Curriculum 2024/2025 – Year 5

Cornerstones Education™

WITHAM OAKS ACADEMY

		Autumn Theme - History	Spring Theme – Geography	Summer Theme - History
Year 5	**Diver Project**	 **Dynamic Dynasties** **In Dynamic Dynasties, your child will learn about periods of ancient Chinese history. They will explore a timeline of the first five Chinese dynasties and learn about the legends surrounding the beginning of Chinese civilisation. They will take a deep dive into the history of the Bronze Age Shang Dynasty and explore evidence found in the ancient city of Yin. They will study oracle bones, learn about religious beliefs and explore bronze artefacts that set the Shang Dynasty apart from other civilisations. They will also study the hierarchy of the Shang Dynasty and discover who was powerful and who was powerless. They will look at warfare and find out how bronze technology gave the Shang Dynasty an advantage over their enemies. They will learn about the life of the great military leader, Fu Hao. The children will then look at significant aspects of life after the Shang Dynasty, including the work of Confucius in the Zhou Dynasty, the short but significant reign of Emperor Qin Shi Huang of the Qin Dynasty and the importance of the Silk Road created by the Han Dynasty. To end the project, your child will find out how ancient China's lasting legacy can be seen in the world today.**	 **Sow, Grow and Farm** **In the Sow, Grow and Farm project, your child will learn about allotments in the United Kingdom and how the government encouraged people to have them to support food rationing during the Second World War. They will learn about food webs and animal life cycles, including how living things are dependent on one another within a habitat. They will investigate the different ways that plants reproduce and will dissect flowering plants to identify the different structures. They will have the opportunity to learn about farming in the United Kingdom and the techniques used in modern farming, including the challenges that farmers face. They will learn about the benefits of eating seasonally and about the pros and cons of importing food. They will also learn about world farming and how the different climate zones affect where different foods can be grown.**	 **Groundbreaking Greeks** **In the Groundbreaking Greeks project, your child will learn about different periods of Greek history, exploring the earliest civilisations, the devastation of the Dark Age and the breakthroughs and developments of the Archaic and Classical periods. They will understand how the geography of Greece affected the development of city states and explore Athens, learning about the structure of the government and society. They will get to know some of the most significant Athenians and understand why Greek art, culture, architecture, philosophy, medicine and mathematics were so significant. Your child will learn about the leadership of Alexander the Great and discover how ancient Greece became part of the Roman Empire after the Hellenistic period. They will explore how the Romans respected and developed Greek ideas, making them their own and spreading them throughout the Roman Empire. To end the project, your child will decide which was the ancient Greeks' greatest idea, and explore how the legacy of ancient Greece affects their lives today.**
	Innovate	You are a historian and have been asked to record an episode of the popular podcast *Five Minute Histories*. Your episode is called *Life after the Shang Dynasty*. You need to study the information provided before writing and recording your five-minute podcast script. Let's get started! **Write and record a five-minute podcast entitled Life after the Shang Dynasty.** I can compare and contrast an aspect of history across two or more periods studied. I can explain why an aspect of world history is significant. I can use a range of historical sources or artefacts to build a picture of a historical event or person. I can create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). I can study a feature of a past civilisation or society. I can articulate and organise important information and detailed historical accounts using topic related vocabulary.	You are a small group of gardeners who want to set up a market gardening business. You will need to create a proposal for the market garden, which considers all the factors that are important for successfully growing, distributing and selling your produce. Let's get started! **Design a leaflet that informs customers about your market garden** I can use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. I can describe what seasonality means and explain some of the reasons why it is beneficial. I can describe how soil fertility, drainage and climate affect agricultural land use. I can research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats. I can describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. I can debate topical issues, problems and events that are of concern to them as individuals and to society. I can use challenging and sophisticated vocabulary to gain and maintain the interest of the listener.	You are a historian and have been asked to record a podcast called 'The ancient Greeks' greatest idea'. Your task is to use your knowledge to decide what you think is the ancient Greeks' greatest idea and carry out research before writing and recording your podcast. Let's get started! **Produce a podcast about the ancient Greeks' greatest idea. Share your podcast with others.** I can explain why an aspect of world history is significant. I can describe the achievements and influence of the ancient Greeks on the wider world. I can use a range of historical sources or artefacts to build a picture of a historical event or person. I can explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. I can articulate and organise important information and detailed historical accounts using topic related vocabulary. I can investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.
	Memorable Experiences (Trips and Visits) **Engage**	Shang Dynasty Workshop Royal Observatory- Greenwich	Boydell's Farm- Agriculture	**Visit Gurdwara** **Fitzwilliam museum (Cambridge) - Groundbreaking Greeks** **Local settlement classification enquiry** First Aid training

