Year: 5 Term: Autumn 1 Topic: The Grand Canyon

Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*
Texts: Stormbreaker by Anthony Horowitz
Writing Styles and Genres: **Narrative, diary entry, playscript, non-chronological report**

Maths
White Rose Units:
Place value – up to 1,000,000
Addition & subtraction
Multiplication & division

Subject: Geography – The Grand Canyon

The children will learn to: -
To locate the Grand Canyon and identify key features.
To find out about different biomes in the Grand Canyon.
To describe the human and physical geographic features of the Grand Canyon.
To understand how the Grand Canyon was formed.
To learn about the environment at the bottom of the Grand Canyon.
To consider ways in which the Grand Canyon was used by humans.
To consider the types of settlements and land use in and around the Grand Canyon.
purposes using the inter-related dimensions of music

Specific Planned Content Across The Curriculum

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral lessons 1-7
Music – Blues
R.E– How and why are Jewish festivals celebrated today?
PSHE - You, Me and PSHE – Physical health and wellbeing: In The Media
Keeping safe and managing Risk: When things go wrong
Computing – Purple Mash - 5.1 Coding
Geography – The Grand Canyon
French – Getting to know you

Art – Lowry Art
The children will learn to:
Develop and imaginatively extend ideas from starting points linked to the Victorian era and collect information, sketches and resources in a sketch book.
Comment on Lowry artworks with a fluent grasp of visual language.
Sketch (lightly) before painting to combine line and colour.
Create a colour palette based upon colours typical of Lowry
Use brush techniques and the qualities of paint to create texture.
Use a variety of techniques to add interesting effects – depict movement, perspective, contrasting background and foreground.
Take inspiration from Lowry to create original pieces.

Subject: Science – Properties & Changes of materials.
The children will learn to:
Compare and group together everyday materials based on evidence from tests, including their hardness, solubility, conductivity. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated (filtering, sieving evaporating) • Give reasons, based on evidence from tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.

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Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
This half-term there will be a whole school focus on our core value of RESPECT through assemblies, circle time and PSHE teaching.	Our knowledge organiser will be focused on **Geography - The Grand Canyon.** It will be used to help the children to learn the essential knowledge and vocabulary that they need for the subject	The famous artist, L.S Lowry, will be the inspiration for our art research and work.	In R.E, we will learn about the different festivals celebrated by the Jewish community.

Assessment of Threshold Concepts

Science: Threshold Concepts – Properties & changes of materials

Scientific Concepts:	Working Scientifically:
• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

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Computing: Threshold Concepts - Coding

Computer Science:	Information Technology:	Digital Literacy:
• I can make more complex real-life problems into algorithms for a program. • I can test and debug my programs as I work. • I can convert (translate) algorithms that contain sequence, selection and repetition into code that works. • I can use sequence, selection, repetition, and some other coding structures in my code. • I can organise my code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently. I can use logical methods to identify the cause of any bug with support to identify the specific line of code.	• I can make appropriate improvements to digital work I have created. • I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers. • I can work collaboratively with others creating solutions to problems using appropriate software.	•

Art: Threshold Concepts – Lowry Art

Developing Ideas	Mastering Techniques	Master Practical Skills
• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas.	**Painting:** • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. **Drawing:**	**L.S. Lowry** • Take inspiration from and use some of techniques used by notable artists and designers. • Show how the work of those studied

• Comment on artworks with a fluent grasp of visual language	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Geography: Threshold Concepts - The Grand Canyon

Investigate places	Investigate Patterns	Communicate Geographically
• To locate the Grand Canyon and identify key features. • To find out about different biomes in the Grand Canyon. • To describe the human and physical geographic features of the Grand Canyon.	• To understand how the Grand Canyon was formed. • To learn about the environment at the bottom of the Grand Canyon.	• To consider ways in which the Grand Canyon was used by humans. • To consider the types of settlements and land use in and around the Grand Canyon.

Languages (French): Threshold Concepts –Getting to Know You

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
• Present ideas and information orally to a range of audiences in the context of revising what they have learned in French so far • Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about what they want to do when they grow up. • Describe people, places, things and actions orally and in	• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of investigating typical French names. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through	• Appreciate stories, songs, poems and rhymes in the language; in the context of a traditional fable..	• Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English • To use the simple future tense • In the context of describing emotions • In the context of predicting what's going to happen • To use the near future tense

writing in the context of describing themselves. • I can select key words for descriptions	using a dictionary; in the context of describing emotions. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of writing personal presentations. • I can remember appropriate language to express my ideas. • Describe people, places, things and actions orally and in writing in the context of describing themselves. I can select key words for descriptions		• To select the appropriate form of a word for the context.

Music: Threshold Concepts – Blues

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
• Sing in tune, using vocal expression to convey meaning. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression all the inter-related dimensions of	• Explain what a chord is and play the chord of C sixteen times. • Play the 12-bar blues correctly. • Play the notes of the blues scale in the correct order, ascending and descending. • Play a selection of blues scale notes out of order in their own improvisation	• Improvising coherently within a given style. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work.	• Using staff notation to record rhythms and melodies.	• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Using musical vocabulary to offer constructive and precise feedback on	• Name three key features of blues music. • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing and evaluating music using detailed

music to add musical interest.	• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.			others' performances.	musical vocabulary. • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

PE: Threshold Concepts (Highlight focus areas for Half Term)

KS1

Agility	Balance	Co-ordination
Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing

KS2

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Cognitive	Manipulation	Physical
Anticipation	Accuracy	Agility
Evaluation	Dribbling	Control
Peer Mentoring	Fielding and Catching	Physical Processing
Tactical Variation	Passing	Power
Team Work	Shooting	Speed
Understanding Rules	Striking	Strength

PHSE: Threshold Concepts

Theme: Drug, alcohol and tobacco education: different influences

Pupils learn:

- That messages given in food adverts can be misleading
- Learn about role models
- How the media can manipulate images and these images may not reflect reality
- To keep safe online
- That violence in relationships is not acceptable

RE: Threshold Concepts: How and why are Jewish festivals celebrated today?

Pupils working *towards* the age-related expectations for their year group will be able to:	Pupils working *at* the age-related expectations (ARE) for this year group will know that:	Pupils who are *deepening and widening* their knowledge and understanding will be able to:
	• Rosh Hashanah is a celebration of the start of the Jewish New Year and is a time to reflect. • Yom Kippur is known as the 'Day of Atonement' and is a time to ask God's forgiveness for any sins. • Sukkot commemorates God's protection during the period after the Exodus. • Shavuot commemorates the revelation of the Torah.	

	• Purim commemorates the time when Jewish people were saved from death and the bravery of Esther. • Celebrating festivals helps create a sense of a global Jewish community for Jewish people.	