

Yr 5 As a designer and creator			
Prior Knowledge – Design, make, evaluate and improve	Design, make, evaluate and improve	Prior Knowledge – Construction	Construction. Mechanics and electronics
D1 To use measurement in the design process to be followed in making process. D2 To create cross sectional diagrams. D3 To create prototypes and edit designs.	D1 To create prototypes and edit designs. D2 To create a net as a prototype. D3 To generate ideas and create exploded diagrams. D4 To use research on the internet and survey people in the community to develop a design criterion to inform a design of innovative, functional and appealing products fit for purpose and aimed at a specific group of people. D5 Justify decisions about materials and methods of construction. D6 To use measurement in the design process to be followed in making process. D7 To make suggestions on how their design/product could be improved.	D10 To create electrical systems including buzzers and bulbs.	D8 To use a hand drill to create tight and loose holes. D9 To use a hand saw to cut different types of wood. D10 To use a variety of screwdrivers to join materials and to make holes. D11 To use a glue gun. D12 To use a G clamp and/or vice. D13 To use a hammer to put nails/screws in. D14 To use a mitre box to cut angles. D15 To create temporary or fixed joints. D16 To use gears and pulleys
Prior Knowledge – Materials	Materials	Prior Knowledge – Cooking	Cooking and nutrition (x3 times a year)
D4 To understand seam allowance. D5 To strengthen, reinforce and stiffen fabrics. D6 To select fabric and fastening according to functionality and aesthetics. D7 To stitch on objects to create design. D8 To use back stitch. D9 To begin to plait using a variety of textures.		D11 hedge hogging a mango D12 grating harder foods D13 Simple combination of using bridge and claw chopping techniques	D17 coring an apple D18 finer grating D19 whisking egg D20 handling short crust pastry D21 creaming fat and sugar

Kestrel Mead Sticky Learning Curriculum

Year 5

As an artist			
Prior learning (YR 4)	Drawing	Prior learning (YR 4)	Collage
A1. Use research to inspire drawings from memory and imagination. A2. Explore relationships between line and tone, pattern and shape, line and texture using different medias. A3 To create a portrait of another person.	A1. Use a variety of source material for their work. A2. Work in a sustained and independent way from observation, experience and imagination. A3. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	A8. Choose collage as a means of extending work already achieved.	A7. Use a range of media to create collage describing vocabulary based on the visual and tactile elements. A8. Build up layers and colours/textures.
Prior learning (YR 4)	Painting	Prior learning (YR 4)	Printing
A4. Make and match colours with increasing accuracy. A5. Use more specific colour language e.g. tint, tone, shade, hue. A6. Choose paints and implements appropriately. A7. Plan and create different effects and textures with paint according to what they need for the task.	A4. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. A5 To paint a landscape scene A6. Create imaginative work from a variety of sources.	A9 To use marbling inks to create a pattern on paper. A10 To use tools to change the pattern in marbling paint.	A9. Explain a few techniques, including the use of poly-blocks and relief printing. A10. Organise their work in terms of pattern, repetition, symmetry or random printing styles. A11. Choose inks and overlay colours.

As a confident person		
To listen and understand	To develop a wide and subject specific vocabulary	To speak with clarity and confidence
SL1: To demonstrate active listening by justifying ideas or expanding on the ideas of others.	SL6: To use technical vocabulary. SL7: To explain the meaning of key words and concepts. SL8: To link topic vocabulary and explain with confidence.	SL13: To answer questions in a detailed response, more than a sentence. SL14: To vary the length and structure of sentences. SL15: To begin to make suggestions to take an active part in discussions. SL16: To reflect on the effectiveness of the explanation.
To be a participant in debates	Stylistic techniques	Physical, social and emotional
SL2: To begin to negotiate and compromise by offering alternatives. SL3: To begin to debate using evidence to support points. SL4: To offer alternatives when others don't understand. SL5: To begin to critically examine ideas and views expressed.	SL9: To recognise and explain some idioms. SL10: To add humour to a discussion or debate where appropriate. SL11: To select appropriate language in a range of situations (formal/informal). SL12: To begin to understand sarcasm when it is heard.	SL17: To confidently use a variety of facial expressions when performing. SL18: To begin to project my voice in an assembly. SL19: To use my body language when performing to show messages. SL20: To think about what the audience might like/expect/understand. SL21: To develop my own flair and character on stage.

