

Sunrise Curriculum Autumn Sequence - Year 5

Autumn 1: Friendship - The story of The Paralysed 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?’

<div>HISTORY Y3 – children learned about changes in Britain from the Stone Age to Iron Age.</div>	<div>DT Y3- Designing and making bread for Passover. Y4- Designing and making tea treats.</div>	<div>ART Y1/2- Creating their own 3D sculptures using everyday objects. Y3/4- Looked at a range of work from different artists.</div>	<div>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.</div>	<div>SCIENCE Y3 – children completed a magnetism unit. Y3- Light and shadows unit.</div>	
<div>INTENT Children will learn about Ancient Greek Roman life, achievements and their influence on the western world.</div>	<div>INTENT Children will learn about seasonal food and design, prepare and cook a seasonal savoury dish using a range of cooking techniques.</div>	<div>INTENT Children will learn pop art techniques inspired by Charles Fazzino artwork to create a cityscape using different mediums.</div>	<div>INTENT Children will develop their understanding of computer systems and how information is transferred between systems and devices.</div>	<div>INTENT Children will learn about types of forces such as gravity, friction, water resistance and air resistance.</div>	
<div>Sequence of lessons: Dazzling Start – Greek workshop at Truro Museum (Going Potty workshop) ■1 – I can use my understanding of chronology to determine when Ancient Greece was. ■2 – I can analyse sources of evidence (maps) to find out more about Ancient Greek life. ■3 – I can analyse sources of evidence (text and images) to understand what impacted on the lives of Ancient Greeks. ■4 – I can critically analyse sources of evidence (archaeology) to understand how the Ancient Greeks influenced the modern world. ■5 – I can conduct an enquiry into Ancient Greece by critically analysing sources of evidence and forming conclusions. ■6 – Using my understanding of analysing sources, I can pursue a line of enquiry into an aspect of Ancient Greece to understand its significance.</div>	<div>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.</div>	<div>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.</div> <div></div>	<div>Sequence of lessons: 1 – I can explain that computers can be connected together 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.</div> <div>Outcome/composite Children will contribute to a shared project online and evaluate ways of working together online.</div> <div>INTENT Children will learn how to create short videos in groups.</div> <div>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.</div>	<div>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.</div> <div>Outcome/composite Children will apply their learning to conduct hands on research using levers, pulleys and gears – what are the effects of using them?</div> <div>INTENT Children will learn about Earth and its place in our Solar System.</div> <div>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.</div>	
<div>Outcome/composite Children will have Greek Gods and Goddess Dress up day: Olympic Games, Greek alphabet coding and answer the key question.</div>	<div>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.</div>	<div>Outcome/composite Children will create an art gallery for their special guests to view.</div>	<div>Outcome/composite Film Premiere: Children will share their videos with the class.</div>		
<div><div>Who let the Gods out?</div></div>	<div><div>Leo and the Gorgon's Curse</div></div>	<div>Reading opportunities across the Sunrise Curriculum <div>Greek Myths</div></div>	<div><div>Mythologica</div></div>	<div><div>Ancient Greeks (Explore!)</div></div>	<div>Outcome/Composite: Children will create an information poster about our solar system.</div>

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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 extend their knowledge of talking about themselves, including future tenses and ambitions.

Sequence of lessons:

- 1 – I can demonstrate my skills and knowledge in a variety of ways.
- 2 – I can respond appropriately to what someone says.
- 3 – I can use appropriate pronunciation to help others understand me better.
- 4 - I can use a dictionary to develop my sentences.
- 5 – I can follow a simple story.

Outcome/composite
Children will write personal presentations about themselves.

INTENT
Children will extend their knowledge of talking about themselves so that they can talk about their appearance. They will also learn some key grammatical features in French.

Sequence of lessons:

- 1 – I can demonstrate my listening skills by showing I have understood spoken language.
- 2 – I can order a sentence correctly.
- 3&4 – I can apply my sentence structure knowledge and vocabulary to hold short conversations.
- 5 – I can alter an adjective to match gender.

Outcome/composite
Children will apply their knowledge learnt this unit to carry out a conversation with a doctor.

RE
This unit draws children’s understanding of Christianity and Islam from previous units in Y4 and Y3.

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

Sequence of lessons:

- 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 examples of how Muslims put their beliefs into practice in different ways.

INTENT
Children will be able to answer the question: “Why do Christians believe Jesus is the Messiah?”

Sequence of lessons:

1. I know the type of people and their qualities which would be needed in different situations.
2. I understand what the Jews wished for from a Messiah.
3. I can explain connections between biblical texts, Incarnation and Messiah, using theological terms.
4. I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
5. I can comment on how the idea that Jesus was the Messiah makes sense in the wider story of the Bible.
6. 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

1. I can face new challenges positively and know how to set personal goals
2. I understand my rights and responsibilities as a citizen of my country
3. I understand my rights and responsibilities as a citizen of my country and as a member of my school
4. I can make choices about my own behaviour because I understand how rewards and consequences feel
5. I understand how an individual's behaviour can impact on a group
6. I understand how democracy and having a voice benefits the school community and know how to participate in this

Celebrating Difference

1. I understand that cultural differences sometimes cause conflict
2. I understand what racism is
3. I understand how rumour-spreading and name-calling can be bullying behaviours
4. I can explain the difference between direct and indirect types of bullying
5. I can compare my life with people in the developing world
6. I can understand a different culture from my own

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

PE
Children had swimming lessons in Y4

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.

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.

INTENT
Children will learn to develop passing and dribbling skills. Refine shooting skills and techniques for use in competitive games. Use simple tactics for attacking and defending. Develop control and balance through tackling skills.

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
Hockey

Sequence of lessons:

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

