

Yr 5 As a designer and creator				
<b>Big Questions in Year 5:</b> Is all trade fair? (cooking) How have the Anglo Saxons influenced our lives today? (construction, mechanics) How has the Early Islamic civilization influenced our lives today? (cooking)				
Enrichment:				
Prior Knowledge –	Design, make, evaluate and improve	Prior Knowledge	Construction. Mechanics and electronics	Subject Specific Vocabulary
D1 To research and evaluate current similar products. D2 To design a functional product using a given design criteria. D3 To plan my own product using annotated sketches. D4 To practice skills or create a prototype. D5 To use ICT to aid design. D6 To identify strengths and weaknesses of their product. D7 To evaluate the finished product to identify how well it meets their design.	D1 To research and evaluate current similar products. D2 To design a functional product using a given design criteria. D3 To plan my own product using annotated sketches. D4 To practice skills or create a prototype. D5 To use ICT to aid design. D6 To identify strengths and weaknesses of their product. D7 To evaluate the finished product to identify how well it meets their design.	D8 To create electrical systems including buzzers and bulbs within a product.  D9 To use gears or levers	D8 To use a hand drill D9 To use a hand saw to cut different types of wood. D10 To use a G clamp and/or vice. D11 To use a glue gun. D12 To use a hammer to put nails/screws in.	Drill Daw Wood (types of wood used) Glue gun Hammer  Beat Separate Dough Dice Seasonality Reared Caught Processed Mould mash
Prior Knowledge – Materials	Materials	Prior Knowledge	Cooking and nutrition	
		D14 To chop ingredients using the claw technique  D15 To knead dough. D16 To understand the need for proving using yeast. D17 To develop use of the hob to shallow fry.	D13 To beat ingredients together. D14 To separate eggs and yolks. D15 To form a dough. D16 To use the bridge technique to dice ingredients  D17 To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  D18 To mould mixtures into shapes D19 To develop use of the hob to fry. D20 To mash ingredients together.	

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.

	Year 5
Prior knowledge	Information Technology
<b>Information Technology</b> 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>	<b>Knowledge</b> 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>
	<b>Skills—</b> <b>Create (Publisher)</b> 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 <b>Organise/Store</b> 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”) <b>Manipulate (iMovie)</b> C7- To consider audience when editing a simple film and justify their choices C8- <i>To use search technologies to find pictures to create an iMovie or with the use of green screens.</i> C9- <i>To specify the key words to use for the search</i> C10- <i>To skim and scan the results to see which one seems the most relevant</i> C11- <i>To distinguish between the main results and adverts presented as sponsored results.</i>
	Subject Specific Vocabulary
	Search, Skim, Scan, Design, Present, Evaluate, video, movie, Embed, link, animate, animation, still image. record, stop, motion, stop frame.

Kestrel Mead Sticky Learning Curriculum
Year 5

As an artist (YEAR 5)				
Big Question in Year 5: <b>Is the world actually flat?</b> <b>What is success? A look to the future...</b> <b>How united is our kingdom?</b> <b>How has the modern media influenced the perception of Islam?</b>				
Enrichment:				
Prior Knowledge	Drawing	Prior learning	Collage	Subject Specific Vocabulary
A1. Use research to inspire drawings. A2. Explore relationships between line and tone, pattern and shape, line and texture using different medias.  <i>Portraits skills Year 3&amp;4-Outline of the features of the face i.e. eyes, nose and mouth, moving on to eyebrows and eyelashes. Placing the key features appropriately on the face. Beginning to learn the skills needed to draw realistic hair (exposure).</i>	A1To complete an observational drawing. A2 To use the skill of hatching and cross hatching to add detail to drawing. A3.To use stippling effect using pencils or thin pens when drawing.  <b>Year 5&amp;6 portrait skills- Adding details to face/shading to features of the face.</b>			<b>Drawing</b> Grades of pencils Shade Cross hatching Observational Still life
Prior Knowledge	Painting	Prior learning	Printing	
A3. Plan and create different effects with paint using own ideas. A4 Mix a range colours and types of paint adding white, grey and black to create different tints, tones and shades. A5. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. A6. To develop knowledge and vocabulary of the colour wheel.	A4 To use marbling inks to create a pattern on paper. A5 To use tools to change the pattern in marbling paint.			<b>Painting</b> Marbling Pattern swirling
				Artist linked to Sticky Curriculum:  <b>Artist in focus week:</b> Frida Kahlo

As a geographer		
Prior knowledge	Knowledge in Year 5	Subject Specific Vocabulary
<b>Geographical knowledge</b> Locate the world’s countries, focusing on Europe (including the location of Russia) and North and South America <b>Geographical Understanding</b> 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 <b>Understanding places and connections</b> 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).	<b>Geographical knowledge</b> G1.Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains and coasts). <b>Geographical Understanding</b> 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 <b>Understanding places and connections</b> 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.	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
	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.	

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

Sticky Words						
Moral Concepts			Technical Concepts			
British Values			DT	Art	Geography	History
Democracy Rule of law Individual liberty Mutual respect	Freedom Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility	Justice Honesty Belonging Accountability Challenge Fairness Empathy Courage	Research Design Technique Create Evaluate Modify	Style Media Expression Technique Composition Effects	Environment Interconnection Climate Sustainability Change Location	Chronology Consequences Significance Enquiry Invasion Settlement
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- History focus	Big Question 4- History focus	Big Question 5- Creative focus	Big Question 6- free topic
Question	Is the world actually flat?	Why should all trade be fair?	How have the Anglo Saxons influenced our lives today?	How has the Early Islamic civilisation influenced our lives today?	What is success? A look to the future...	
<i>Moral application of knowledge</i>	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.	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.	Exposing children to a wide range of professions to raise aspirations and looking at the determination and resilience required to succeed.	
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?	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?	A diary entry as you 20 years into the future outlining why you are successful	
Sticky words Moral concepts	Curiosity Challenge	Empathy Respect	Belonging Resilience	Responsibility Adaptability	Freedom Confidence Courage Pride Fairness	
Technical concepts	Environment Location Expression	Interconnection Sustainability Modify	Invasion Settlement Design	Significance Chronology Research		
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	Painting Marbling Pattern swirling	Drawing Grades of pencils Shade Cross hatching Observational Still life  Beat Separate Dough Dice Seasonality Reared Caught Processed	Drill Daw Wood (types of wood used) Glue gun Hammer	Beat Separate Dough Dice Seasonality Reared Caught Processed Mould mash		
NC objectives – designer and creator		D1-7 D13-D17	D1-D7 D8-12	D13-20		
NC objectives – artist	A4 A5	A1 A2 A3	A2 A3			
NC objectives – geographer	G1, , G2, G4 Linked to Science	G3, G5, G6				

`NC objectives – historian			H1, H2, <b>H3</b> , H4, <b>H5</b> , H6. H7 Era: Anglo Saxons/scots	H1, H2, <b>H3</b> , H4, H5, H6. <b>H7</b> Era: Early Islamic civilizations		
NC objectives – speaking and listening	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.	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.	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.	
NC objectives – computing	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”)		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 <b>C8- To use search technologies to find pictures to create an iMovie or with the use of green screens.l</b>	<b>C9- To specify the key words to use for the search</b> <b>C10- To skim and scan the results to see which one seems the most relevant</b> <b>C11- To distinguish between the main results and adverts presented as sponsored results.</b>	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”)	
<b>Enhancement</b>	<b>Debate the question</b>	<b>Campaign for Fair Trade</b>	<b>Debate the question</b>	<b>Letter to the media about the responsibility they have to tell the truth</b>	<b>Showcase to parents</b>	