

What will happen at the end of the world?	Derry Hill C of E Primary School	Year 5: Term 2 Autumn 2024	
National Curriculum Subject	Key vocabulary	Key skills and Knowledge	Learning intention & implementation
<p data-bbox="120 469 481 549"><b>Science</b> <b>Properties of Materials</b></p> 	<p data-bbox="510 469 678 1114">           natural            man-made            properties            conductors            insulators            dissolving            melting            soluble            insoluble            filtering            evaporating            condensing            irreversible            chemical            changes            react         </p>	<p data-bbox="842 469 972 499"><b>Key skills</b></p> <p data-bbox="842 549 1525 687"> <i>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.</i> </p> <p data-bbox="842 737 1514 839"> <i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i> </p> <p data-bbox="842 888 1480 951"> <i>Demonstrate that dissolving, mixing and changes of state are reversible changes</i> </p> <p data-bbox="842 1000 1039 1031"><b>Key knowledge</b></p> <p data-bbox="842 1080 1547 1219"> <i>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</i> </p> <p data-bbox="842 1268 1541 1370"> <i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i> </p>	<p data-bbox="1574 469 1682 499">Lesson 1</p> <p data-bbox="1574 512 2092 580"><b>L.I: Compare materials according to their properties.</b></p> <p data-bbox="1574 593 2114 868"> <i>In this lesson the children will compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets by sorting and classifying materials according to their properties.</i> </p> <p data-bbox="1574 917 1693 948">Lesson 2</p> <p data-bbox="1574 960 2085 1029"><b>L.I: investigate thermal conductors and insulators</b></p> <p data-bbox="1574 1080 2096 1356"> <i>In this lesson the children will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating thermal conductors and insulators.</i> </p> <p data-bbox="1574 1406 1693 1436">Lesson 3</p> <p data-bbox="1574 1449 2123 1479"><b>L.I: I can investigate which electrical</b></p>

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

**conductors make a bulb shine brightest.**

The children will be conducting experiments on a variety of materials to explore which material allows an electrical current to pass through it most freely.

Lesson 4

**L.I: I can investigate materials which will dissolve.**

The aim of this lesson is for children to know that some materials will dissolve in liquid to form a solution by investigating dissolving.

Lesson 5

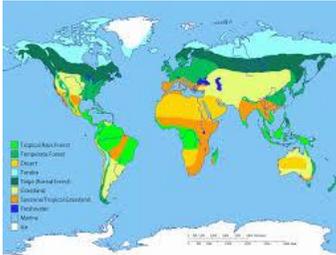
**L.I: use different processes to separate mixtures of materials.**

The children will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating by separating different mixtures.

Lesson 6

**L.I: identify and explain irreversible chemical changes.**

The children will learn 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 by identifying and observing irreversible chemical changes
<p><b>Geography</b> <b>Biomes and vegetation belts</b></p> 	<p>Biomes</p> <p>Ecosystem</p> <p>Tundra</p> <p>Grasslands</p> <p>Savannah</p> <p>Climate</p> <p>Rainforest</p> <p>Continent</p> <p>Equator</p> <p>Latitude</p> <p>Longitude</p>	<p><b>Key skills</b></p> <p>observing and asking questions</p> <p>describing and recording what they have seen</p> <p>following directions</p> <p><b>Key knowledge</b></p> <p>Human and physical geography: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p>Human and physical geography: Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water.</p>	<p><b>Lesson 1</b></p> <p><b>L.I:</b> Understand features of biomes, including vegetation, wildlife and climate</p> <p><i>The children are introduced to the main land biomes of the world; chn research a biome and role-play life as an indigenous person living in the biome they have researched</i></p> <p><b>Lesson 2</b></p> <p><b>L.I:</b> Discuss how organisms in a habitat depend on each other, and rely on light, water and nutrients</p> <p><i>The children make a biome in a bag and observe it over a number of days thereby learning about photosynthesis, the water cycle and the relationships between climate, nutrients and vegetation within ecosystems.</i></p> <p><b>Lesson 3</b></p> <p><b>L.I:</b> Comprehend the delicate interdependent nature of ecosystems</p> <p>The children are taught more about the balance within and interdependent nature of</p>

ecosystems. They research environmental problems and solutions, and create posters and give presentations on their research.

#### **Lesson 4**

##### **L.I: Children record and analyse their biomes**

The children develop an analysis log in which they learn how to make observations and note any changes and developments in their biomes.

