


Sunrise Curriculum Summer Sequence - Year 5

Summer 1:Compassion - The story of The Good Samaritan...caring for others. (Luke 10:30-37)

Summer 2: Joy - The story of Abraham and Sarah’s baby...joy after waiting, joy in the miracle of life. (Genesis 18, 20)

‘What was so amazing about the Mayans?’



<div>HISTORY Y4 – children learned about the Vikings.</div>	<div>DT 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.</div>	<div>ART Y1/2- Creating their own 3D sculptures using everyday objects. Y5- Spring term created collages for Hokusai artwork.</div>	<div>COMPUTING Y2 –children created simple programs. Y4 – children create a range of programs, systems and content that accomplish given goals.</div>	<div>Science Y4 – children identified animal characteristics Y3 – children learned the parts of a plant</div>
<div>INTENT Children will be able to make comparisons about Vikings and Ancient Mayan achievements and understand what caused those developments and their effects.</div>	<div>INTENT Children will learn design, make and evaluate a moving toy.</div>	<div>INTENT Children will make Mayan masks, building a collage element into the sculptural process.</div>	<div>INTENT Children will learn how to use tools within a database to order and answer questions about data. They use a real-life database to answer a question and present their work to others.</div>	<div>INTENT Children will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds.</div>
<div>Sequence of lessons: Dazzling Start – Cadbury’s World Ancient Maya virtual workshop! ■1 - • I can identify the chronological context of the Ancient Maya. (Make comparisons to children’s knowledge of the ancient timeline- The Vikings and Ancient Greeks particularly) 2 - • I can identify the major Mayan achievements and compare them to those of the Vikings. (Children will be able to assess the achievements of two civilisations with an appropriate historical response) ■3 - • I can identify the similarities and differences between Mayan and Viking housing. (Children to compare and contrast housing of the Maya and Vikings) ■4 – I can identify the similarities and differences between Mayan and Viking society. (Children to compare and contrast societal structures of the Maya and Vikings) ■5 – I can identify the similarities and differences between Mayan and Viking food (Children to compare and contrast the foods and collection methods of the Maya and Vikings) ■6 – I can identify the similarities and differences between Mayan and Viking beliefs. (Children use a range of sources to compare aspects of the Maya and Viking beliefs) ■7 – I can identify ways that we construct the past. (Children to identify different sources for interpreting the past)</div>	<div>Frame Structures-Sequence of lessons: Designing • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project.</div>	<div>Sequence of lessons: 1 - Children will explore Mayan masks and learn about when the Mayan’s used them. 2 – Children will revisit Picasso’s artwork with a focus his influence from African masks. 3 – Design their own Mayan masks that represent their identity. Pupils to show in their design what the mask would be used for. 4 – Make masks using cardboard and build it up in layers. 5 – Explore collage technique to express their identity and the role of the mask. 6 – Adding detail in acrylic paint- use Mayan patterns to show understanding of art from a different culture.</div> <div></div>	<div>Sequence of lessons: ▪ 1 – I can explain how information can be recorded. ▪ 2 – I can navigate a flat-file database to compare different views of information. ▪ 3 – I can group information using a database. ▪ 4 – I can choose multiple criteria to answer a given question. ▪ 5 – I can refine a chart by selecting a particular filter. ▪ 6 – I can refine a search in a real-world context.</div> <div>Outcome/composite Children will create a presentation showing understanding and application of all the tools used within the unit.</div>	<div>Sequence of lessons: ▪ 1&2 – I can describe how some plants reproduce. ▪ 3 – I can describe the life cycles of different mammals. ▪ 4 – I can explain what Jane Goodall discovered about chimpanzees. ▪ 5 – I can compare the life cycles of amphibians and insects. ▪ 6 – I can compare the life cycles of plants, mammals, amphibians, insects and birds.</div> <div>Outcome/composite Children will Children take on the role of wildlife presenters. Children will write a script to narrate a programme all about life cycles of different animals</div>
<div>INTENT Children will learners will use physical computing to explore the concept of selection in programming using the Crumble programming environment.</div>	<div>INTENT Children will learn about the changes that human beings experience as they develop to old age.</div>			
<div>Sequence of lessons: 1 – I can control a simple circuit connected to a computer. 2 – I can write a program that includes count-controlled loops. 3 – I can explain that a loop can stop when a condition is met, e.g. number of times. 4 – I can conclude that a loop can be used to repeatedly check whether a condition has been met. 5 – I can design a physical project that includes selection. 6 – I can create a controllable system that includes selection.</div>	<div>Sequence of lessons: ▪ 1 - • I can describe the stages of human development. ▪ 2 - • I can explain how babies grow and develop ▪ 3 - I can describe and explain the main changes that occur during puberty ▪ 4 - I can identify the changes that take place in old age ▪ 5 - • I can report findings from enquiries, in relation to research about gestation periods of animals ▪ 6 - I can record complex data using graphs and models, when comparing the relationship between gestation periods and life expectancy.</div>			
<div>Outcome/composite Children will create a double page spread on the similarities and differences between the Maya and Viking civilisation.</div>	<div>Outcome/composite Children will make a moving toy.</div>	<div>Outcome/composite Children will reenact the beginning of a Mayan battle wearing the masks to intimidate the enemy.</div>	<div>Outcome/composite Children will create a controllable system that includes selection.</div>	



Rain Player



The Chocolate Tree: A Mayan Folktale

Reading opportunities across the Sunrise Curriculum



Middleworld



The Great Kapok Tree



The History Detective Investigates: Mayan Civilization

Outcome/Composite:
Children will present data using more complex presentation methods, E.g. line graphs, charts and models.

