

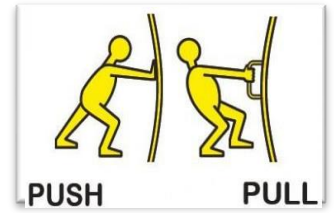


Kingsley CP Curriculum Overview

Year 5 Spring 1

Science:

In Science, we will be learning about different types of forces such as gravity, friction, water resistance and air resistance and their effects on moving bodies.



Key knowledge:

Understand that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Compare the effects of pushes and pulls and the concept of balanced forces

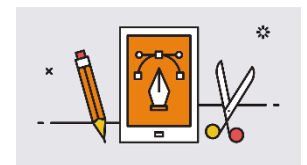
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Key vocabulary:

- gravity
- friction
- air resistance
- up thrust
- weight vs mass
- Newtons (N)
- surface area
- push
- pull
- balanced forces

Design & Technology

In Design Technology, we will be exploring, designing and using Modroc to create Viking weaponry linked to our Topic.



Key vocabulary:

- glaze
- armature
- join
- pinch
- patterns
- texture
- modroc
- malleable

Key knowledge:

- Show experience in combining pinch, slabbing and coiling to produce end pieces.
- Develop understanding of different ways of finishing work, e.g. glaze, paint and polish.
- Gain experience in modelling over an armature e.g. newspaper frame.

History:

In History, we will be discovering how and why the Vikings invaded Britain and how and where they settled!



Key vocabulary:

- Danegeld
- exile
- invade
- kingdom
- longship
- outlawed
- pillaged
- raid
- wergild
- pagan
- runes

Key knowledge:

Understand how and why the Vikings invaded Britain and how some kings in Britain responded to these invasions

Discover where the Vikings came from and the importance of the 'longships' in their travels from Scandinavian countries

Explore what life was like for Vikings living in Britain through examining Viking artefacts and discovering how they lived and worked

Examine the legacy left by the Vikings; what have they ever done for us?

Religious Education

In Religious Education, we will be learning about the religious faith of Sikhism. We will be exploring the question 'Why is community and equality important to Sikhs?'



Key knowledge:

- To explore what Sikhs believe.
- To investigate who is Guru Nanak and how did he become a teacher and leader?
- To explore what is the symbolism of the 5Ks and why is the community important for Sikhs?
- How do Sikhs lead their lives to the best of their ability?

Key vocabulary

- Punjab
- The 5Ks
- kesh,
- kangha,
- kara,
- kachera
- and kirpan.

Computing

In Computing we will be learning about binary codes and how these codes are used to function a computer.

Key knowledge:

- To explain what binary code is and what it is used for.
- To identify what a QR code is and for what it is used.
- To begin to be able to decipher codes.
- To use technology safely, respectfully and responsibly.

Key vocabulary

- Decipher: convert (a text written in code, or a coded signal) into normal language
- Binary Code: a computer language to express the digital information they process.
- Central Processing Unit (CPU):

Physical Education

In Physical Education, we will be learning about Tennis and Gym.



Key vocabulary

Serve,
Volley
Forehand
Back hand
Court
Sequence
Cartwheel
Refine
Perform
Control

Key knowledge:

Tennis

To consolidate the forehand shot
To develop and back hand shot
To consolidate a volley shot
To begin to serve
To play and officiate a tennis game

Gym

To use a variety of rolls
To perform a cartwheel
To combine and adapt a sequence
To refine and perform a sequence

MFL

In MFL, we will be learning about numbers up to 2000 so we can wish everyone a Happy New Year! We will then be exploring the vocabulary of fruit and vegetables so we can hold a conversation at a market stall.



Key knowledge:

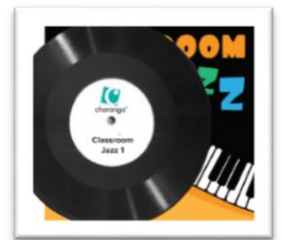
- To celebrate New Year say the numbers 1,000, 2,000 and the year we are now in
- How to recognise and begin to use familiar and not so familiar parts of the present tense of "être" (to be)
- I Can remember and say fruit and vegetable nouns and remember that they have a gender
- Hold a conversation with my friend as if we are visiting a market stall

Key vocabulary:

- Une/des pomme(s)
- Une/des poire(s)
- Un/des citron(s)
- Une/des fraise
- Un/des oignon
- Un/des tomates
- Des raisins
- Des prunes

Music:

In Music, we will be listening to, appraising and comparing a number of pop ballads based on 'Make you Feel my Love' written and performed by Bob Dylan in 1997.



Key vocabulary:

- Appraising
- Rhythm
- Tempo
- Dynamics
- Ballad
- Verse
- Interlude
- Improvise
- Timbre
- Pitch
- Texture
- Cover

Key knowledge:

- Notice and discuss the style indicators of a pop ballad (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
- Discuss the historical context of the songs and reflect on differences in style to music today
- Play the melody by ear and by following the musical notation

In PSHE we are learning about keeping ourselves safe

Key vocabulary

Habit

Dare

Drugs

Medicines

Peer pressure

Risk factors

Outcome

consequences

Key knowledge:

Children will be able to:

- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.
- Recognise that there are positive and negative risks;
- Explain how to weigh up risk factors when making a decision;
- Describe some of the possible outcomes of taking a risk.
- Define what is meant by a dare;
- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.