

# Sunrise Curriculum Autumn Sequence - Year 5

**Autumn 1: Friendship** - The story of The Paralyse Man...friends who go above and beyond to show they care. (Luke 5)

**Autumn 2: Trust** - The story of Mary...trusting God with the future and doing what's been asked of you. (Luke 1)



## 'How has Greek culture influenced the world we live in today?'

### HISTORY

**Y3 – Roman invasion of Britain and Changes in Britain from the Stone Age to Iron Age.**  
**Y4- Anglo Saxons and Vikings**

### INTENT

Children will be able to make comparisons about Ancient Greek and Roman life, achievements and their influence on the western world.

### DT

**Y3- Designing and making bread**  
**Y4- Designing and making tea treats**

### INTENT

Seasonal food and design, prepare and cook a pasty.

### ART

**Y1/2- Creating their own 3D sculptures using everyday objects.**  
**Y3/4- Looked at a range of work from different artists.**

### INTENT

Pop art techniques inspired by Charles Pazzino artwork to create a cityscape using different mediums.

### COMPUTING

**Y4 – children create a range of programs, systems and content that accomplish given goals.**  
Children have used computer coding software such as Hour of Code and Scratch.

### INTENT

Children will develop their understanding of computer systems and how information is transferred between systems and devices.

### Science

**Y3 – Forces**  
**Y3- Light and shadows .**

### INTENT

Children will learn about types of forces such as gravity, friction, water resistance and air resistance.

### Sequence of lessons:

- 1 - Find out when and where the Ancient Greeks lived, make a timeline of key events and use historical sources to infer information.
- 2 - To know what city-states were. To compare the city-states of Athens and Sparta and make a balanced argument based on historical knowledge.
- 3 - To find out why Alexander the Great was a significant figure and analyse the historical impact.
- 4 - To find out what happened at the Battle of Marathon and analyse the main reasons for the Greek victory.
- 5 - To learn about the twelve Olympian gods and their associated symbols. To identify key Ancient Greek gods and goddesses from historical sources
- 6 - To explain the importance of the Olympic Games in Ancient Greek culture and explore the balance of religious, social and sporting activities at the Ancient Greek Olympics.
- 7 - To find out about famous thinkers from Ancient Greece and explore key ideas and questions from Ancient Greek Philosophy.
- 8- To draw my own conclusion about the Ancient Greek story of the Trojan Horse and evaluate stories by examining sources of evidence.
- 9- To explore different areas of daily life for Ancient Greek children and find out about popular toys.
- 10- Explore the influence of Ancient Greece on various areas of modern life.

### Sequence of lessons:

- 1 - I can explain what seasonality means and know when different fruit and vegetables are in season in the United Kingdom.
- 2 - I can explain where, when and how a variety of ingredients are reared, caught and processed.
- 3 - I can design and make purposeful, functional and appealing products that are fit for purpose.
- 4 - I can carry out sensory evaluations of existing pasty products and evaluate them.
- 5 - I can create a pasty design using CAD.
- 6 - I can design a pasty for my special guest for the year 5 pasty day.

### Sequence of lessons:

- 1 - I can use Pop art techniques and layering to create a 3D cityscape.
- 2 - I can use a palette knife and paint to create textured cityscapes.
- 3 - I can replicate cityscape photos using different mediums.
- 4 - I can explore how to create reflections of cityscapes on water.
- 5 - I understand how to add detail into cityscape ink drawings.
- 6 - I can create a cityscape using any media of choice.



### Sequence of lessons:

- 1 - I can explain that computers can be connected to form systems.
- 2 - I can recognise the role of computer systems in our lives.
- 3 - I can recognise how information is transferred over the internet.
- 4 - I can explain how sharing information online lets people in different places work together.
- 5 - I can contribute to a shared project online.
- 6 - I can evaluate different ways of working together online.

### Outcome/composite

Children will contribute to a shared project online and evaluate ways of working together online.

### INTENT

Children will learn how to create short videos in groups.

