use a dictionary to develop my sentences.
- 5 – I can follow a simple story.

Outcome/composite
Children will write personal presentations about themselves.

INTENT
Children will extend their knowledge of talking about themselves so that they can talk about their appearance. They will also learn some key grammatical features in French.

Sequence of lessons:

- 1 – I can demonstrate my listening skills by showing I have understood spoken language.
- 2 – I can order a sentence correctly.
- 3&4 – I can apply my sentence structure knowledge and vocabulary to hold short conversations.

5 – I can alter an adjective to match gender.

Outcome/composite
Children will apply their knowledge learnt this unit to carry out a conversation with a doctor.

RE
This unit draws children’s understanding of Christianity and Islam from previous units in Y5, Y4 and Y3.

INTENT
Children will learn about what it means to be a Muslim in Britain today.

Sequence of lessons:
Dazzling start- Going to Gwel An Mor- multi-faith community

- 1 – I know how many Muslims there are in Cornwall, the UK and the world.
- 2 – I can recall the Five Pillars and name them, using technical vocabulary.
- 3 – I can say why it is good for Muslims and for me to be generous.
- 4 – I can explain what benefits Muslims gain from Hajj rituals and how Hajj is celebrated in Britain today.
- 5 – I can suggest two challenges and three opportunities Muslims might face in Britain today as they seek to follow the teachings of the Qur’an and Hadith.
- 6 – I can give evidence and examples to show how Muslims put their beliefs into practice in different ways.

Outcome/composite
Children will apply their learning to give evidence and example of how Muslims put their beliefs into practice in different ways.

INTENT
Children will be able to answer the question: “Why do Christian’s believe Jesus is the Messiah?”

Sequence of lessons:

- 1. I know the type of people and their qualities which would be needed in different situations.
- 2. I understand what the Jews wished for from a Messiah.
- 3. I can explain connections between biblical texts, Incarnation and Messiah, suing theological terms.
- 4. I can show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.
- 5. I can comment on how the idea that Jesus was the Messiah makes sense in the wider story of the Bible.
- 6. I can weigh up how far the idea that Jesus is the Messiah- a saviour from God- is important in the world today and, if it is true, what difference it might make in people’s lives.

Outcome/composite
Children will apply their learning to answer the key question: “Why do Christian’s believe Jesus is the Messiah?”

PSHE
Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.

**INTENT**
Children will learn about their place in the class, school and global community as well as devising Learning Charters.

Being Me in My World
In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.

Celebrating Difference
In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people’s cultures.

Outcome/composite
Children to create and compare culture wheels to a child living in Ghana.

PE
Y4- They would have learnt basic principles for attack and defence.

INTENT
Children will learn to develop passing and dribbling skills. Refine shooting skills and techniques for use in competitive games. Use simple tactics for attacking and defending. Develop control and balance through tackling skills.

Sequence of lessons:

- 1- I understand the rules and health and safety within tag rugby.
- 2- I can accurately pass a ball to another player whilst moving.
- 3- I can perform handling and ball manipulation skills linked to game situations.
- 4- I understand and can perform the role of a defender.
- 5- I understand and can perform the role of a defender through marking.

Outcome/composite
Children will be able to play a game of tag-rugby.

INTENT
Children will learn to pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition’s goal; mark opponents and help each other in defence; pick out things that could be improved in performances and suggest ideas and practices to make them better.

Sequence of lessons:

- 1- I can dribble a ball using a hockey stick.
- 2- I can pass the ball from left to right whilst walking.
- 3- I can work with a partner and pass the ball. I can shoot the ball into a goal.
- 4- I can take possession of the ball by tackling.
- 5- I can work with a team and pass, dribble and shoot.
- 6- I can practice and refine all skills learned so far and evaluate others’ work.

Outcome/composite
Children will be able to play a game of hockey.

Curriculum Kernewek opportunities across the Sunrise Curriculum:
-DT unit- Pasty day link with the history of the pasty- mining (writing menu’s out and including Cornish language)
-Art Cityscapes- children creating cityscapes of Truro