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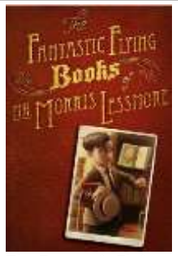
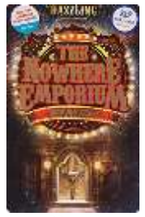
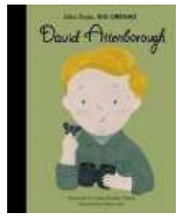
	Linked Book Study	 Bronze and Sunflower by Cao Wenxuan Sunflower has moved to the countryside in China with her father. As her father works all day, Sunflower feels lonely. She watches the river and the people across it who live in a village called Damaidi. She meets a boy called Bronze from Damaidi and the two become friends. When a tragic event brings Sunflower into Bronze's home, the two children must work together to survive the hardships of village life.	 The Secret Garden by Frances Hodgson Burnett A spoilt, 10-year-old girl called Mary Lennox is orphaned by an outbreak of cholera and sent to live with her reclusive uncle, Archibald Craven, at Misselthwaite Manor in Yorkshire. Liking no one and no one liking her, Mary is left to her own devices. One day, she hears about a secret garden somewhere on the property that nobody is allowed to enter. When Mary finds the key to the garden, it's like entering a secret world.	 Who Let the Gods Out? by Maz Evans A troubled boy's life is turned upside down when an immortal crashes out of the sky onto his barn. They go on adventures together but accidentally release a daemon. With help from the gods, they begin a quest to save the world that takes them to incredible places on Earth and beyond.

	AUTUMN				SPRING			SUMMER			
Writing	 One small step Taiko Studios 17	 Refugees 17	 Mars Transmission 20	 The Snowman Raymond Briggs 12	 The Fantastic Flying Books of Mr Morris Lessmore by Moonbot Studios 15	 The most dangerous animal in the world Valerie Bloom 14	 The Nowhere Emporium Ross Mackenzie 18	 David Attenborough Maria Isabel Sanchez 19	 Screen use 18	 Kick Mitch Johnson 19	 Emperor Penguins
Text type	**Narrative**	**Non-Fiction**	**Non-Fiction**	**Narrative**	**Narrative**	**Poetry**	**Narrative**	**Non-Fiction**	**Non-Fiction**	**Non-Fiction**	**Non-Fiction**
Genre	**Adventure**	**Speech**	**Transmission**		**Fantasy**	**Poetry**	**Mystery**	**Biography**	**Balanced Argument**	**Persuasive letter**	**Non-chronological report**
Topic	**Astronaut**	**The long journey**	**Transmission from a Planet**		**The Library of Life**	**Animals**	**The Olde curiosity Shoppe**	**Save the Planet**	**Screen or no screen?**	**Is this right?**	**Antarctica**
Cross Curricular	**Science/DT**	**PSHE**	**Science**	**PSHE**	**Art**	**Science**	**Drama**	**Science**	**PSHE**	**PSHE**	**Science/Geography**

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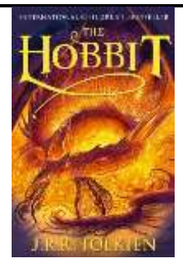
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STORYTIME FAVOURITES	**HISTORICAL FICTION**	**THOUGHT-PROVOKING STORIES**	**TOP-NOTCH NON FICTION**	**DIVERSE AND INCLUSIVE**	**GRAPHIC NOVELS**
Class Reader						
Fiction	**Children's Classics- Peter Pan by JM Barrie** Lesson	**A Christmas Carol by Charles Dickens** Lesson	**The Wolves In The Walls by Neil Gaiman** Lesson	**Street Child by Berlie Doherty** Lesson	 **The Hobbit**	**Private Peaceful** Lesson
Non-fiction	**Dorothy Vaughan** Lesson	**Mae Jemison Epic** Lesson	**Ada Lovelace** Text	**The Circle Of Life** Lesson	**Mentos and Coke** Mentos and Coke Lesson	International Women's Day and Clara Zetkin Lesson