As a historian			
Prior Eras	Historical Knowledge	Historical Era	Subject Specific Vocabulary
Y4 The Romans and Roman Britain Ancient Greece	H1 Chronological knowledge and understanding Develop chronologically secure knowledge and understanding of British, local and world history.	Early Middle Ages Anglo Saxons in Britain Early Islamic civilisation AD900 (study of Bagdad)	Anglo Saxons – Angles Saxons Jutes Sutton-Hoo Farmer-warrior Wergild Augustine Alfred the Great Gods Kingdoms
Key Concepts	Historical Concepts	A study of ...	
Invasion (Anglo-Saxons/Islamic Empire) Settlement (<i>Anglos Saxons</i>) Evidence of the past: sources (<i>Anglo-Saxon artefacts and place names</i>) Similarity and Difference (between societies) / Change and Continuity (over time): (Roman/Anglo-Saxon Britain/Islamic society) <i>Science</i> <i>Religion</i> <i>Art and culture</i>	H2 Continuity and change Understanding how and why change occurs in history, why and how things stay the same and analysing trends H3 Cause and consequence Identify, describe reasons for and results of historical events, situations and changes studied in the past H4 Significance Understanding why some events, individuals, situations, changes, societies and periods are considered significant. H5 Similarities and differences Identify and explain similarities and differences within and across different past periods and societies. H6 Planning and carrying out a historical enquiry Understanding the methods of enquiry, including how evidence is used to make claims. H7 Historical Interpretations Understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed.	1, Britain's settlement by Anglo-Saxons and Scots This could include: Roman withdrawal from Britain in Ad410 and the fall of the western Roman Empire Anglo Saxon invasions, settlements and kingdoms: place names & village life Anglo Saxon art and culture Christian conversion Canterbury, Lindisfarne 2, A study of non-European society to contrast with British Early Islamic civilisation	Early Islamic Civilisation – Baghdad Caliph Mongols House of Wisdom Algebra Calligraphy Mecca Trade Caliphate Golden Age

Year 5	
Prior knowledge	Information Technology
Information Technology Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i>	Knowledge Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>
	Skills— Create (Publisher) C1- To use Microsoft Publisher to create material for a specific audience/purpose (e.g. promotional leaflet) C2- To prepare and then present a simple film? (e.g. Storyboarding and then filming /editing/iMovie). C3- To design material on publisher thinking about layout/presentation C4- To insert images, text and data Organise/Store C5- To download a document and save it to the computer C6- To save an image document as a gif or jpeg file format using the command (e.g. "save as") Manipulate (iMovie) C7- To consider audience when editing a simple film and justify their choices C8- To use search technologies to find pictures to create an iMovie or with the use of green screens. C9- To specify the key words to use for the search C10- To skim and scan the results to see which one seems the most relevant C11- To distinguish between the main results and adverts presented as sponsored results.
	Subject Specific Vocabulary
	Search, Skim, Scan, Design, Present, Evaluate, video, movie, Embed, link, animate, animation, still image, record, stop, motion, stop frame.

