



St Erth Primary Curriculum

Year 5 & 6: Spring 1 (Cycle B)

Over Land and Sea

SCIENCE

Living Things

INTENT

They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning.

Learning Sequence

1. How can living organisms be grouped?
2. What are the key characteristics of animals, and how can they be remembered using MRS GREN?
3. How can different organisms be classified using the Linnaean system?
4. How can microorganisms be both helpful and harmful?
5. How are fungi different to other organisms?
6. How can you describe, represent and present data about a living organism?

FRENCH

Going to Work

GEOGRAPHY

National Parks

INTENT

Children will learn why National Parks are important, what makes them special, and how they are managed. This will help us understand how people interact with and care for the environment.

Learning Sequence

1. What is the physical Geography of Britain's National Parks and where are they?
2. What is the Human Geography of National Parks and why is this important?
3. Why do National Parks welcome Visitors, what effect does this have on the Southwest?
4. Why are OS maps important and what can they tell us about our national parks?
5. How are National Parks worked and lived in, whilst being protected?
6. How do Southwest National Parks compare to the Everglades National Park in Florida?

Learning Sequence

1. Jobs and professions
2. Where people work
3. Earning money

COMPUTING

Data Bases

INTENT

Using a database to order data and create charts to answer questions. microcontroller.

Learning Sequence

1. To use a form to record information
2. To compare paper and computer-based databases
3. To outline how you can answer questions by grouping and then sorting data
4. To explain that tools can be used to select specific data
5. To explain that computer programs can be used to compare data visually
6. To use a real-world database to answer questions

E-SAFETY

Learning Sequence

Our online tracks.

RE

Judaism - The Torah

INTENT

Children will learn about the different cultures within the Jewish community by looking at Census data. You will also study how the Sefer Torah is made, its role in synagogues, how people interpret it.

Learning Sequence

1. What do Jewish people look like, and where do we find Jewish people in the UK?
2. What is the Torah? What is a Sefer Torah?
3. Why are there different types of synagogue in the UK?
4. How does the Torah influence what Jewish people might eat?
5. How are Jewish people adapting festivals in the UK?
6. Why is the Torah important to Jewish

PSHE

Well Being

Learning Sequence

1. Wonderful me: taking responsibility for my feeling
2. People around me: good friends
3. Meaning and purpose

DESIGN TECH

Stuffed Toy

INTENT

Children will design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.

Learning Sequence

1. What are the design criteria for designing a stuffed toy?
2. How do you sew a blanket stitch?
3. How you add details and appendages to a stuffed toy?
4. How do you assemble a stuffed toy?

INTENT

In this unit, Year 5 students will explore sea shanties like "What Shall We Do with the Drunken Sailor?" They will learn about their history and purpose, create rhythm games, and arrange music using voices and instruments, tracking progress over terms.

Learning Sequence

1. Sing a sea shanty expressively and with a strong beat.
2. Learn a cup rhythm game, keeping to the beat of the song.
3. Make a video recording of children singing.
4. Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.
5. Create accompaniments with bass notes and chords.

PE

Dance

INTENT

Children will be inspired by music, applying dance principles, creating routines, expressing ideas, and performing solo or in groups.

Learning Sequence

1. Introducing the dance
2. Question & answer
3. Canon & unison
4. Confidence & timing
5. Group choreography
6. Performance

MUSIC

Sea Shanties