

# Geography

Children have learnt about geographical features of Britain

## INTENT

Children will continue to learn about life in Britain and how perceptions of history and how these can be shaped by narrow and selective evidence.

## Sequence of learning

1. Why are National Parks described as Britain's 'breathing spaces'?
2. What else makes National Parks so important?
3. Why do National Parks welcome visitors?
4. Why is protected land so important in Southwest England?
5. Why are so many people attracted to The Valley of Rocks?
6. Why is Merrivale such an important prehistoric site?
7. Why are farmers so important in our National Parks?
8. How are National Parks looked after?
9. How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?

*Vocabulary: Conservation, Distribution, Economic activity, Heritage, National Park, Natural Protection, Rural, Recreational, Urban*

## COMPOSITE

Children will be able to answer 10 questions in Quizizz

# St Erth Primary Curriculum Year 5 & 6: Spring 1



## SCIENCE

The children have previously sorted animals into groups based on their similarities and differences.

## INTENT

'Living Things and Their Habitats' Children will learn about the classification of living things.

## Sequence of learning

1. Sort and group animals based on their features, giving reasons (Revision)
2. How do the life cycles of different groups of animals differ?
3. How are living things classified using the Linnaean system?
4. Are there animals that don't typically fit into one group?
5. What characteristics do different types of microorganisms have?

*Vocabulary: Vertebrates, invertebrates, fish, amphibians, reptiles, birds, mammals, insects, microorganisms*

## COMPOSITE

Children are able to complete spider diagram about what they've learnt.

## RE

Children have learnt about some Jewish festivals.

## INTENT

Children will learn about why the Torah is important to the Jews

## Sequence of learning

1. What can we find out about Jewish communities in the Midlands and further afield?
2. What do Jews believe about God? How do Jews remember their beliefs about God?
3. What is a Sefer Torah? How is it used?
4. Are there particular laws that Jewish people need to follow?
5. What happens during worship at a synagogue?

*Vocabulary: Sefer Torah, TaNaKh, Torah, Nevi'im, Ketuvim, synagogue, Orthodox & Progressive Jew*

## COMPOSITE

Children are able to complete spider diagram about what they've learnt.

## COMPUTING

Children have used programs to code before using scratch

## INTENT

Children will and more virtual reality is being used in different industries to help people learn, work, train and explore. Children will also develop key computing skills such as graphical and 3D design plus coding elements.

## Sequence of learning

1. What virtual reality is and how it can be used to help people.
2. Add, move and resize objects in a virtual reality environment
3. Animate objects for realism.
4. Use code blocks to add movement (with grouping) and interactions (conditions).
5. Create multiple scenes of VR environments

*Vocabulary: virtual reality (VR), immersive, animate, scenes, grouping, interactions (conditions)*

## COMPOSITE

Use Scratch programming skills in other software, such as programming a virtual reality robot.

# Over Land and Sea

## Design Technology

Children have used Microbits before in Mindful moments

## INTENT

Children will learn to use microbits to monitor temp.

## Sequence of learning

1. Carry out research to develop design criteria
2. Write a program to monitor the ambient temperature including an alert
3. Generate creative and unique micro:bit case, stand and/or housing ideas
4. Learn about and practise 3D CAD skills

*Vocabulary: Boolean, Device, Durable, Monitoring device, Sensor, Synthetic, Variable, Versatile, Water-resistant, Workplane (CAD)*

## COMPOSITE

Design and make a device to monitor temperature

## MUSIC

## Composition

1. Create an 8 – 16 beat pentatonic composition with rhythmic variety and interest.
2. Notate the melody.
3. Improvise over a simple drone or groove
4. Create music with multiple sections
5. Notate the ABA compositions

## PE

### Hockey

1. Can you use dribbling effectively in a game situation?
2. Can you keep possession of the ball while using the whole space?
3. Can you pass the ball out of the defence, towards the attacking players?
4. Can you use long-range passing and crossing to create goal scoring opportunities for your team mates?
5. Can you use good decision making to attack the opposition?
6. Can you use formation to attack and defend?

## French

### Hobbies and pets

1. Useful phrases
2. Numbers 11-20
3. I like to play

## PSHE

### Well-Being

1. Mental health and keeping well
2. Managing challenges and change
3. Exploring risk in everyday situations