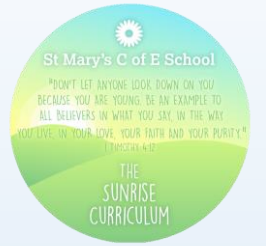


Sunrise Curriculum Summer Sequence - Year 5

Summer 1: Hope - The story of the risen Jesus...hope for new life. (John 20)

Summer 2: Compassion - The story of The Good Samaritan...caring for others. (Luke 10:30-37)

‘What was so amazing about the Mayans?’



HISTORY

Y4 – children learned about the Vikings.

INTENT (Children will learn)

Children will be able to make comparisons about Vikings and Ancient Mayan achievements and understand what caused those developments and their effects.

Sequence of lessons:

Dazzling Start – Cadbury’s World Ancient Maya virtual [workshop!](#)

1 - • I can identify the chronological context of the Ancient Maya. (Make comparisons to children’s knowledge of the ancient timeline - The Vikings and Ancient Greeks particularly)

2 - • I can identify the major Mayan achievements and compare them to those of the Vikings. (Children will be able to assess the achievements of two civilisations with an appropriate historical response)

3 - • I can identify the similarities and differences between Mayan and Viking housing. (Children to compare and contrast housing of the Maya and Vikings)

4 – I can identify the similarities and differences between Mayan and Viking society. (Children to compare and contrast societal structures of the Maya and Vikings)

5 – I can identify the similarities and differences between Mayan and Viking food (Children to compare and contrast the foods and collection methods of the Maya and Vikings)

6 – I can identify the similarities and differences between Mayan and Viking beliefs. (Children use a range of sources to compare aspects of the Maya and Viking beliefs)

7 – I can identify ways that we construct the past. (Children to identify different sources for interpreting the past)

Outcome/composite

Children will visit (guidelines allowing) The Eden Project to take part in the [chocology workshop](#) and go on a hunt around the biomes.

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 will learn design, make and evaluate a mini stall for the summer Fair.

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 mini stall for the summer fair.

ART

Y1/2- Creating their own 3D sculptures using everyday objects.

Y5- Spring term created collages for Hokusai artwork.

INTENT

Children will make Mayan masks, building a collage element into the sculptural process.

Sequence of lessons:

1 - Children will explore Mayan masks and learn about when the Mayan’s used them.

2 – Children will revisit Picasso’s artwork with a focus his influence from African masks.

3 – Design their own Mayan masks that represent their identity. Pupils to show in their design what the mask would be used for.

4 – Make masks using cardboard and build it up in layers.

5 – Explore collage technique to express their identity and the role of the mask.

6 – Adding detail in acrylic paint- use Mayan patterns to show understanding of art from a different culture.



Outcome/composite

Children will reenact the beginning of a Mayan battle wearing the masks to intimidate the enemy.

COMPUTING

Y4- Science- Electricity: Constructing a simple circuit.

Y2 –children created simple programs.

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

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.

INTENT

Children will learners will use physical computing to explore the concept of selection in programming using the Crumble programming environment.

Sequence of lessons:

- 1 – I can control a simple circuit connected to a computer.
- 2 – I can write a program that includes count-controlled loops.
- 3 – I can explain that a loop can stop when a condition is met, e.g. number of times.
- 4 – I can conclude that a loop can be used to repeatedly check whether a condition has been met.
- 5 – I can design a physical project that includes selection.
- 6 – I can create a controllable system that includes selection.

Outcome/composite

Children will create a controllable system that includes selection.

Science

Y4 – children identified animal characteristics
Y3 – children learned the parts of a plant

INTENT

Children will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds.

Sequence of lessons:

- 1&2 – I can describe how some plants reproduce.
- 3 – I can describe the life cycles of different mammals.
- 4 – I can explain what Jane Goodall discovered about chimpanzees.
- 5 – I can compare the life cycles of amphibians and insects.
- 6 – I can compare the life cycles of plants, mammals, amphibians, insects and birds.

Outcome/composite

Children will Children take on the role of wildlife presenters. Children will write a script to narrate a programme all about life cycles of different animals

INTENT

Children will learn about the changes that human beings experience as they develop to old age.