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‘What was so amazing about the Mayans?’



MUSIC

Prior knowledge

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.

Sequence of lessons:

Charanga unit: Motown: Dancing in the Street

- 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 compost a melody using simple rhythms and use as part of the performance.

Outcome/composite

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

Geography

Y2- Name and locate the world's 7 continents.
Y3- Name and locate countries and cities of the UK
Y4- Locate their world's countries using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

INTENT

Children will learn about the continents of North and South America, and the countries that form them. They will also look in more detail at Mexico and in particular Yucatan Peninsula and make comparisons to Cornwall focusing on similarities and differences in the human and physical features.

Sequence of lessons:

- 1 – I can describe the different climates and biomes around the world.
- 2 – I can identify the countries of North and South America.
- 3 – I can identify key physical and human features of Mexico.
- 4 – I can identify key physical and human features of the Yucatan Peninsula.
- 5– I can identify similarities and differences in the human and physical features of my local area and the Yucatan Peninsula.
- 6 – I can identify renewable and non-renewable energy sources.
- 7 – I can explain where our energy comes from.
- 8 – I can compare where Cornwall and the Yucatan Peninsula get their energy from.

Outcome/composite

Children create a double-page spread identifying the similarities and differences between Cornwall and the Yucatan Peninsula.

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 their family and friends to extend their conversation abilities.

Sequence of lessons:

- 1 – I can make sentences about belonging.
- 2 – I can vary my sentences by changing the vocabulary.
- 3 – I can add detail to a sentence with an adjective.
- 4 - I can use a bilingual dictionary to translate unknown words.
- 5 – I can select suitable adjectives to describe a subject.
- 6 – I can use a description to support my opinion.

Outcome/composite

Children complete oral presentations about their families and friends.

INTENT

Children will learn key vocabulary related to school life.

Sequence of lessons:

- 1 – I can use the pronouns il and elle.
- 2 – I can show that I understand the meaning of a sentence by saying whether it is true or false.
- 3 – I can say and write a sentence to answer a question.
- 4 – I can ask and answer questions in French.
- 5 – I can ask and answer questions in French about what I can do in school.
- 6 – I can take part in a conversation with a partner and show it to my class.

Outcome/composite

Children share their practiced conversations to another class.

RE

This unit draws children’s understanding of Christianity and other faiths from previous units in Y5, Y4 and Y3.

INTENT

Children will make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives.

Sequence of lessons:

- 1 – I can explore the Parable of the Wise and Foolish Builders and suggest meanings for it.
- 2 – I can explore the Sermon on the Mount and suggest meanings for different quotes from it.
- 3 – I can make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives.
- 4 – I can relate biblical ideas, teachings or beliefs to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
- 5 – I know that Christians believe that they should bring the gospel to life in the world in different ways.

Outcome/composite

Children will apply their learning and think about what would Jesus do to answer the following question: “Can enemies become friends?”

INTENT

Children will be able to answer the question: “Why do some people believe in God and some people not?”

Sequence of lessons:


- 1. I can explain what the words theist /atheist /agnostic mean.
- 2. I can give at least three ways in which Christians describe what they believe God is like.
- 3. I can talk about how believing in God is helpful to some people.
- 4. I can express some of my own ideas about why people believe or not, giving reasons.
- 5. I can express some of my own ideas about the connections between science, faith and God.
- 6. I can give clear examples of what difference it makes for someone to believe or not believe in God.

Outcome/composite

Children will draw their learning into a detective's report showing how much they understand about why some people believe God is real, and some people do not.

PSHE

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

**INTENT**

Children will learn about the difference between online and in person friendships.

Relationships

In this Puzzle the class look comparing different types of friendships and the feelings associated with them. They will be able to explain how to stay safe when using technology to communicate with their friends, including how to stand up for themselves, negotiate and to resist peer pressure. The children will learn to apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or Others.

Changing Me

In this Puzzle the class will learn how boys and girls change during puberty and why looking after themselves physically and emotionally is important. They will also learn to summarise the process of conception. They will learn how to express how they feel about the changes that will happen to them during puberty and to accept that these changes might happen at different times to their friends.

Outcome/composite

Children to create spinning tops about changes they are looking forward to in the next academic year and how they can manage the changes.

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

Children will learn to Refine basic striking, fielding and bowling skills. Use running, throwing and catching in isolation and combination. Communicate, collaborate and compete with each other. Develop technique and control.

Sequence of lessons:

- 1- I can throw and catch accurately.
- 2- I can develop batting techniques.
- 3- I can begin to bowling overarm.
- 4- I can bowl overarm confidently.
- 5- I can play a game of rounders.

Outcome/composite

Children will be able to play a game of rounders.

INTENT

Refine throwing, jumping and running skills. Develop strength, flexibility, balance and control. Compare performances with previous & demonstrate improvement to achieve personal best.

Sequence of lessons:

- 1- I know what part of my feet to sprint on.
- 2- I know where to put my feet and hands for a sprint start and why.
- 3- I can pass the baton to a teammate whilst both moving.
- 4- I can use my arms for momentum
- 5- I can co-ordinate the hop, step and jump
- 6- I can identify at least 3 teaching points for throwing a javelin/shot Put

Outcome/composite

Children will apply their skills learnt throughout this unit to compete in Sports Day.

Curriculum Kernewek

When exploring the similarities and differences between the Yucatan Peninsula and Cornwall, children will learn about Cornwall’s distinct heritage and culture, Cornwall’s influence on the world and the impact of the wider world on Cornwall. They will also reflect on their personal experiences of life in Cornwall.