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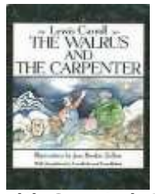
Poetry and Song	**Do You Hear The People Sing from Les Misérables** Lesson	**We Refugees by Benjamin Zepheniah** Lesson	 **The Walrus and the Carpenter by Lewis Carroll** Lesson	**Eleanor Rigby by The Beatles** Lesson	**Out There (The Hunchback Of Notre Dame)** Lesson	**You Will Be Found from Dear Evan Hansen** Lesson

	Maths	NCETM National Centre for Excellence in the Teaching of Mathematics · Oak National Academy **Autumn 1** Understand tenths as part of a whole, represent and calculate mentally 1 Compose and calculate with decimals including column addition and subtraction Understand hundredths as parts of a whole and represent Use knowledge of decimals to solve problems in different contexts: length 2 Apply efficient strategies when calculating with money **Autumn 2** 3 Negative numbers Multiplication by partitioning leading to short multiplication (2 by 1-digit) 4 Multiplication by partitioning leading to short multiplication (3 by 1-digit) Division by partitioning leading to short division (2 and 3-digits by 1-digit)	NCETM National Centre for Excellence in the Teaching of Mathematics · Oak National Academy **Spring 1** 5 Understand the concept of area Link area of rectangles to multiplication Compare and describe measurements using knowledge of multiplication and division **Spring 2** 6 Calculating with decimal fractions 7 Understand the concept of volume Multiply 3 or more numbers (commutative and associative laws) Understand and use the concept of factorisation (square and prime numbers) Use common factors and multiples to solve calculations efficiently		NCETM National Centre for Excellence in the Teaching of Mathematics · Oak National Academy **Summer 1** Multiply a proper fraction by a whole number Multiply improper fractions and mixed numbers by a whole number 8 Find unit and non-unit fractions of whole numbers exploring parts and wholes Comparing fractions using equivalence and decimals **Summer 2** 9 Converting units 10 Angles: compare, name, estimate and measure angles	
	Science **SIGNIFICANT SCIENTIST**	 **Earth and Space** This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night. I can describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun. I can use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	 **Human Reproduction and Ageing** This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction. I can describe the changes as humans develop from birth to old age.	 Sow, Grow and Farm This project teaches children about food webs and animal life cycles, including how living things are dependent on one another within a habitat. They will investigate the different ways that plants reproduce and will dissect flowering plants to identify the different structures.	 **Properties and Changes of Materials** This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes. I can ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. I can use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	 **Forces and Mechanisms** This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect. I can describe and demonstrate how simple levers, gears and pulleys assist the movement of objects. I can ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. I can compare and describe, using a range of toys, models and natural objects, the effects of water resistance, air resistance and friction.
		I can plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. Within a group, I can decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. I can gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).				

