



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 5 Autumn 1

#### Scream Machine

##### Art & Design: *Rollercoasters*

- To research Oznat Tzadok.
- To paint in the style of Oznat Tzadok.
- To use first hand observation to produce a line drawing of a roller coaster.
- To use thoughtful observations about the artist Karen Elzinga to select ideas for own work.
- To create a continued piece of artwork using simple line drawing.

##### D&T: *Theme Park Ride*

- To look at a range of familiar products that use rotating parts.
- To investigate ways of using electrical motor to create rotating parts.
- To investigate ways of making a framework for a fairground ride.
- To be able to design a fairground ride with a rotating part.
- To be able to make a fairground ride following a design.
- To be able to evaluate the finished product.

##### Music: *Rock Anthems*

Each unit in the Year 5 the music curriculum covers the following skills:

- To be able to recognise styles, find the pulse and recognise instruments with increasing confidence.
- To internalise, understand, feel and know how the dimensions of music work together.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- To create my own responses, melodies and rhythms.
- To play a classroom instrument in a group.
- To perform to each other.
- To discuss/respect and improve our work together.
- To improvise and compose my own music.

##### Computing: *We are Artists*

- To create a simple digital tessellation.
- To create a complex tessellating pattern.
- To use an algorithm to digitally draw a shape.
- To digitally replicate an image in the style of a notable artist.
- To use the tools available to refine and developing their work.
- To develop some awareness of computer-generated art, in particular fractal-based landscapes.

##### E-safety

- To develop strategies to protect our future selves.

##### PHSE and Relationships Education: *New Beginnings*

- To know what it feels like to start something new and begin to describe the emotions felt with it.
- To be able to contribute to making rules for the classroom.
- To resolve differences by looking at alternatives, making decisions and explaining choices.

##### Safeguarding:

- To know where to find information and help.

##### RE: *Judaism*

- To understand the Jewish belief in one God.
- To research the significance of the tallit, capel and tefillin.
- To understand why Moses is an important figure for Jews.
- To consider who is special to us, who we respect and what qualities make a good leader.
- To research Passover and the Sedar meal.
- To know how and why the festival of Sukkot is celebrated.



##### PE:

###### Indoors: *Dance – imoves cheer dance*

- To be able to perform basic cheer dance motions
- To be able to perform basic cheer dance jumps.
- To compose my own dances in a creative way.
- To learn a dance and perform dances with repetitive structures.
- To show that my dance shows clarity, fluency, accuracy and consistency.
- To work as a group to evaluate my own and others' cheer dance performance.

###### Outdoors: *Tennis (covered over two half terms)*

- To be able to run in different directions and stop with control.
- To demonstrate being ready in a balanced position.
- To know the names of tennis shots.
- To be able to move in different directions and show an awareness of space.
- To be able to control a ball and watch the bounce ready to hit.
- To have an awareness of court lines and keep the ball within these.
- To be able to demonstrate a circular swing on ground strokes (forehand).
- To be able to achieve an overarm serve, keeping the ball within the court lines.
- To be able to rally successfully.

##### History:

No focus this half term.

##### Geography: *Settlements*

- To locate different places in the world where there are theme parks.
- To identify the different seas and oceans which surround the UK's coastline and compare some UK beaches.
- To collect geographical information (such as climate and human and physical features) about the Isle of Wight and report on it.
- To map out the land use of the Isle of Wight.
- To make a detailed sketch and plan of Black Gang Chine on the isle of Wight.
- To plan a journey from Carshalton to the Isle of Wight.
- To consider how erosion is affecting Black Gang Chine and offer some possible solutions using information already gathered about land use.
- To create a graph showing how Black Gang Chine has changed in size over time
- To present findings about Black Gang Chine using digital technologies.
- To predict what a place (open to physical and environmental change) might be like in the future.

##### MFL: *Questions & answers*

- To be able to hold a simple conversation with a question and answer.
- To build basic sentences describing my family.
- To use a dictionary and look up unfamiliar words.
- To be able to write 2-3 sentences independently.

##### Science: *Forces*

- To explain what gravity is and its impact on our lives.
- To understand how we find things out as scientists.
- To set up a test and explore: How does the surface area of a piece of paper affect how quickly it falls?
- To be able to identify scientific evidence that has been used to support or refute ideas or arguments.
- To record result, label diagrams and draw conclusions.
- To understand why tests in science are carried out more than once.
- To set up and test: How does the surface are of the blades affect the time it takes the spinner to fall?
- To be able to take repeated accurate measurements using a stopwatch.
- To be able to identify the effects of air resistance that act between moving surfaces.
- To be able to plan a fair-test; identifying the control variables.
- To be able to identify the effects of friction between moving surfaces.
- To be able to identify the effects of water resistance that act between moving surfaces.
- To be able to recognise that some mechanisms, including pulleys, allow a smaller force to have a greater effect.