Sunrise Curriculum Spring Sequence - Year 5

Spring 1: Courage - The story of Ruth …courage to go to a new place and start again. (Ruth 1-4)
Spring 2: Joy - The story of Abraham and Sarah's baby…joy after waiting, joy in the miracle of life. (Genesis 18, 20)

'Are humans or nature to be blamed for disasters?'

GEOGRAPHY 1

Y4 – water cycles and where natural resources come from.
Y2 - know hot and cold areas in relation to the Equator.

INTENT (Children will learn)

1.To understand the areas of extreme temperatures around the world.
2.To explain the types of extreme weather we have around the world.
3.Explain how volcanoes are formed and what causes earthquakes.

Sequence of lessons:

1 - I can find out about the Earth's climate and areas of extreme temperatures. (Maths link to negative numbers).

2 - I can explain the water cycle and the distribution of water across the world.

▪3 - I can explain the types of extreme weather we have across the world.

▪4 - I can describe what you find underground.

5 - I can explain what causes earthquakes and how they are measured.

▪6 - I can explain what causes a tsunami.

▪7- I can explain what volcanoes are and how they are formed.

Outcome/composite
Children will complete an assembly for the school on Earth Day (22/04/21) with Y6 to raise awareness of the variety of climates we have across the world and how we can look after our world.

DT

Y4- Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.

INTENT
Children learn to design, make and evaluate a shelter for someone who has lost their home due to a natural disaster.

Frame Structures-Sequence of lessons:

Designing
• Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.
• Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.
Making
• Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.
• Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.
• Use finishing and decorative techniques suitable for the product they are designing and making.
Evaluating
• Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.

Outcome/composite
Children will make a waterproof shelter for a doll/ action man.

ART

Y4 - different tones using graded pencils, drawing on a range of scales and using a variety of tools and surfaces.

INTENT
Children will learn to use a range of techniques to create prints and collages using a variety of materials.

Sequence of lessons:

- 1- I can describe facts about Hokusai's life and work.
- 2- I can sketch the outline of "The great wave" in pencil focusing on texture using line and tone.
- 3- I can create a Hokusai landscape collage.
- 4- I can create a print of Hokusai's "The Great Wave."
- 5- I can use different tones of the same colour in my collage.
- 6- I can create a volcano landscape collage in the style of Hokusai.
- 7- I can create a volcano print in the style of Hokusai.

Outcome/composite
Children will create their own volcano print and collage.

FRENCH

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

INTENT
Children will learn key vocabulary related to holidays, weather and seasons, sports and hobbies.

Sequence of lessons:

- 1 - I can write answers to a question, in a sentence.
- 2 - I can present the weather forecast to a range of audiences.

3 - I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition.
4 - I can speak a sentence about going on holiday.
5 - I can answer a question about sports, orally and in writing.
6 - I can answer a question about hobbies, orally and in writing.

Outcome/composite
Children will present to the class their hobbies and answer questions from the audience.

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

Sequence of lessons:

- 1 – I can respond appropriately to what someone says.
- 2 – I can use appropriate pronunciation to help others understand me better.
- 3 – I can use a dictionary to develop my sentences.
- 4 - I can follow a simple story.
- 5 – I can select key words for descriptions.

Outcome/composite
Children will write personal presentations about themselves.

SCIENCE

Y4-States of matter, they will have learnt to compare and group materials together, according to whether they are solids, liquids or gases.

INTENT
Children will learn about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes.

Sequence of lessons:

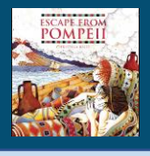
- 1- I can compare materials according to their properties.
- 2- I can investigate thermal conductors and insulators.
- 3- I can investigate which electrical conductors make a bulb shine brightest.
- 4- I can investigate materials which will dissolve.
- 5- I can use different processes to separate mixtures of materials.
- 6- I can identify and explain irreversible chemical changes.

Outcome/composite
Children will complete an experiment which will assess their learning.

Reading opportunities across the Sunrise Curriculum



Running Wild- Michael Morpurgo



Escape from Pompeii- Christina Balit



The book of nature poetry- National Geographic



Survivors- David Long and Kerry Hyndman

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‘Are humans or nature to be blamed for natural disasters?’

MUSIC

Prior knowledge

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

INTENT

Children will appreciate and understand a wide range of high quality live and recorded music drawn from different traditions.

Hip Hop: Fresh Prince of Bell Air:

- 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 play instruments accurately and in time as part of the performance.
- 5 – I can compost a melody using simple rhythms and use as part of the performance.

Outcome/composite

Children will contribute to a performance by singing and playing an instrumental part in a hip-hop song.

COMPUTING

Y2 –children created simple programs.
Y4 – children create a range of programs, systems and content that accomplish given goals.

