

## Crawley Ridge Junior School Curriculum Overview

Year 5 Autumn Term: Ancient Egyptians	Curriculum coverage and links to skills progression
<b>English</b>	Diary Extract( Summer holidays) Write a character and setting description ( Bubbles) Describe a scene of natural wonder ( Volcano) River Poem ( Shape and Haiku) Parody of a Fairy Tale Letter from an Evacuee Diary Extract ( Diary of a Killer Cat) Newspaper Report ( Diary of a Killer Cat) Creepy Story Instructions – How To Mummify a Fish
<b>Mathematics</b>	Place Value Addition and Subtraction Statistics Multiplication and Division Perimeter and Area
<b>Science</b>	<b>Forces</b> <i>Identify and define the opposing forces that act upon objects moving through the air, water or along a surface. Describe the force of gravity, what causes it and how the force of gravity changes (on a different planet). Use study skills to research the work of Galileo and Newton. Demonstrate, using a model, how simple levers, gears and pulleys assist the movement of objects using less force. Make predictions supporting by scientific reasoning to test the effects of friction on movement and distance travelled. Compare the speed with which objects of different shapes and surface area fall through air or water and explain the reason for any difference in terms of the forces acting upon the objects. Classify and group forces based on their actions or whether they act directly or at a distance.</i>
<b>Art</b>	<b>Water patterns</b> <i>Combine a range of media within a piece of work for a purpose. Use simple rules of perspective and proportions in drawings of buildings. Use paint application techniques to create mood and atmosphere Add black and white to paint to create subtle tints and tones, light and shade. Create an abstract clay piece from developed sketch. To use glazes effectively. Experiment with the size of clay pieces. Compare and comment on ideas/methods and approaches in own and others work. Explain how a piece of artwork makes them feel, explaining views by reference to effects e.g. colour and pattern.</i>

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<b>Design and Technology</b>	Create a shadoof Mummifying fish
<b>Computing</b>	<b>Don't fall for fake Google (E-safety)</b> <b>I algorithm</b> <b>Program (I search and I span)</b> <i>With support, begin to produce algorithms by logical and appropriate structures to organise data, and create precise and accurate sequences of instructions. Use flowcharts to follow how a process or model works. Use logical reasoning to solve problems and model situations and processes. Predict what will happen when variables and rules within a model are changed</i>
<b>Geography</b>	<b>Rivers</b> <b>Egypt</b> <i>Describe how human activity has impacted upon and/or changed the physical characteristics of a place in the world. Name and locate rivers of the United Kingdom, identifying and describing their human and physical characteristics. Identify countries in the Middle East in relation to religious systems. Explain the effect of pollution in rivers and describe how the River Thames is managed and used. Assess what makes it a suitable habitat and what could be done to improve it. Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others. Describe how weather and climate effects land use and food production.</i>
<b>History</b>	<b>Ancient Egyptians</b> <b>Egyptian Workshop</b> <i>Make connections between two periods of history to begin to develop historical perspective. Make appropriate use of historical terms in discussion and understand concepts (e.g. Local, regional, national and international). Independently place historical events or change on a timeline, remembering key facts from a period of history studied. Follow independent lines of enquiry and make informed responses based on this. Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations. Describe how different types of evidence tell us different things about the past (e.g. artefacts and archaeology versus contemporary accounts) and understand why contrasting contemporary arguments and interpretations occur.</i>
<b>Languages</b>	<b>Food</b> <i>Play games that require active and attentive listening (e.g. 'True or False', 'Simon Says' or 'Bingo'). Engage in a simple conversation with a partner, including asking/answering simple questions and expressing likes, dislikes and feelings. Use accurate pronunciation. Pick out specific details from longer passages of familiar language.</i>
<b>Music</b>	<i>Explain how different musical elements (tempo, rhythm, mood and dynamics have been used to create mood and effects. Improvise and notate musical phrases to develop compositions. Use musical vocabulary to explain why a piece may have been composed.</i>

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<b>Physical Education</b>	<p><b>Football</b>  <b>Netball</b>  <b>Boxercise</b>  <b>Mighty movers</b>  <b>Cross-country</b>  <b>Fitness frenzy</b>  <b>Gymfit</b>  <b>Circuits</b></p> <p><i>Begin to play competitively in both intra school and inter school matches. Use different techniques and skills to pass, dribble, travel and shoot in ball games. Mark an opposing player or players, preventing them from gaining possession. Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group. Understand how power and stamina is developed and how this improves performance. Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength. Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role. Perform individually or with a partner/as a group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences.</i></p>
<b>Religious Education</b>	<p>How can a mosque help us to understand the Muslim faith?          What does it mean to be a Muslim?          Christmas Y5: Why is light an important sign at Christmas?</p>
<b>PSHE</b>	
<b>Enrichment</b>	<p>Trips and Visits:          Ancient Egypt Workshop</p>
<b>Book Making</b>	<p>Planning some pages completely independently encouraging the children to consider the overall look of each page.          A variety of flaps are included on each page. Explain how a design has developed over time.</p>