



Kingsley CP Curriculum Overview

Year 5 Autumn 2

Science:

In Science, we will be learning about the variety of changes humans go through as we change and develop from birth to old age.



Key knowledge:

- Understand the changes as humans develop to old age, in the context of the development of babies in their first year
- Compare the gestation periods of different mammals
- Create a timeline showing the development of a child and identify patterns, correlations and possible causal relationships in this development and growth
- Outline the changes involved in puberty for boys and girls (this will be taught in more detail in our separate SRE sessions in Spring/Summer)
- Describe the changes as humans develop to old age

Key vocabulary:

- Foetus
- Birth
- Childhood
- Adolescent
- Mammals
- Gestation periods
- Puberty
- Menstruation
- Life expectancy
- Life cycle

Design & Technology

In Design Technology, we will be learning about creating, designing and making moving mechanisms linked to our Literacy text 'Lost Happy Endings'.



Key vocabulary:

- Pneumatics
- Movement
- Circuit
- Construction

Key knowledge:

- To use mechanical equipment such as Pneumatics to adapt how something moves.
- To use scientific knowledge previously learnt to help design and make products that work and move.

History:

In History, we will be learning about the ancient Maya civilisation and how our modern life compares with that of the Ancient Mayans.



Key vocabulary:

- Maize
- Pok-a-tok
- Cacao
- Currency
- Vigesimal number system
- Civilisation
- Artefact
- Sacrifice
- AD
- Glyphs

Key knowledge:

- The Maya are native Americans of Central America who build a great civilization in the tropical rainforest that lasted over 2000 years
- Many 'nature gods' were worshipped, and Mayan religion was extremely bloodthirsty, demanding sacrifices and blood-letting rituals
- The Maya developed a complex number and counting system that was well advanced for their time
- Maize was the main food and made up to 80% of their diet; cacao beans were used to make a chocolatey drink from the 4th century AD

Religious Education

In Religious Education, we will be learning about the religious faith of Islam and the importance that the Family has within the Muslim faith.



Key knowledge:

- To identify, describe and explain key Muslim beliefs related to Allah (God).
- To explore why the Five Pillars are important to Muslims?
- To explore and identify how the Muslim faith is expressed through family life.

Key vocabulary

- Islam
- Muslim
- Five Pillars
- Allah

Computing

In Computing we will be learning about how to design and create a game using Scratch for up to two players.

Key knowledge:

- Design and create programs that accomplish specific goals, including controlling and solving problems by changing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- When designing and creating own program that will have a start and an end point and allow the player to accomplish a goal.

Key vocabulary

- Sprites
- Sensors
- Variables
- Looping

Physical Education

In Physical Education, we will be learning about Tag rugby and Dance and how to work as part of a team but also perform as an individual.



Key vocabulary

- Throwing
- Catching
- Commitment
- Perseverance
- Scoring
- Communication
- Routine
- Balance
- control

Key knowledge:

- To work on movement and refine them as part of a routine with a group and on own.
- To control movements with balance and skill.
- To compose own dances in an imaginative and creative way.
- To develop skills of catching and throwing to another player.
- To understand and apply the skills of attacking and defending safely and accurately during a game.

MFL

In MFL, we will be learning all about life in Paris. We will be exploring it's culture and using familiar language in new contexts.



Key knowledge:

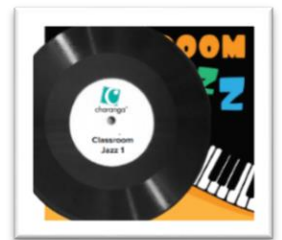
- To understand place nouns when I visit a city such as Paris
- Nouns have masculine and feminine forms which I can use in a simple sentence to describe Paris streets.
- I can buy an entrance ticket to a museum or a gallery
- I can hold a conversation using simple sentences to ask about places

Key vocabulary:

- Dans ma ville, il y a...
- Le parc
- Le zoo
- La gare
- Le centre commercial
- Le muse
- Le centre sportif
- La piscine

Music:

In Music, we will be listening to, appraising and performing a number of Christmas songs comparing and contrasting styles through the ages.



Key vocabulary:

- Appraising
- Structure
- Tune/head
- Pulse
- Rhythm
- Tempo
- Dynamics
- Riff
- Hook
- Intonation
- Solo

Key knowledge:

Notice the style indicators of the songs (musical characteristics that give the songs their style)

Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)

Identify the main sections of the songs (intro, verse, chorus etc.)

Name some of the instruments they heard in the songs

The historical context of the songs.

To sing in unison, backing vocals and explore singing solo

To demonstrate a good singing posture