

# Sunrise Curriculum Spring Sequence - Year 5

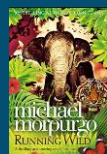
Spring 1: Courage - The story of Ruth ...courage to go to a new place and start again. (Ruth 1-4)

Spring 2: Hope - The story of the risen Jesus...hope for new life. (John 20)

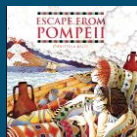
## 'Are humans or nature to be blamed for disasters?'



<b>GEOGRAPHY</b> Y4 – water cycles and where natural resources come from. Y2 - know hot and cold areas in relation to the Equator.	<b>DT</b> Y4- Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.	<b>ART</b> Y4 - different tones using graded pencils, drawing on a range of scales and using a variety of tools and surfaces.	<b>FRENCH</b> Y4- ask and answer questions; express opinions and respond to those of others. Y4- Describe people, places, things and actions orally.	<b>SCIENCE</b> Y4-States of matter, they will have learnt to compare and group materials together, according to whether they are solids, liquids or gases.
<b>INTENT</b> Children will learn about how mountains, volcanoes and earthquakes are formed.	<b>INTENT</b> Children learn to design, make and evaluate a shelter for someone who has lost their home due to a natural disaster.	<b>INTENT</b> Children will learn to use a range of techniques to create prints using a variety of materials.	<b>INTENT</b> Create sentences of their own using a range of personal details including name, age, where they live and nationality.	<b>INTENT</b> Children will learn about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes.
<b>Sequence of lessons:</b> 1 - I can describe the physical geography of Mount Everest. 2 - I can describe the geographical location of the main continental mountain ranges. 3 - I can explain how mountains are formed. 4 - I can understand how volcanoes are formed and where they are located. 5 - I can explain why people live near volcanoes. 6 - I can explain what causes earthquakes and where they are located in the world.	<b>Frame Structures-Sequence of lessons:</b> <u>Designing</u> • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <u>Making</u> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. <u>Evaluating</u> • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.	<b>Sequence of lessons:</b> 1- I can describe facts about Hokusai's life and work. 2- I can sketch the outline of "The great wave" in pencil focusing on texture using line and tone. 3- I can create a Hokusai landscape collage. 4- I can create a print of Hokusai's "The Great Wave." 5- I can use different tones of the same colour in my collage. 6- I can create a volcano landscape collage in the style of Hokusai. 7- I can create a volcano print in the style of Hokusai.	<b>Sequence of lessons:</b> 1 - Revise basic greetings and how to ask and answer the question 'how are you?'. 2 - Consolidate all vocabulary in previous lesson and how to ask and answer 'what is your name?' 3 - Consolidate numbers 1-10 and will progress to learning numbers 11-20 in the foreign language. 4 - Consolidate knowledge of numbers 1-20 and say how old they are. 5 - Learn how to ask and answer the question 'where do you live?' 6 - Complete the end of unit check  <b>Outcome/composite</b> Asking questions as well as providing accurate replies and start to create sentences using a range of personal details  <b>INTENT</b> To make a presentation about their family and demonstrate an increasing knowledge of grammar.  <b>Sequence of lessons:</b> 1 - Recognise, recall and spell different family members. 2 - Learn to say the possessive adjective my 3 - How to ask and answer the question 'do you have any siblings?' 4 - Consolidate the language needed to introduce their own/ fictitious family members in the foreign language. 5 - Introduced to numbers 1-70 to say how old people are. 6 - Complete the end of unit check  <b>Outcome/composite</b> Children will write personal presentations about their family	<b>Sequence of lessons:</b> 1- I can compare materials according to their properties. 2- I can investigate thermal conductors and insulators. 3- I can investigate which electrical conductors make a bulb shine brightest. 4- I can investigate materials which will dissolve. 5- I can use different processes to separate mixtures of materials. 6- I can identify and explain irreversible chemical changes.  <b>Outcome/composite</b> Children will complete an experiment which will assess their learning.
<b>Outcome/composite</b> Children to complete a case study about an earthquake and tsunami to apply their knowledge to. Children to complete end of unit assessment.	<b>Outcome/composite</b> Children will make a waterproof shelter for a doll/ action man.	<b>Outcome/composite</b> Children will create their own volcano print and collage.	<b>Outcome/composite</b> Children will write personal presentations about their family	<b>Outcome/composite</b> Children will complete an experiment which will assess their learning.



Running Wild- Michael Morpurgo



Escape from Pompeii- Christina Balit



The book of nature poetry- National Geographic



Survivors- David Long and Kerry Hyndman

Reading opportunities across the Sunrise Curriculum

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## 'Are humans or nature to be blamed for natural disasters?'



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

**INTENT**  
Children will appreciate and understand a wide range of high quality live and recorded music drawn from different traditions.

**Hip Hop: Fresh Prince of Bel Air:**

- 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 play instruments accurately and in time as part of the performance.
- 5 – I can compose a melody using simple rhythms and use as part of the performance.

**Outcome/composite**  
Children will contribute to a performance by singing and playing an instrumental part in a hip-hop song.