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		I can take increasingly accurate measurements in standard units, using a range of chosen equipment. I can use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.					
	Art & Design	 **Colour in Landscapes** This project teaches children about colour theory by studying tints, shades and tones. They learn about the features of landscapes before using this knowledge to create landscape paintings. **Create a landscape painting** I can use a range of materials to create imaginative and fantasy landscapes. I can compare and comment on the ideas, methods and approaches in their own and others' work.	 **Taotie** This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods. **Make a taotie relief** I can create a relief form using a range of tools, techniques and materials **I can** compare and comment on the ideas, methods and approaches in their own and others' work.	 **Line, Light and Shadows** This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing. **Create a pencil, pen and ink wash with line, light and shadows** I can use pen and ink (ink wash) to add perspective, light and shade to a composition or model. I can compare and comment on the ideas, methods and approaches in their own and others' work.	 **Nature's Art** This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations. **Create a land art installation** **I can** review and revisit ideas and sketches to improve and develop ideas. I can investigate and develop artwork using the characteristics of an artistic movement. I can compare and comment on the ideas, methods and approaches in their own and others' work.	 **Mixed Media** This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage. **Create a piece of mixed media artwork using a combination of techniques** **I can** investigate and develop artwork using the characteristics of an artistic movement. I can compare and comment on the ideas, methods and approaches in their own and others' work.	 **Expression** This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait. **Create an Expressionist-style painting** I can explore and create expression in portraiture. I can compare and comment on the ideas, methods and approaches in their own and others' work.
	SIGNIFICANT ARTIST **Traditional** **Modern** **Contemporary**	Claude Monet Peter Graham Max Liebermann Robert Spencer	Taotie motifs/masks	Pablo Picasso Rembrandt The Return of the Prodigal Son, c1642 Study for one of the Syndics, Volkert Jansz, c1662 Woman Lying Awake in Bed, c1635–1640	Cone by Andy Goldsworthy, 1990 Rebecca Louise Law Land art London by Paolo Redwings, 2007	Kurt Schwitters Henri Matisse Laslo Antal – **Visual Diaries** Barbara Kruger Robert Rauschenberg Fanny Dreyer	Edvard Munch
	Design & Technology /Nutrition **SIGNIFICANT DESIGNERS/ENGINEERS**	 **Moving Mechanisms** This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function. **Design a prototype for an object, furniture or gadget that uses pneumatic** I can explain the functionality and purpose of safety features on a range of products. I can use mechanical systems in their products, such as pneumatics. I can test and evaluate products against a detailed design specification and make adaptations as they develop the product. I can select and combine materials with precision. I can survey users in a range of focus groups and compare results.		 **Eat the Seasons** This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques. **Design and make a healthy seasonal soup for four people** I can evaluate meals and consider if they contribute towards a balanced diet. **I can** use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. I can evaluate meals and consider if they contribute towards a balanced diet.		 **Architecture** This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features. **Design a functional building** I can build a framework using a range of materials to support mechanisms. I can select and combine materials with precision. I can test and evaluate products against a detailed design specification and make adaptations as they develop the product.	

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	Geography	 **Investigating our World** This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.		Geography covered in the main project History revision and retrieval practice Timebox 3 Two more short fun sessions to further build up pupils' chronological understanding.		 Innovate Geography revision and retrieval practice **Geographical enquiry** Your child will study the enquiry question, 'What typical features and evidence can we find to identify and classify a local settlement?' They will focus on identifying human features of a local settlement to classify it on the settlement hierarchy diagram. Your child will be shown the settlement they will be exploring using an Ordnance Survey map or digital mapping tool, such as Google Earth and its Street View function. As they start their enquiry, they will make predictions about what type of settlement they are investigating and what typical features they might expect to see to prove their predictions. They will be allowed time to carry out the initial stage of their enquiry before they are taken to the settlement to gather evidence through the fieldwork activities set out in the booklet. When the children's enquiries are complete, they will be invited to display their work and give a short presentation about their findings. I can describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	
	PSHE	**Me and My Relationships** Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	**Valuing Difference** Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	**Keeping Myself Safe** Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	**Rights and Responsibilities** Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	**Being my Best** Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	**Growing and Changing** Managing difficult feelings Managing change How my feelings help keeping safe Getting help
	Wellbeing	 **Zones of Regulation** In the project, children learn about good coping and regulation strategies to create a toolkit so they can help themselves when they experience anxiety and stress. They will think and talk about how they feel using four colours to help them self-identify how they're feeling. **Wonderful me: Taking responsibility for my feelings** In this project, pupils investigate the different ways of responding to situations with a consideration of the possible outcomes by exploring the 'Choose your destiny' story approach	 **Connect: Working together** In this project, pupils explore how to work well as a team and reflecting on the impact that cooperation has on relationships. **People around me: Good friends** In this project, pupils reflect on the qualities that make a good friend in preparation to create a set of instructions for building positive friendships.	 **Move: Adaptive sports** In this project, pupils learn how people with disabilities can be physically active. **Relaxation: Yoga** In this project, after going through a relaxing yoga session, pupils consider when, where and how to use relaxation techniques within our daily lives.	 **Take notice: Making a difference** In this project, pupils take notice to improve the community. **Meaning and purpose: Going for goals** In this project, pupils explore looking into the future and setting personal specific, achievable goals for the short-term, medium-term and long-term.	 **Give: Paying it forward** In this project, pupils learn how kindness can be reciprocated. **Healthy body, healthy brain: Importance of rest** In this project, pupils consider the factors that affect sleep to help create a comedy video guide on how to get the best night's sleep possible.	 **Discover: Growth mindset** In this project, pupils understand how to apply a growth mindset and reframe negative thoughts. **Resilience: Embracing failure** In this project, pupils focus on trial and error maths problems to think about the positive side of failure, as well as learning about the achievements of some inspirational individuals whose failures led them to great successes.