#### **Lesson 5**

##### **L.I: Can we find the belts of the earth?**

*Introduce latitude and explore the latitudes of each biome. Horizontal jigsaw of a map of the earth. Chn explore the 'mirror' effect of the sun along the equator in the northern and southern hemisphere.*

<p style="text-align: center;"><b>DT</b></p> 	<p>Technique Solution Bioplastic Design Marketing Properties Materials</p>	<p><b>Key skills</b></p> <p>Engage in scientific enquiry that explore the impact and efficacy of plastic</p> <p>Investigate how bioplastics are made Design and make a marketable product from waste plastic</p> <p><b>Key knowledge</b></p> <p>Learn about the impact of plastic waste in the UK</p>	<p>This DT project will span over a term: it is designed to extend students' knowledge and understanding of plastics and plastic waste on a global scale. Linking to materials and their properties, the environment, recycling and design and technology, they contain investigations and activities aimed at both primary and secondary level. These activities include: sorting and identifying plastics based on their properties, plastic production, making plastic in the classroom, comparing oil-based and bio-plastics and their environmental impact, which materials take the longest to decompose and the efficacy of recycling plastic. There is also a series of activities which involve designing, making and evaluating products from waste plastics, for a UK or international market.</p>
<p style="text-align: center;"><b>Computing</b></p>	<p>Digital footprint Content Shariong Private information Cyber bullying Trust report</p>	<p><b>Key skills</b></p> <p>Understand how to keep personal information private. Check online content is trustworthy.</p> <p><b>Key knowledge</b></p>	<p>Lesson 1 <b>L.I: explore online profiles</b></p> <p>In this lesson the children will look at what information nthey are putting online and how to ensure they are safe when doingso.</p> <p>Lesson 2</p>

Respect and protect against online bullies.  
Understand the consequences of sharing photo/videos online.  
Understand the term **digital footprint**.  
Understand how, where and who can we report concerns we have to.  
Understand the pitfalls of in-app purchases.  
Understand how and why companies/people track our online behaviour and how we can prevent it.  
(Data Defenders activity)

**L.I: meeting somebody online**

We go through the pitfalls and potential dangers of meeting people online and how to stay safe on a variety of different platforms.

Lesson 3

**L.I: Can we trust the internet**

We look at how to find reliable sources on the internet.

Lesson 4

**L.I: what are in-app purchases and digital passports**

In this lesson we look at how to keep our money safe online. We also explore the idea of children's digital passports and how we appear online.

Lesson 5

**L.I: what are data trackers**

Learn how companies/people track our online behaviour and what they do with our personal data. Work through the **Data Detectives activities**, which is a matching game but also helps us

			understand what we can do to protect our personal data.
<p><b>R.E</b></p> 	<p>Omnipotent Omniscient Benevolent Eternal Christianity Bible</p>	<p><b>Key skills</b></p> <p>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; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</li> <li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li> </ul>	<p>Lesson 1 <b>L.I: What makes God, God.</b></p> <p>The children will look at extracts from the bible and explore God's actions to see what he does do and what he does not do within the religious texts.</p> <p>Lesson 2 <b>L.I: Why do Christians worship God</b></p> <p>The children will look at God's followers and their relationship with him</p> <p>Lesson 3/4 <b>L.I: What does God mean to me?</b></p> <p>The children will now delve into their own concepts and relationships with God and use a variety of mediums to represent them.</p> <p>Lesson 5 <b>L.I: explore of Christian Architecture reflects God</b></p> <p>The children will explore how a church is built to represent God and his traits.</p> <p>Lesson 6</p>

		<p>• Christians believe getting to know God is like getting to know a person rather than learning information.</p>	<p><b>L.I: explore God's teachings</b></p> <p>What did God tell us to do? How would the children interpret those? Would the children change anything?</p>
<p><b>PSHE</b></p>	<p>Relationships Life Death Cycle Conflict family</p>	<p><b>Key Skills:</b> Recognise that people can feel alone and misunderstood and learn how to give appropriate support. Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. Identify how to find information and advice through help lines. Manage changing emotions and recognise how they can impact on relationships. Reflect on how to deal with feelings about themselves, their family and others in a positive way.</p> <p><b>Key Knowledge:</b> Positive friendships and relationships can promote health and wellbeing.</p>	<p>The children will recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Understand the need for empathy when peers are experiencing conflict at home</p>
<p><b>Music</b></p>	<p>Lyrics Melody Accompaniment Beat Rhythm Ukulele Percussion Orchestra Tempo Pitch Timbre Notation Staff</p>	<p><b>Key Skills:</b> <i>I can sing songs in unison, showing different emotions in my voice and keeping in time.</i> <i>I can add a percussive accompaniment to a song, keeping a regular beat.</i> <i>I can compare two pieces of programme music representing drama on a mountain, and use appropriate musical vocabulary to express similarities, differences and preferences.</i> <i>I can play short motifs from staff notation and combine these to re-create an excerpt of a piece of programme music.</i> <i>I can work with others to compose a piece of music to accompany a short excerpt of a video about the end of the world.</i></p>	<p><b>Lesson 1:</b> <b>Learning Intents:</b></p> <ul style="list-style-type: none"> <li>• I can learn to sing a simple song representing the positive nature of our world.</li> <li>• I can add a percussive accompaniment to the song, keeping a regular beat and rhythmic pattern.</li> <li>• I can use appropriate musical vocabulary to explain how and why the music sounds positive and happy.</li> </ul> <p><b>Lesson 2:</b> <b>Learning Intents:</b></p>