As a geographer		
Prior knowledge	Knowledge in Year 5	Subject Specific Vocabulary
Geographical knowledge Locate the world's countries, focusing on Europe (including the location of Russia) and North and South America Geographical Understanding Physical themes: describe and understand the key aspects of physical geography including; climate zones, biomes and vegetation belt (River Nile) rivers and the water cycle Human themes: describe and understand key aspects of human geography, including types of settlements and land use based on rivers Understanding places and connections Understand geographical similarities and differences through the study of physical and human geography of a city in the UK and the Americas (compare city in North America and city in South America).	Geographical knowledge G1. Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains and coasts). Geographical Understanding G2. Physical themes: describe and understand key aspects of physical geography, including; climate zones, the Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian and time zones including day and night G3. Human themes: describe and understand key aspects of human geography including economic activity including trade links Understanding places and connections G4. Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a region in a European country. Geographical skills and enquiry in Year 5 G5. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. G6. Use a range of methods including sketch map, plans and graphs, and digital technologies.	Counties in the UK Mountains, peaks, hills, coasts, valley, terrain, slopes, ridges, gorge, range, altitude, air pressure, dome, dunes, highpoint, headwall, ledge, tracks, point, poles, equator, tropics, cancer, Capricorn, time zones, longitude, latitude, times of days, months, Greenwich Meridan, International date line, seasons, settlement, economy, trade, ports, rivers, manufacturing, industry, canals, markets, export, import, tax, duty, currency, fair trade

Sticky Words							
Moral Concepts			Technical Concepts				
British Values	Freedom	Justice	DT	Art	Geography	History	
Democracy	Pride	Honesty	Research	Style	Environment	Chronology	
Rule of law	Resilience	Belonging	Design	Media	Interconnection	Consequences	
Individual liberty	Compassion	Accountability	Technique	Expression	Climate	Significance	
Mutual respect	Curiosity	Challenge	Create	Technique	Sustainability	Enquiry	
	Confidence	Fairness	Evaluate	Composition	Change	Invasion	
	Adaptability	Empathy	Modify	Effects	Location	Settlement	
	Responsibility	Courage					
Subject specific vocabulary – chosen per topic by teachers from the subject boxes above							

Year 5						
	Big Question 1- Geo focus	Big Question 2 –Geo focus	Big Question 3- Creative focus	Big Question 4- History focus	Big Question 5- History focus	Big Question 6- free topic
Question	Is the world actually flat?	Why should all trade be fair?	What is success? A look to the future...	How have the Anglo Saxons influenced our lives today?	How has the Early Islamic civilisation influenced our lives today?	
Moral application of knowledge	Understanding the conspiracy theories and fake news regarding the earth being flat.	Understanding the poor treatment of labourers around the world compared to big businesses.	Exposing children to a wide range of professions to raise aspirations and looking at the determination and resilience required to succeed.	Understanding how settlements by the Anglo-Saxons and the Scots influenced Britain today.	To compare how the Early Islamic Civilisation compared to British history and explore what we could learn from those differences.	
Pre learning assessment	A mind map of knowledge about space, earth and seasons	A show and tell of foods – where do they come from? How do they get here?	A diary entry as you 20 years into the future outlining why you are successful	What do you understand by invasion? Where has it happened before in History?	Newspaper clippings about Islam. How much of this is real? Controlled discussion?	
Sticky words Moral concepts	Curiosity Challenge	Empathy Respect	Freedom Confidence Courage Pride Fairness	Belonging Resilience	Responsibility Adaptability	
Technical concepts	Environment Location Expression	Interconnection Sustainability Modify		Invasion Settlement Design	Significance Chronology Effects	
Subject specific vocabulary History or Geography	point, poles, equator, tropics, cancer, Capricorn, time zones, longitude, latitude, times of days, months, Greenwich Meridan, International date line, seasons,	settlement, economy, trade, ports, rivers, manufacturing, industry, canals, markets, export, import, tax, duty, currency, fair trade		Angles Saxons Jutes Sutton-Hoo Farmer-warrior Wergild Augustine Alfred the Great Gods Kingdoms	Baghdad Caliph Mongols House of Wisdom Algebra Calligraphy Mecca Trade Caliphate Golden Age	
Subject specific vocabulary Art or DT	Overlap Realistic Composition Structure Construct	chopping Coring Whisk Rub in Creaming	Polyester printing sheets Roller Printing paint Ink Water-based	Templates Join Drill Fibreboard Hardwood MDF Pine Plywood Pozi Flat head Screw Screwdriver G clamp/ vice Cross and pein head hammer Gear Pulley	Landscape Scenery Foreground Background Middle ground	
NC objectives – designer and creator		D3 D4 D5 D6 D7 D17 D20 D21 D18 D19		D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15- woodwork shields		
NC objectives – artist	A1 A4 A5 A6 (a11 – journaling technique)			A2 A3	A7 A8 (A9 A10 – Journaling technique)	