**History**  
Y5- In the autumn term they learnt about the similarities and differences between the Ancient Greeks and Romans.  
Y3- Romans

**INTENT**  
Children will learn about the historical timeline of the eruption of Mount Vesuvius in 79AD.

**COMPUTING**  
Y2 –children created simple programs.  
Y4 – children create a range of programs, systems and content that accomplish given goals.

**INTENT**  
Children will find out vectors are made up of different shapes. They will learn how to use the different drawing tools and how images are created in layers.

**Sequence of lessons:**

- 1 - To identify that drawing tools can be used to produce different outcomes.
- 2 - To create a vector drawing by combining shapes.
- 3 - To use tools to achieve a desired effect.
- 4 - To recognise that vector drawings consist of layers.
- 5 - To group objects to make them easier to work with.
- 6 - To evaluate my vector drawing.

**Outcome/composite**  
Children will create their own logo for the classroom using the skills they have learned.

**INTENT**  
Children will learn how to create simple and complex 3D models. They will be able to add detail and manipulate 3D models using a variety of tools.

**Sequence of lessons:**

- 1 – I can draw 3D shapes.
- 2 – I can add detail to 3D drawings.
- 3 – I can add detail to the interior of my 3D drawing.
- 4 – I can add and manipulate 3D models.
- 5 – I can create a complex 3D model.
- 6 – I can create a 3D model of my own design.

**Outcome/composite**  
Children will create a 3D model house and evaluate it.

**RE**  
Y1- Completed Gospel unit- What do Christians believe god is like?  
Y5- Autumn term incarnation unit- Was Jesus the Messiah?  
Y3 Judaism unit Autumn term.

**INTENT**  
Children will learn that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.

**Sequence of lessons:**

- 1- I can understand what it feels like to know God for Christians.
- 2- I understand that Christians believe God is omnipotent, omniscient and eternal, and that means God is worth worshipping.
- 3- I can explain connections between biblical texts and Christian ideas of God, using theological terms.
- 4- I can explain how Christians see God as holy, as well as, loving.
- 5- I can explain how Christian songs may help Christians to get to know God better.

**Outcome/composite**  
Children will create their own guidelines for living.

**INTENT**  
Children will learn why the Torah is so important to Jewish people.

**Sequence of lessons:**

- 1 – Give examples of the diversity of people who are part of the Jewish community.
- 2 – I can explain what the Shema means for Jews .
- 3 – I can give examples of how the Torah is used and treated
- 4 – I can Make connections between the beliefs of Jewish people about the sacredness of the Torah and how it is scribed and looked after in the synagogue .
- 5 – I can explain why following Jewish food laws and keeping Shabbat is still important to Jewish people today .
- 6 – I can consider and way up the value of Shabbat as a time of rest and a time for worship, community and family for Jewish people and something similar for non-Jews.

**Outcome/composite**  
Children will apply their learning to answer the following question: 'Rituals, traditions, stories and celebrations help to keep a community strong.'

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

**INTENT**  
Children will learn about what they will need to do to achieve their goals in life and compare them to the hopes and dreams of young people from different cultures.

**Dreams and Goals:**

In this Puzzle the class will be comparing their hopes and dreams with those of young people from different cultures. They will then reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

**Outcome/composite**  
Children will devise an event or activity that could raise money for charity.

**INTENT**  
Children will learn about the different roles that food and substances can play in people's lives.

**Healthy Me**

In this Puzzle the class will explain different roles that food and substances can play in people's lives. They will learn about how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. They will summarise different ways that they can respect and value their body.

**Outcome/composite**  
Children will apply their learning to write a recipe for a Healthy Body Image.

**PE**  
Y4- They would have learnt to develop fielding skills. Select and use simple tactics. Use running, throwing and catching. Communicate, collaborate and compete with each other.

**INTENT**  
I have a clear idea of how to develop my own and others' work

**Sequence of lessons:**  
Real Gym Unit 1  
Cognitive Cog

**Sequence of lessons:**

- Lesson 1-3
- Gym Skill: Travel
- Theme: Mapping Pathways (hand apparatus)
- Lesson 4-6
- Gym skill: Rotation
- Theme: Rotation sequences (partner work)

**Outcome/composite**  
Children will be able to perform a gym routine

**INTENT**  
Learn and develop shapes and circles to create sequences of movement with these through partnering and artistry

**Sequence of lessons:**

- 1- I can perform with balance and control
- 2- I can perform a diverse range of circle moves, including jumps and turns.
- 3- I can perform a range of body movements demonstrating moving like silk
- 4- I can perform a range of shapes, circles and silk moves with control to different music.
- 5- I can perform with balance and control throughout – soft landing, minimum wobble when assisting my partner to jump.

**Outcome/composite**  
Children will apply their skills to perform a partner dance

**Sequence of lessons:**

- 1- I can understand what Roman life was like living in Pompeii in 79AD.
- 2 – I can create a historical timeline of the eruption of Mount Vesuvius in 79AD.
- 3 – I can write an eyewitness account of the eruption of Vesuvius in 79AD.

**Outcome/composite**  
Children will apply their knowledge to write an eyewitness account of the eruption of Mount Vesuvius.

**Curriculum Kernewek**  
When exploring how cathedrals show what Christians believe about God, we will reflect on the importance of the Cathedral for many who live in Cornwall today. We will consider why people feel attracted to Cornwall as a centre of spirituality and spiritual experience.