### Sequence of lessons:

- 1 - I can recognise video as moving pictures, which can include audio.
- 2 - I can identify digital devices that can record video.
- 3 - I can capture video using a digital device.
- 4 - I can recognise the features of an effective video.
- 5 - I can identify that video can be improved through reshooting and editing.
- 6 - I can consider the impact of the choices made when making and sharing a video.

### Outcome/composite

Film Premiere: Children will share their videos with the class.

### Sequence of lessons:

- 1 - I can identify forces acting on objects.
- 2 - I can explore the effect gravity has on objects and how gravity was discovered.
- 3 - I can conduct research into the effects of water resistance and air resistance
- 4 - I can investigate the effect of air resistance using spinners.
- 5 - I can use my research to explain the effects of water resistance on a boat.
- 6 - I can conduct research into the effects of pulleys, gears and levers.

### Outcome/composite

Children will apply their learning to conduct hands on research using levers, pulleys and gears – what are the effects of using them?

### INTENT

Children will learn about Earth and its place in our Solar System.

### Sequence of lessons:

- 1 - I can explain why we know the Sun, Earth and Moon are spherical.
- 2 - I can name, order and describe the planets in our solar system.
- 3 - I can explain how planets move in our solar system.
- 4 - I can explain day and night and the apparent movement of the sun across the sky.
- 5 - I can investigate night and day in different parts of the Earth.
- 6 - I can explain the movement of the Moon.

### Outcome/Composite:

Children will create an information poster about our solar system.

### Outcome/composite

Children will answer key questions

### Outcome/composite

Children will make a pasty for their special guest. Y5 will be transformed into a restaurant where Y5 will serve their special guest.

### Outcome/composite

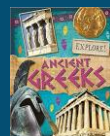
Children will create an art gallery



Who let the Gods out?



Greek Myths



Ancient Greeks (Explore!)

Reading opportunities across the Sunrise Curriculum

# Sunrise Curriculum Autumn Sequence - Year 5

## 'How has Greek culture influenced the world we live in today?'



**MUSIC**  
Prior knowledge  
Y4- Listen with attention to detail and recall sounds with increasing aural memory.

**INTENT**  
Children will learn about Rock music throughout history and be able to sing Livin' on a prayer off by heart.

**Sequence of lessons:**  
**Charanga unit: Livin' on a prayer**

- 1- I can identify the piece's structure.
- 2 – I can identify the instruments/ voices.
- 3 – I can find the pulse whilst listening.
- 4 – I can sing accurately and in time as part of the performance.
- 5 – I can sing Livin' on a prayer off by heart.

**Outcome/composite**  
Children will record a music video to be shared with other classes and with parents via Seesaw.

**Geography**  
Year 2: Know the capital cities of the UK and surrounding seas.  
Year 3: Construct basic maps (including of the school and surrounding area) using symbols in a key.  
Y4- Locate their world's countries using maps to focus on Europe.

**INTENT**  
Children will learn how to use the eight compass points to give directions and give grid references to locate places on a map.

**Sequence of lessons:**

- 1 – I can find information in an atlas using the index and simple co-ordinates.
- 2 – I can use a key to describe features on an Ordnance Survey map.
- 3 – I can use the eight compass points to describe routes on a map.
- 4 – I can use four or six-figure grid references to locate places on a map.
- 5 – I can plan a journey using the eight compass points and four or six-figure grid references.

**Outcome/composite**  
Children will apply their learning to plan a journey using the eight compass points and 4 or 6 figure grid references.

**FRENCH**  
Y4- ask and answer questions; express opinions and respond to those of others.  
Describe people, places, things and actions orally.

**INTENT**  
Children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation and will learn to say their favourite season

**Sequence of lessons:**

- 1 – Phonic sounds from Early Learning Teaching
- 2 – Phonic sounds Intermediate Teaching
- 3 – Phonic sounds from Intermediate Teaching (2)
- 4 – Recognise, recall and spell the four different seasons.
- 5 – Learn how to say and/or write a short sentence about winter
- 6 – Learn to say and write a short sentence about spring
- 7 – Learn to say and write a short sentence about summer.
- 8- Say and write a short sentence about autumn and ask 'What is your favourite season?'
- 9- Revise all language covered and complete end of unit check.