	<p>Bar Time signature</p>	<p><i>I can use staff notation to record the pitch of the main melody of my piece.</i></p>	<ul style="list-style-type: none"><li>• I can follow instructions in a vocal warm-up and show different styles / emotions in my voice.</li><li>• I can compare two pieces of programme music representing drama on a mountain, and use appropriate musical vocabulary to express similarities and differences.</li><li>• I can express a preference between two pieces of music and explain this.</li></ul> <p><b>Lesson 3:</b> <b>Learning Intents:</b></p> <ul style="list-style-type: none"><li>• I can listen to, and repeat rhythms in time with a steady beat.</li><li>• I can play short motifs from staff notation and combine these to re-create an excerpt of a piece of programme music.</li><li>• I can work as a group to perform our piece of music, keeping in time with others and communicating effectively.</li></ul> <p><b>Lesson 4:</b> <b>Learning Intents:</b></p> <ul style="list-style-type: none"><li>• I can describe a piece of music that was written to accompany a video game and use appropriate musical vocabulary to explain how it is telling a story.</li><li>• I can work with others to create a simple melody to represent the character in a video about the end of the world.</li><li>• I can use staff notation to record the pitch of the main melody of my piece.</li></ul> <p><b>Lesson 5:</b> <b>Learning Intents:</b></p> <ul style="list-style-type: none"><li>• I can work with others to compose a piece of music to accompany a short</li></ul>
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			excerpt of a video about the end of the world.
<b>Spanish</b>	<ul style="list-style-type: none"> <li>• uno</li> <li>• dos</li> <li>• tres</li> <li>• cuatro</li> <li>• cinco</li> <li>• seis</li> <li>• siete</li> <li>• ocho</li> <li>• nueve</li> <li>• diez</li> <li>• once</li> <li>• doce</li> <li>• más</li> <li>• menos</li> <li>• ¿Cuántos</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening and responding to single words and short phrases.</li> <li>• Reading aloud some words from simple songs, stories and rhymes.</li> <li>• Recognising some familiar Spanish words in written form.</li> <li>• Beginning to understand and notice cognates and near cognates.</li> <li>• Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</li> <li>• Asking and/or answering simple questions.</li> <li>• Practising speaking with a partner</li> <li>• Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</li> <li>• Using short phrases to give information.</li> <li>• Listening and repeating key phonemes with care.</li> <li>• Introducing self to a partner with simple phrases.</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To become familiar with the key phonemes that are represented by the following letters: <b>u, z/c, ñ</b>.</li> <li>• To know that some letters carry accents.</li> <li>• To know that a tilde is the wavy line over the 'n' (as in <b>años</b>) that changes the pronunciation of the 'n' from a hard sound to a softer 'ny' sound (as in canyon).</li> <li>• To know some common verbs in the present tense.</li> <li>• To know that the word order is sometimes different in Spanish compared to English.</li> <li>• To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. <b>¿Cuántos años tienes?</b> as well as exclamation marks being used</li> </ul>	<p><b>Lesson 1: Counting to six</b></p> <ul style="list-style-type: none"> <li>• To recognise and recall numbers one to six in Spanish</li> </ul> <p><b>Lesson 2: Ten little fingers</b></p> <ul style="list-style-type: none"> <li>• To recognise and practise numbers one to ten in Spanish.</li> </ul> <p><b>Lesson 3: How many?</b></p> <ul style="list-style-type: none"> <li>• To read and recognise numbers up to 12 in Spanish.</li> </ul> <p><b>Lesson 4: How old are you?</b></p> <ul style="list-style-type: none"> <li>• To recognise and build a phrase to give your age in Spanish.</li> </ul> <p><b>Lesson 5: Asking questions</b></p> <ul style="list-style-type: none"> <li>• To ask and answer questions giving personal information.</li> </ul> <p><b>Lesson 6: Festivities in Spain</b></p> <ul style="list-style-type: none"> <li>• To identify key phonemes to help spell number words.</li> </ul>

at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. **¡Muy bien!**

- To know some playground games played in Spanish-speaking countries.