NC objectives – geographer	G1, , G2, G4 Linked to Science	G3, G5, G6				
NC objectives – historian				H1, H2, H3 , H4, H5 , H6. H7 Era: Anglo Saxons/scots	H1, H2, H3 , H4, H5, H6. H7 Era: Early Islamic civilizations	
NC objectives – speaking and listening TEACHERS ADD OBJECTIVES	SL1: To demonstrate active listening by justifying ideas or expanding on the ideas of others SL2: To begin to negotiate and compromise by offering alternatives. SL3: To begin to debate using evidence to support points. SL6: To use technical vocabulary. SL7: To explain the meaning of key words and concepts. SL8: To link topic vocabulary and explain with confidence.	SL1: To demonstrate active listening by justifying ideas or expanding on the ideas of others. SL2: To begin to negotiate and compromise by offering alternatives SL4: To offer alternatives when others don't understand. SL5: To begin to critically examine ideas and views expressed.	SL9: To recognise and explain some idioms. SL10: To add humour to a discussion or debate where appropriate. SL11: To select appropriate language in a range of situations (formal/informal). SL12: To begin to understand sarcasm when it is heard.	SL17: To confidently use a variety of facial expressions when performing. SL18: To begin to project my voice in an assembly. SL19: To use my body language when performing to show messages. SL20: To think about what the audience might like/expect/understand. SL21: To develop my own flair and character on stage.	SL13: To answer questions in a detailed response, more than a sentence. SL14: To vary the length and structure of sentences. SL15: To begin to make suggestions to take an active part in discussions. SL16: To reflect on the effectiveness of the explanation.	
NC objectives – computing TEACHERS ADD OBJECTIVES	C1- To use Microsoft Publisher to create material for a specific audience/purpose (e.g. promotional leaflet) C4- To insert images, text and data C5- To download a document and save it to the computer C6- To save an image document as a gif or jpeg file format using the command (e.g. "save as")		C1- To use Microsoft Publisher to create material for a specific audience/purpose (e.g. promotional leaflet) C3- To design material on publisher thinking about layout/presentation C5- To download a document and save it to the computer C6- To save an image document as a gif or jpeg file format using the command (e.g. "save as")	C2- To prepare and then present a simple film? (e.g. Storyboarding and then filming /editing/iMovie). C7- To consider audience when editing a simple film and justify their choices C8- To use search technologies to find pictures to create an iMovie or with the use of green screens.l	C9- To specify the key words to use for the search C10- To skim and scan the results to see which one seems the most relevant C11- To distinguish between the main results and adverts presented as sponsored results.	
SCIENCE Big Question taught discreetly	Why do we experience day and night?	Are all actions reversible?	What happens to our bodies as we grow?	How do forces affect us?	What is a life cycle?	
RE big question - up to 10 weeks	<u>What is justice?</u>	<u>What is justice?</u>	<u>Rules to live by...yes or no?</u>	<u>Rules to live by...yes or no?</u>	<u>My position in the world...what is my responsibility?</u>	<u>My position in the world...what is my responsibility?</u>
Enhancement	Debate the question	Campaign for Fair Trade	Showcase to parents	Debate the question	Letter to the media about the responsibility they have to tell the truth	

Awe, wonder, reciprocity through trips and visitors in year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	National Space Centre					

Geography		Local Area Supermarket to shop for Fair Trade	Derbyshire – challenges to complete to feel success			
History						
Computing						
Art/DT						
PE					Live sporting event - cricket	
RE					Mosque	
Music						
Other – theatre trips	Bikeability	Homeless Christmas appeal Our best picture book	Primary futures link		Trips to Orchard Mead	