









<b>Class:</b> Y5 Red Oaks	<b>Curriculum Driver:</b> Science: Living things and their habitats & Animals including humans <b>British values:</b> Respect	<b>Curriculum Theme:</b> The Circle of Life	<b>Term:</b> Autumn 1
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<b>Local</b>	<b>Engaging</b>	<b>Ambitious</b>	<b>Purposeful</b>
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	<b>Sequence of Learning</b>	
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<b>Subject</b>	<b>Intent and links to previous learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Outcome/Composite</b>
<b>Science</b> Living things and their habitats  Animals including humans	Previous learning – children learnt about different animals in Year 1 and were able to label them: mammal, amphibian, bird etc.  Children will be able to differentiate between the life cycles of different animals, humans and plants.  They will also understand the changes adults go through during their life time.	To understand the lifecycles of a/an: - mammal - amphibian - insect - bird	Compare a collection of animals based on similarities and differences in their lifecycle  <div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;">             Identifying, Classifying and Grouping  </div> (ask scientific questions/report/present findings)  TAPS - Life Cycle Research	Identify the different parts of a plant focusing on the male and female parts	To explore ways in which plants reproduce whilst understanding the terms 'sexual' and 'asexual' reproduction	Describe the changes a human goes through during their lifetime  (take measurements)  TAPS - Growth Survey	Research the question: Is there a relationship between a mammal's size and its gestation period?  <div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;">             Pattern Seeking  </div> (interpret results and draw conclusions/present results)	Children will understand the life-cycles of animals including humans and the way in which they reproduce
<b>Computing</b>	To understand computer systems and how information is transferred between systems and devices, whilst looking at small-scale systems as well as large-scale systems	To understand what a 'system' is and that components work together to perform a task	Consider how large computer systems work noticing how devices and processes are connected	Use knowledge of search engines to write and then test instructions	To understand why search engines are necessary to help them find things on the World Wide Web	Find out how a webpage's content can influence where it is ranked in search results	Understand how content creators can optimise their sites for searching and also explore some of the limitations	Children will be able to find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.
<b>ART</b> Drawing	How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?	Introduce artist: Louise Fili	What is 'typography'? To understand how typography can be used creatively to communicate thoughts and ideas.	How can I make my own typography using my interests? To be able to create my own typeface inspired by my own interests.	How can I make graphic powerful drawings? To be able to make my drawings strong and powerful.	How can I create a visual map? To be able to apply my new typography skills and my powerful drawings skills to make a visual map.	How can I reflect on my work? To be able to reflect upon what was successful and give useful feedback on the work of my peers. We think about what we are good at and what we might do differently next time.	Children will create their own typography and visual map.

<b>Sport</b> Netball	To apply the fundamental skills and to develop an understanding of the rules and tactics of the netball game	Bench ball - stance balance skills (Unit 3) Stand on a line/low beam: - raise alternate knee to opposite elbow - catch large ball at knee, above head and away from body - catch small ball thrown close to and away from the body	Individual ball skills (Unit 1 ): move ball around legs in figure of 8 I can land a jump 1 foot, then the other I can pivot on either leg	Individual ball skills (Unit 1 ): move ball around waist into figure of 8 around legs I can send and receive a chest, bounce and shoulder pass I can catch the ball whilst in the air, then pivot to pass	Individual ball skills (Unit 1 ): move ball around waist then alternate legs I can shoot at a target (netball nets)	Individual ball skills (Unit 1 ): criss crosses with and without a bounce I can mark and defend a goal and intercept the ball I can work as a team in formation (positions for high 5 netball)	I can use and apply learnt skills and attacking and defending tactics appropriately in a high 5 netball game	To apply learnt skills and tactics in small netball game situations
<b>Sports</b> Rugby	To apply the fundamental skills and to develop an understanding of the rules and tactics of the tag rugby game	I can move with the ball with accuracy, confidence and control I can find and use space	I can send and receive the ball accurately and laterally at chest height	Perform skills of passing with speed and accuracy I can work together with others to invade space	I can use specific modes of attack (formations) I can defend to deny opposition space	I can use attacking and defending skills I can combine and perform skills with control in a variety of situations	I can apply learnt skills and tactics in small tag rugby game situations	To apply learnt skills and tactics in small tag rugby game situations
<b>French</b>	To present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.	Phonics	To know the numbers to 20	To be able to introduce myself and say my age	To be able to say hello, goodbye, to ask how somebody is feeling and answer how they are feeling	To be able to tell others where you live	To tell others your nationality	Children will be able to have a simple conversation with a partner, asking the question as well as being able to answer it.
<b>RE</b> 	What does it mean to be a Muslim in Britain today?  Pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an.	How many Muslims and how many mosques are there in Britain?  	How might the five pillars affect the lives of Muslims in Britain today?  	Why is Zakah/charity important to Muslims? How is charity important to you?  	Why do Muslims go on pilgrimage? Focus on Hajj  	Why do Muslims go on pilgrimage? Further focus on the Hajj and its significance for Muslims today  	What does it mean to be a Muslim in Britain today? List at least 3 ways in which a Muslim's worldview may affect how they think and act, giving their reasons	Children will be able to make sense of Muslims beliefs, understand the impacts and make connections.
<b>Music</b>	To be able to use previous learning to play the ukulele with increased skill	Repeat strumming patterns on ukulele using chords of C, Am and F.	Listen for tuning of ukuleles and start to recognise tuning.	Play as part of a whole class group, with half the class playing a melody line and half playing a chord accompaniment on more complex tunes.	Learn the notes that make up the chords and which notes sound nice when played together.	Compose and play music in pairs and individuals.		Perform as a whole class and individually for the rest of the school.  Evaluate and refine compositions with reference to the inter-related dimensions of music
<b>RHSE</b>	Healthy and happy friendships	Behaviour Values	Learning Values	Understand what we mean by identity and the	Recognise and show an understanding	Show an understanding about stress and		To show an understanding of the learnt skills through a class discussion

things which help define us

about peer pressure

how it can make people feel

**Personal Development**

**Health & prevention:** Mini Police Project: On-line Safety

Science: describe the changes as humans develop to old age

**Reading Opportunities**