Sequence of lessons:

- 1 - • I can describe the stages of human development.
- 2 - • I can explain how babies grow and develop
- 3 - I can describe and explain the main changes that occur during puberty
- 4 - I can identify the changes that take place in old age
- 5 - • I can report findings from enquiries, in relation to research about gestation periods of animals
- 6 - I can record complex data using graphs and models, when comparing the relationship between gestation periods and life expectancy.

Outcome/Composite:

Children will present data using more complex presentation methods, E.g. line graphs, charts and models.



Rain Player



The Chocolate Tree: A Mayan Folk tale

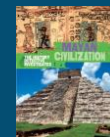
Reading opportunities across the Sunrise Curriculum



Middleworld



The Great Kapok Tree



The History Detective Investigates: Mayan Civilization

Sunrise Curriculum Summer Sequence - Year 5

‘What does our planet need from us?’



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.

Sequence of lessons:
Charanga unit: 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 record a music video to be shared with other classes and with parents via Seesaw.

Geography
Y4- Locate their world’s countries using maps to focus on Europe.

INTENT
Children will learn about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area.

Sequence of lessons:

- 1 – I can identify the countries of North and South America.
- 2 – I can use geographical terminology to describe the location and characteristics of a range of places across the Americas.
- 3 – I can describe the climates and biomes of different regions across the Americas.
- 4 – I can identify physical and human geographical features of my local area.
- 5 – I can identify similarities and differences in the human and physical geography of my local area and a region of North America.
- 6 – I can describe the characteristics and significance of a natural wonder of the Americas.

Outcome/composite
Children present their wonder to the rest of the class who take notes on the key facts.

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 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.

INTENT
Children will learn key vocabulary related to food and drink.

Sequence of lessons:

- 1 – I can ask and answer questions about drink choices.
- 2 – I can interpret a chart written in French.
- 3 – I can write a sentence to express my choices.
- 4 – I can write sentences expressing my preferences.
- 5 – I can use adjectives to describe nouns.
- 6 – I can use the correct French form for “some.”

Outcome/composite
Children will be transported to a French cafe in the classroom. The children will apply their learning throughout the unit to role play ordering and serving in a French Café.

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

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.’


INTENT
Children will be able to answer the question: “Why do some people believe in God and some people not?”

Sequence of lessons:

- 1. I can explain what the words theist /atheist /agnostic mean.
- 2. I can give at least three ways in which Christians describe what they believe God is like.
- 3. I can talk about how believing in God is helpful to some people.
- 4. I can express some of my own ideas about why people believe or not, giving reasons.
- 5. I can express some of my own ideas about the connections between science, faith and God.
- 6. I can give clear examples of what difference it makes for someone to believe or not believe in God.

Outcome/composite
Children will draw their learning into a detective’s report showing how much they understand about why some people believe God is real, and some people do not.

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

**INTENT**
Children will learn about the difference between online and in person friendships.

Relationships
In this Puzzle the class look comparing different types of friendships and the feelings associated with them. They will be able to explain how to stay safe when using technology to communicate with their friends, including how to stand up for themselves, negotiate and to resist peer pressure. The children will learn to apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or Others.
Changing Me
In this Puzzle the class will learn how boys and girls change during puberty and why looking after themselves physically and emotionally is important. They will also learn to summarise the process of conception. They will learn how to express how they feel about the changes that will happen to them during puberty and to accept that these changes might happen at different times to their friends.

Outcome/composite
Children to create spinning tops about changes they are looking forward to in the next academic year and how they can manage the changes.

PE
Y4- They would have learnt to develop fielding skills. Select and use simple tactics. Use running, throwing and catching. 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:
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
Refine throwing, jumping and running skills. Develop strength, flexibility, balance and control. Compare performances with previous & demonstrate improvement to achieve personal best.

Sequence of lessons:

- 1- I know what part of my feet to sprint on.
- 2- I know where to put my feet and hands for a sprint start and why.
- 3- I can pass the baton to a teammate whilst both moving.
- 4- I can use my arms for momentum
- 5- I can co-ordinate the hop, step and jump
- 6- I can identify at least 3 teaching points for throwing a javelin/shot Put

Outcome/composite
Children will apply their skills learnt throughout this unit to compete in Sports Day.