**Outcome/composite**  
Children will complete end of unit assessment

**INTENT**  
Learn 10 flavours of ice-cream and transactional language required to purchase an ice-cream.

**Sequence of lessons:**

- 1 – Recognise, recall and spell 5 different ice-cream flavours.
- 2 – Recognise, recall and spell 5 further different ice-cream flavours.
- 3 – Apply knowledge of 10 different ice-cream flavours to the structure 'I would like' along with the conjunction 'and'
- 4- Learn how to specify whether they would like their ice-cream in a cone or a small pot/tub
- 5 – Consolidate all vocabulary taught and progress to specify how many scoops as well as some transactional vocabulary
- 6- Complete end of unit assessment

**Outcome/composite**  
By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.

**RE**  
This unit draws children's understanding of Christianity and Islam from previous units in Y5, Y4 and Y3.

**INTENT**  
Children will learn about what it means to be a Muslim in Britain today.

**Sequence of lessons:**  
**Dazzling start- Going to Gwel An Mor- multi-faith community**

- 1 – I know how many Muslims there are in Cornwall, the UK and the world.
- 2 – I can recall the Five Pillars and name them, using technical vocabulary.
- 3 – I can say why it is good for Muslims and for me to be generous.
- 4 – I can explain what benefits Muslims gain from Hajj rituals and how Hajj is celebrated in Britain today.
- 5 – I can suggest two challenges and three opportunities Muslims might face in Britain today as they seek to follow the teachings of the Qur'an and Hadith.
- 6 – I can give evidence and examples to show how Muslims put their beliefs into practice in different ways.

**Outcome/composite**  
Children will apply their learning to give evidence and example of how Muslims put their beliefs into practice in different ways.

**INTENT**  
Children will be able to answer the question: "Why do Christian's believe Jesus is the Messiah?"

**Sequence of lessons:**

- I know the type of people and their qualities which would be needed in different situations.
- I understand what the Jews wished for from a Messiah.
- I can explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- I can comment on how the idea that Jesus was the Messiah makes sense in the wider story of the Bible.
- I can weigh up how far the idea that Jesus is the Messiah- a saviour from God- is important in the world today and, if it is true, what difference it might make in people's lives.

**Outcome/composite**  
Children will apply their learning to answer the key question: "Why do Christian's believe Jesus is the Messiah?"

**PSHE**  
Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.

**INTENT**  
 Children will learn about their place in the class, school and global community as well as devising Learning Charters.

**Being Me in My World**  
In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.

**Celebrating Difference**  
In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.

**Outcome/composite**  
Children to create and compare culture wheels to a child living in Ghana.

**PE**  
Y3 and Y4- Swimming

**INTENT**  
To pass a ball and learn some tactics and rules to play small sided game of tag rugby

**Sequence of lessons:**

- 1- I understand the rules and health and safety within tag rugby.
- 2- I can accurately pass a ball to another player whilst moving.
- 3- I can perform handling and ball manipulation skills linked to game situations.
- 4- I understand and can perform the role of a defender.
- 5- I understand and can perform the role of a defender through marking.

**Outcome/composite**  
Children will be able to play a game of tag-rugby.

**INTENT**

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

**Sequence of lessons:**  
Children will have 10 x 1 hour swimming lessons at Truro Leisure Centre. Children will be in ability groups (3 groups) and will be taught how to swim by qualified swimming teachers. Higher attaining pupils will develop their stroke technique and will learn how to perform self-rescue in the pool.

**Outcome/composite**  
Most children will swim 25 metres and some children will perform self-rescue techniques

**Curriculum Kernewek opportunities across the Sunrise Curriculum:**  
-DT unit- Pasty day link with the history of the pasty- mining (writing menu's out and including Cornish language)  
-Art Cityscapes- children creating cityscapes of Truro