INTENT

Children will find out vectors are made up of different shapes. They will learn how to use the different drawing tools and how images are created in layers.

Sequence of lessons:

1 - To identify that drawing tools can be used to produce different outcomes.
2 - To create a vector drawing by combining shapes.
3 - To use tools to achieve a desired effect.
4 - To recognise that vector drawings consist of layers.
5 - To group objects to make them easier to work with.
6 - To evaluate my vector drawing.

Outcome/composite

Children will creating their own labels for the classroom using the skills they have learned.

INTENT

Children will learn how to create simple and complex 3D models. They will be able to add detail and manipulate 3D models using a variety of tools.

Sequence of lessons:

- 1 – I can draw 3D shapes.
- 2 – I can add detail to 3D drawings.
- 3 – I can add detail to the interior of my 3D drawing.
- 4 – I can add and manipulate 3D models.
- 5 – I can create a complex 3D model.
- 6 – I can create a 3D model of my own design.

Outcome/composite

Children will create a 3D model house and evaluate it.

RE

Y1- Completed Gospel unit- What do Christians believe god it like?
Y5- Autumn term incarnation unit- Was Jesus the Messiah?
Y3 Judaism unit Autumn term.

INTENT

Children will learn that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.

Sequence of lessons:

- 1- I can understand what if feels like to know God for Christians.
- 2- I understand that Christians believe God is omnipotent, omniscient and eternal, and that means God is worth worshipping.
- 3- I can explain connections between biblical texts and Christian ideas of God, using theological terms.
- 4- I can explain how Christians see God as holy, as well as, loving.
- 5- I can explain how Christian songs may help Christians to get to know God better.

Outcome/composite

Children will create their own guidelines for living.

INTENT

Children will learn why the Torah is so important to Jewish people.

Sequence of lessons:

1 – Give examples of the diversity of people who are part of the Jewish community.
2 – I can explain what the Shema means for Jews .
3 – I can give examples of how the Torah is used and treated
4 – I can Make connections between the beliefs of Jewish people about the sacredness of the Torah and how it is scribed and looked after in the synagogue .
5 – I can explain why following Jewish food laws and keeping Shabbat is still important to Jewish people today .
6 – I can consider and way up the value of Shabbat as a time of rest and a time for worship, community and family for Jewish people and something similar for non-Jews.

Outcome/composite

Children will apply their learning to answer the following question: ‘Rituals, traditions, stories and celebrations help to keep a community strong.’

PSHE

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

INTENT

Children will learn about what they will need to do to achieve their goals in life and compare them to the hopes and dreams of young people from different cultures.

Dreams and Goals:

In this Puzzle the class will be comparing their hopes and dreams with those of young people from different cultures.
They will then reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

Outcome/composite

Children will devise an event or activity that could raise money for charity.

INTENT

Children will learn about the different roles that food and substances can play in people’s lives.

Healthy Me

In this Puzzle the class will explain different roles that food and substances can play in people’s lives.
They will learn about how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.
They will summarise different ways that they can respect and value their body.

Outcome/composite

Children will apply their learning to write a recipe for a Healthy Body Image.

PE

Y4- They would have learnt to develop fielding skills. Select and use simple tactics. Use running, throwing and catching in isolation and combination. Communicate, collaborate and compete with each other.

INTENT

Children will learn to Refine basic striking, fielding and bowling skills. Use running, throwing and catching in isolation and combination. Communicate, collaborate and compete with each other. Develop technique and control.

Sequence of lessons:

- 1- I can throw and catch accurately.
- 2- I can develop batting techniques.
- 3- I can begin to bowling overarm.
- 4- I can bowl overarm confidently.
- 5- I can play a game of Kwik-Cricket.

Outcome/composite

Children will be able to play a game of Kwik-Cricket.

INTENT

Children will learn Refine skills and learn how to communicate and compete with each other. Evaluate performances and use basic principles of attack and defence.

Sequence of lessons:

- 1- I can land correctly, change direction and pivot.
- 2- I can catch and pass a netball with precision.
- 3- I can use a variety of dodges to move away from a defender.
- 4- I can defend a moving attacker.
- 5- I can use the correct technique to shoot a netball into a hoop.

Outcome/composite

Children will apply their skills to play a game of netball.

History

Y5- In the autumn term they learnt about the similarities and differences between the Ancient Greeks and Romans.
Y3- Romans

INTENT

Children will learn about the historical timeline of the eruption of Mount Vesuvius in 79AD.

Sequence of lessons:

- 1- I can understand what Roman life was like living in Pompeii in 79AD.
- 2 – I can create a historical timeline of the eruption of Mount Vesuvius in 79AD.
- 3 – I can write an eyewitness account of the eruption of Vesuvius in 79AD.

Outcome/composite

Children will apply their knowledge to write an eyewitness account of the eruption of Mount Vesuvius.