

# Thurgoland CE Primary School

Learning Together in Faith and Joy

## Design and Technology

### Masks

#### Make

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

#### Evaluate

Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.

#### Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.

#### Food Technology – Chilli Con Carne with rice

Understand and apply the principles of a healthy and carried diet. Prepare and cook chilli using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

## Year 5 Autumn Term

### History

#### Mayan Civilisation

Study a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Know and understand significant aspects of the history of the wider world including the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

### Music

Class Orchestra - Ukulele

### Geography

#### Mayan Civilisation

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Science

#### Sound

Identify how sounds are made, associating some of them with something vibrating  
Recognise that vibrations from sounds travel through a medium to the ear  
Find patterns between the pitch of a sound and features of the object that produced it  
Find patterns between the volume of a sound and the strength of the vibrations that produced it  
Recognise that sounds get fainter as the distance from the sound source increases.

## Modern Foreign Languages - French

Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts  
Understand and express simple opinions  
Listen attentively and understand more complex phrases and sentences  
Re-read frequently a variety of short texts  
Make simple sentences and short texts  
Write words, phrases and short sentences, using a reference  
Look at further aspects of their everyday lives from the perspective of someone from France  
Make a simple story book  
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  
Appreciate simple stories, songs, poems and rhymes in French

## PE

### Schemes: Real PE and iMoves

#### Gymnastics - flight

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Use a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### Games

Using Real PE this term we will focus units covering coordination and ball skills, agility and response, static seated balance and balance focusing on floor work.

#### Dance

This term we will be looking at 'The road to Rio' and Samba dancing.

## ICT

**We are game developers**

**We are cryptographers**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## PSHE

### Class Rules

To understand the need for rules. What rules do we need this year?

### Achieving targets

To know that we all need to set ourselves achievable targets.

### New Challenges

To understand that life presents diverse challenges to us all. Taking responsibility and contributing to the school by taking on the role of peer mediators.

### Contributing to your future

To know that adults rely on learned skills to fulfil their work .

## RE

### Schemes: Understanding Christianity and Discovery R.E

#### What does it mean if God is holy and loving?

Identify some different types of biblical texts, using technical terms accurately.

Explain connections between biblical texts and Christian ideas of God, using theological terms.

Make clear connections between Bible texts studied and what Christians believe about God.

Show how Christians put their beliefs into practice in worship.

#### What is the best way for a Hindu to show commitment to God?

Learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.