



## Year Group - 5

### Non-core curriculum coverage LONG TERM

The National Curriculum, and much more, is taught through Learning Experiences at Fishbourne. Each Learning Experience is rooted in just one or two areas of the curriculum, allowing children time to explore and develop key knowledge and skills in these areas. An exciting and engaging **hook** into learning makes the experience simply irresistible and the children know from the outset exactly what they are setting out to achieve in the form of an **End Goal**. The **steps of learning** are then personalised, taking into account the starting point of each child to achieve the highest possible quality outcome.

Learning Experiences are planned with each cohort in mind and vary each year to prevent them from becoming predictable! Please see below for the curriculum that will be covered in the year group you have selected:

Science	Computing
<p><b>Living Things and their habitats</b></p> <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>- Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Animals, including humans</b></p> <p>Describe the changes as humans develop to old age.</p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>- describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>- describe the movement of the Moon relative to the Earth</li> <li>- describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>- use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</li> </ul> <p><b>Properties of materials</b></p> <ul style="list-style-type: none"> <li>- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through</li> </ul>	<ul style="list-style-type: none"> <li>We are bloggers</li> <li>We are game developers</li> <li>We are web developers</li> <li>We are artists</li> <li>We are architects</li> </ul> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>- 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</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- 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,</li> </ul>

<p>filtering, sieving and evaporating</p> <ul style="list-style-type: none"> <li>- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>- 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 and the action of acid on bicarbonate of soda.</li> </ul>	<p>analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
<b>Art</b>	<b>Design Technology</b>
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>*sketchbooks to record their observations</li> <li>*review and revisit ideas</li> <li>*improve techniques including drawing, painting and sculpture</li> <li>*learn about great artists, architects and designers in history:</li> </ul>	<p>Seasonality ingredients (Linked to explanation)</p> <p>We are architects (Linked to Computing)</p> <p>We are artists</p>
<b>RE</b>	<b>PSHCE</b>
<p><i>Taken from the W Sussex Agreed Syllabus for RE:</i></p> <p>The Bible The life of Jesus Islam Prayer Pilgrimages</p>	<p>New beginnings (SEAL) Rights and responsibilities Going for Goals (SEAL) Good to be me (SEAL) Getting on and falling out Changes (SEAL) Moving on</p>
<b>History</b>	<b>Geography</b>
<p><b>Anglo Saxons and Vikings</b></p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>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</p>	<p><b>Why the earth gets angry</b></p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Settlements</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

PE	Music
Balance (gym) Spinning and turning (gym) Dance Football Netball and hockey Striking and fielding Athletics	Will be covered by Mr Servant