

Year 5 Autumn Term Curriculum -	
The Big Question: How important is technology in the world ?	
Theme Words:	Explore
Visitor/Visit	Visit to BAE Systems / Balloon Visit
Topic Linked Subjects	
English Cogheart	SEE OLSE PROGRESSION OF SKILLS (KLIPS)
History Inventions That Changed The World	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC and AD • Order significant events, movements and dates on a timeline • Describe the main changes in a period in history • Choose reliable sources of information to find out about the past • Give own reasons why changes may have occurred, backed up by evidence • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today • Make links between some of the features of past societies • Use documents, printed sources the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • Investigate own lines of enquiry by posing questions to answer • Evaluate evidence to choose the most reliable forms • use and understand a wider historical vocabulary to communicate information about • Important events, changes and influences in a period of history • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling & ICT
Science May The Force Be With You	<ul style="list-style-type: none"> • Make a prediction with scientific reasons • Use test results to make predictions to plan further comparative and fair tests • Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs • Report and present findings from enquiries, through written explanations and conclusions with evidence • Use a graph to identify causal relationships and anomalies • Explain that unsupported objects fall towards Earth because of gravity acting between Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
DT Work Made Easy	<ul style="list-style-type: none"> • Record ideas using annotated diagrams • Use models, kits and drawings to help formulate design ideas • Sketch and model alternative ideas • Decide which design idea to develop • Develop one idea in depth • Select from and use a wide range of tools • Cut accurately and safely to a marked line

	<ul style="list-style-type: none"> • Select from and use a wide range of materials • Research and evaluate existing products. • Consider user and purpose • Consider and explain how the finished product could be improved related to design criteria • Investigate key events and individuals in design and technology. Use the correct vocabulary appropriate to the project • Join materials using appropriate methods • Create 3-D textile products using pattern pieces. • Understand pattern layout with textiles • Cut strip wood, dowel, square section wood accurately to 1mm. • Build frameworks to support mechanisms • Stiffen and reinforce complex structures • Use mechanical systems such as cams, pulleys and gears • Use electrical systems such as motors and switches • Program, monitor and control using ICT
Maths	SEE WHITE ROSE HUB PROGRESSION OF SKILLS
French	<ul style="list-style-type: none"> • Recognise numbers from 1 to 100 • Follow classroom instructions and simple direction instructions • Use nouns, adjectives and conjunctions to talk about a wider range of • Begin to use the future tense to express intentions e.g. I am going to • Read aloud, a chorus or refrain from a familiar text • Recite a few lines from a story, poem or song with good pronunciation • Write 2 or 3 more interesting sentences by adding 1 or 2 simple conjunctions
PSHE	<ul style="list-style-type: none"> • Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; • Know about the wider importance of personal hygiene and how to maintain it • Know how to maintain good oral hygiene (including correct brushing and flossing); • Know why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) • Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • Know about what is meant by first aid; basic techniques for dealing with common injuries • Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
Computing	<ul style="list-style-type: none"> • Explain how identity online can be copied, modified or altered • Demonstrate responsible choices about my online identity, depending on context • Explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault make positive contributions and be part of online communities • Describe some of the communities in which I am involved and describe how I collaborate with others positively • Search for information about an individual online and create a summary report of the information I find • Describe ways that information about people online can be used by others to make judgments about an individual • Recognise when someone is upset, hurt or angry online • Describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone

	<ul style="list-style-type: none"> • Explain how to block abusive users • Explain how I would report online bullying on the apps and platforms that I use • Describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline) • Use different search technologies • Evaluate digital content and can explain how I make choices from search results • Explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence • Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical' • Give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax' • Explain why I need to think carefully before I forward anything online • Explain why some information I find online may not be honest, accurate or legal • Explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). • Describe ways technology can affect healthy sleep and can describe some of the issues • Describe some strategies, tips or advice to promote healthy sleep with regards to technology • Create and use strong and secure passwords • Explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others • Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. • Demonstrate the use of search tools to find and access online content which can be reused by others • Demonstrate how to make references to and acknowledge sources used from the internet • Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 • Create and export an interactive presentation including a variety of media, animations, transitions and other effects • Create an interactive guide to an image by embedding digital content and publishing it online • Create a webpage and embed video
PE	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately • Move and uses actions with good accuracy and fluency • Analyse and explain why they have used specific skills or techniques • Create their own success criteria for evaluating and improving their work • Choose their own warm-ups and cool-downs appropriately • Explain how the body reacts to different kinds of exercise • Adapt skills and vary tactics to outwit an opponent • Apply basic principles of attack and defence • Make a team plan and communicate it to others • Create longer, more challenging dance phrases to communicate an idea demonstrate different dance actions with clarity • Develop dynamic qualities of movement in a routine • Develop use of space within a routine • Develop different relationships within a routine
Music	SEE SPRING TERM