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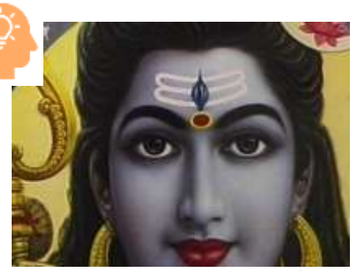
	Religious Education	 **Is believing in God reasonable?** Varying views about the existence of God: Ontological and Cosmological arguments as found in the work of St. Thomas Aquinas's *Summa Theologiae.* ● Difference between knowledge, belief and opinions about God's existence. Multi, Humanist	 **How has belief impacted on music and art through history?** Explain divergent role of music in worship and festivals in the life of the Christian Church. Explain how art has been used in Christianity to reflect key events and facilitate worship. Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. Christian, Muslim	 **Why should we be good? What do the great philosophers teach about the meaning of life?** • The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. • The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. • The work of one or two key philosophers such as Socrates/Plato and Descartes. • Consideration of consequences of action in relation to karma. Buddhist/Christian	 **What difference does the resurrection make to Christians?** Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. • Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus . • Practices and expression: worship: different expressions of Christian worship. • Festivals: the diverse ways in which people celebrate festivals such as Easter. Christian	 **How do Hindus make sense of the world?** The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma. • The different genres and interpretations of oral traditions and the Vedas. • The impact of events and experiences on Hindu beliefs. • Different views about the nature of knowledge, meaning and existence. Introducing ethical theory. • The impact of Ahimsa, Dharma and Karma on daily life and beyond. Hindu

Year 5	**Music**	 **Unit 4: Indonesia (Instrumental Lessons)** *(5 Lessons)* *In this project, pupils discover the features of gamelan music including the Slendro scale and cyclical rhythmic patterns, identifying traditional gamelan instruments, learning about the concept of an octave, exploring how different timbres are used in gamelan music* To know the history and key features of gamelan music.	 *Unit 5: India (Instrumental Lessons) (5 Lessons)* In this project, pupils learn about the history of Indian film and its key musical features, through performing and composing activities using a specially composed film music soundtrack. To know the history and key features of Bollywood music	 **Composition to represent the festival of colour (Theme: Holi festival)** *(5 Lessons)* In this project, pupils explore the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	 ***Blues*** *(5 Lessons)* In this project, pupils identify the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords	 *Musical Theatre (optional)* *(5 Lessons)* In this project, pupils are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

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YEAR 5					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
 Football (6 Lessons) Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	 **Basketball** (6 Lessons) In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.	 **Tag Rugby** (6 Lessons) In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.	 **Yoga** (6 Lessons) Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others	 *Cricket* *(6 Lessons)* In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.	 **Athletics** (6 Lessons) In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.
 Tennis (6 Lessons) Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	 **OAA** (6 Lessons) In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.	 **Swimming** (12 Lessons) This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water	 **Netball** **(6 lessons)** Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	 **Fitness** (6 Lessons) In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.	 **Rounders** (6 Lessons) Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.

