

# BISHOP CREIGHTON ACADEMY - THE LEARNING JOURNEY OF A YEAR 5 SUPERHERO

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core subjects	Science	<b>Forces</b> <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>	<b>Living things and their habitats</b> <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> <b>Study on local environment</b>	<b>Properties and changes of materials</b> <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 filtering, sieving and evaporating</li> <li>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</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>		<b>Earth and Space</b> <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> <b>Animals including humans</b> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	
	Geography	<b>What is life like in the Alps?</b> <ul style="list-style-type: none"> <li>discover the climate of mountain ranges and consider why people choose to visit the Alps</li> <li>focus on Innsbruck and identify the human and physical features that attract tourists</li> <li>apply learning to investigate tourism in the local area, mapping recreational land use and presenting their findings</li> </ul>		<b>Why do oceans matter?</b> <ul style="list-style-type: none"> <li>explore the significance of our oceans</li> <li>learn how humans use and impact them and how this has changed over time</li> <li>study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices</li> <li>use fieldwork skills to investigate the amount and type of litter in their nearest marine environment</li> </ul>		<b>Would you like to live in the desert?</b> <ul style="list-style-type: none"> <li>explore biomes and their various characteristics</li> <li>study deserts, mapping those around the world but particularly focusing on those in North America</li> <li>learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert</li> </ul>	
	History		<b>British History 5: What was life like in Tudor England?</b> <ul style="list-style-type: none"> <li>compare Henry VIII and Elizabeth I and learn about the changing nature of monarchy</li> <li>learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses</li> <li>use Tudor inventories to investigate whether people were rich or poor and learn about what life was like for people living in Tudor times</li> </ul>		<b>What did the Greeks ever do for us?</b> <ul style="list-style-type: none"> <li>investigate the city states of Athens and Sparta and identify the similarities and differences between them</li> <li>use different sources of evidence to learn about democracy and compare this to the ways in which other civilisations are governed</li> <li>consider the legacy of the Ancient Greeks and learn about the Olympic games, architecture, art and theatre</li> </ul>		<b>Migration</b> <ul style="list-style-type: none"> <li>learn about the different reasons for migrating to Britain by investigating the different groups of people moving to Britain including the Irish migrants, religious migrants and migrations after WWII</li> <li>look at evidence and they investigate the different experiences of migrants</li> </ul>
	Computing	<b>5.1 Coding (6)</b> To know what decomposition and abstraction are in Computer Science. To take a real-life situation, decompose it and think about the level of abstraction. To begin to understand what a function is and how functions work in code. To understand what the different variable types are and how they are used differently. <b>5.8 Word processing with MS Word (1)</b> To know what a word processing tool is for.	<b>5.8 Word processing with MS Word (7)</b> To add and edit images to a word document. To know how to use word wrap with images and text. To use tables within MS Word to present information. To consider page layout including heading and columns.	<b>5.2 Online safety (4)</b> To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. <b>5.4 Databases (2)</b> To learn how to search for information in a database. To contribute to a class database.	<b>5.4 Databases (1)</b> To create a database around a chosen topic. <b>5.3 Spreadsheets (5)</b> <b>MS Excel</b> To use formulae within a spreadsheet to convert measurements of length and distance. To use formulae to calculate area and perimeter of shapes.	<b>5.5 Game Creator (5)</b> To design the game environment. To design the game quest to make it a playable game. To finish and share the game. To self- and peer-evaluate. <b>5.7 Concept Maps (1)</b> To understand the need for visual representation when generating and discussing complex ideas.	<b>5.7 Concept Maps (3)</b> To understand how a concept map can be used to retell stories and information. To create a collaborative concept map and present this to an audience. <b>5.6 3D Modelling (4)</b> To explore the effect of moving points when designing. To design a 3D model to fit certain criteria. To refine and print a model.
Foundation subjects	Art & Design		<b>Sculpture and 3D: Interactive installation</b>		<b>Drawing: I need space</b> <ul style="list-style-type: none"> <li>develop ideas more independently</li> </ul>		<b>Painting and mixed media: Portraits</b>

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			<ul style="list-style-type: none"> <li>• use inspiration of historical monuments and modern installations</li> <li>• plan by researching and drawing, a sculpture to fit a design brief</li> <li>• investigate scale, the display environment and possibilities for viewer interaction with their piece</li> </ul>			<ul style="list-style-type: none"> <li>• consider the purpose of drawings to investigate how imagery was used in the 'Space race' that began in the 1950s</li> <li>• combine collage and printmaking to create a piece in their own style</li> </ul>			<ul style="list-style-type: none"> <li>• investigate self-portraits by a range of artists</li> <li>• use photographs of themselves as a starting point</li> <li>• develop their own unique self-portraits in mixed-media</li> </ul>	
	<b>Design &amp; technology</b>	<b>Electrical systems: Doodlers</b> <ul style="list-style-type: none"> <li>• explore series circuits further and introduce motors.</li> <li>• explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor</li> <li>• problem-solve and work out how the product has been constructed to develop their own</li> </ul>			<b>Mechanical systems: Make a pop-up book</b> <ul style="list-style-type: none"> <li>• create a four-page pop-up storybook design</li> <li>• incorporate a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.</li> </ul>			<b>Cooking and nutrition: What could be healthier?</b> <ul style="list-style-type: none"> <li>• research and modify a traditional bolognese sauce recipe to make it healthier.</li> <li>• cook their healthier versions</li> <li>• make appropriate packaging</li> </ul>		
	<b>PSHE</b>	<b>Families and friendships</b> <ul style="list-style-type: none"> <li>• Managing friendships and peer influence</li> </ul>	<b>Safe relationships</b> <ul style="list-style-type: none"> <li>• Physical contact and feeling safe</li> </ul>	<b>Respecting ourselves and others</b> <ul style="list-style-type: none"> <li>• Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> </ul>	<b>Belonging to a community</b> <ul style="list-style-type: none"> <li>• Protecting the environment; compassion towards others</li> </ul>	<b>Media literacy and digital resilience</b> <ul style="list-style-type: none"> <li>• How information online is targeted; different media types, their role and impact</li> </ul>	<b>Money and work</b> <ul style="list-style-type: none"> <li>• Identifying job interests and aspirations; what influences career choices; workplace stereotypes</li> </ul>	<b>Physical health and Mental wellbeing</b> <ul style="list-style-type: none"> <li>• Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</li> </ul>	<b>Growing and changing</b> <ul style="list-style-type: none"> <li>• Personal identity; recognising individuality and different qualities; mental wellbeing</li> </ul>	<b>Keeping safe</b> <ul style="list-style-type: none"> <li>• Keeping safe in different situations, including responding in emergencies, first aid and FGM</li> </ul>