Curriculum 2024/2025 – Year 5

Cornerstones Education™

WITHAM OAKS ACADEMY

Computing	 **Data Handling: Mars Rover 1** (3 lessons: 1, 2 and 4) In this project, pupils learn about the Mars Rover, exploring how and why it transfers data including instructions, and how messages can be sent using binary code	 **Computing systems and networks: Search engines** (4 lessons: 1-4) In this project, pupils learn about how page rank works and how to identify inaccurate information..	 **Programming 2: Micro:bit** (5 lessons: 1-5) Clipping blocks together in a program and predicting what will happen while making connections with previously used programming interfaces. Children create animations, recognise inputs/outputs, choose appropriate blocks, and break programs down into smaller steps.	 **Programming 1: Music** (4 lessons: 1-4) In this project, pupils build-on programming and music skills to create different sounds, beats and melodies which are put to the test with a Battle of the Bands performance	 **Creating Media: Stop motion animation** (5 lessons: 1-5) In this project, pupils create animations, storyboard ideas and decomposing a story into small parts before putting together to create the illusion of a moving image.!	 **Online Safety** (4 lessons: 1,2, 4 and 5) Lessons delivered across the year In this project, pupils learn about app permissions; the positive and negative aspects of online communication; that online information is not always factual; how to deal with online bullying and managing our health and wellbeing.
French	 **French speaking world** (5 Lessons) In this project, pupils learn about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.	 **Space exploration – in French** (5 Lessons) In this project, pupils use figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.	 **French monster pets** (5 Lessons) In this project, pupils revise noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.	 **Shopping in France** (5 Lessons) In this project, pupils learn to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.	 **Verbs in a week** (5 Lessons) In this project, pupils identify the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.	 **Meet my French family** (5 Lessons) In this project, pupils learn family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.
SMSC Events Calendar 2023/2024	September 5th International Day of Charity September 9th – 22nd Fairtrade Fortnight September 14th International First Aid Day September 15th International Day of Democracy September 15th International Dot Day September 16th – 22nd Recycle Week September 20th – October 6th British Food Fortnight September 16th – 22th Jeans for Genes Week September 21st International Day of Peace September 21st World Gratitude Day September 23rd International Day of Sign Languages September 26th European Day of Languages September 30th National Sporting Heritage Day October Black History Month October The Big Draw Festival October International Walk toSchool Month		January 4th World Braille Day January 19th World Religion Day January 20th Martin Luther King Day January 27th Holocaust Memorial Day January 29th RNLI SOS Day February LGBT+ History Month February 6th Time to Talk Day February 3rd – 9th Children's Mental Health Week February 11th Safer Internet Day February 14th – 20th Random Acts of Kindness Week February 21st International Mother Language Day March 3rd World Wildlife Day March 8th International Women's Day March 16th Young Carers Action Day March 21st International Day for Elimination of RacialDiscrimination March 22nd World Water Day		May Local and Community History Month May 5th – 11th Deaf Awareness Week May 12th International Nurses' Day May 13th – 20th Mental Health Awareness Week May 15th International Day of Families May 19th – 25th National Vegetarian Week May 16th Endangered Species Day May 20th World Bee Day May 20th-25th Walk to School Week May 21st World Day for Cultural Diversity May 28th World Hunger Day June Pride Month All Month Gypsy, Roma and Traveller History Month June 2nd – 8th Volunteers' Week June 5th World Environment Day June 8th World Ocean Day

	October 2nd World Habitat Day October 4th World Animal Day October 6th World Smile Day October 10th World Homeless Day October 10th World Mental Health Day October 16th World Food Day October 17th International Day for Eradication of Poverty October 19th World Values Day October 24th United Nations Day November 1st World Vegan Day November 5th Guy Fawkes Night November 10th –17th Inter Faith Week November 11th Remembrance Day November 12th – 19th Inter Faith Week November 11th – 15th Anti-Bullying Week November 13th Kindness Day UK November 14th World Diabetes Day November 16th International Day ofTolerance November 17th Children In Need November 17th – 23rd Road Safety Week November 18th – 24th UK Parliament Week December 2nd International Day for Abolition of Slavery December 2nd – 8th National Grief Awareness Week December 3rd International Day of People with Disabilities December 12th Christmas Jumper Day December 10th Human Rights Day December 18th International Migrants Day	April Stress Awareness Month April 2nd World Autism Awareness Day April 7th World Health Day April 15th World Art Day April 22nd Earth Day	June 10th – 14th Healthy Eating Week June 15th – 21st World Refugee Week June 21st World Music Day June 27th RSE Day July 11th World Population Day July 12th Malala Yousafzai's Birthday July 14th Emmeline Pankhurst Day July 18th Nelson Mandela International Day July 30th International Day of Friendship