

# Autumn Term 1 Small Steps Sequence

## Year Five

‘Together we can  
make a difference’

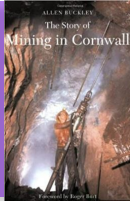
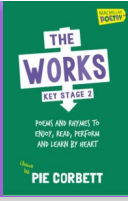
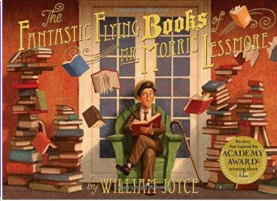


St Marys CE Primary

**Our Value—Courage** ‘Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.’ Joshua 1:9

<b>Science</b> <b>Earth and Space</b>	<b>Geography/History</b> <b>Cornish Mining</b>	<b>RE</b> <b>What does it mean if God is loving and holy?</b>	<b>PSHE</b> <b>Me and My Relationships</b>	<b>Computing</b> <b>Computing Systems and Networks</b>
<b>Prior learning</b>  Y1 Seasonal Changes: Children will have observed changes across the four seasons. They will have described weather associated with the seasons and how day length varies.	<b>Prior learning</b>  Y1 Sir Humphry Davy invented the mining lamp. Y2 The Cornish miners travelled to Australia on the Mystery. In Y4 the children explored the mining landscape of Pendeen whilst at camp.	<b>Prior learning</b>  Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King.	<b>Prior learning</b>  Year 3/4 have previously looked at different healthy and unhealthy relationships.	<b>Prior learning</b>  Children know that the World Wide Web is part of the internet, and have explored the World Wide Web to learn about who owns content and what they can access, add, and create.
<b>Vocabulary for learning</b>  Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears	<b>Vocabulary for learning</b>  Relief map, lode, streaming, ore, natural resources, tin, mining, mine shaft, sten.	<b>Vocabulary for learning</b>  Cathedral, humanity, eternal, injustice, fall, sin, omnipotent, omniscient	<b>Vocabulary for learning</b>  Unhealthy relationship, abuse, assertive, passive, aggressive, non verbal, tone of voice, face-to-face	<b>Vocabulary for learning</b>  Input, output, world wide web, search engine, system, device, web page
<b>Small step progression</b>  Understand that the Sun, Earth and Moon are spherical.  Describe the movement of the Earth, and other planets, relative to the sun in the solar system by learning the order of the planets and how they move in the solar system  Distinguish between geocentric and heliocentric ideas of planetary movement by exploring scientific theories and evidence.  Describe the movement of the moon relative to the Earth.	<b>Small step progression</b>  Use photographs and artefacts to collect evidence about the past  Use first-person experience to gather information from the past  Locate the major cities of the UK and to explore the distribution of minerals in Cornwall  Use 4 figure grid references on a map  Visit galleries/museums to gather information about the past	<b>Small step progression</b>  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.	<b>Small step progression</b>  Explain what collaboration means;  Give examples of how they have worked collaboratively  Explain what is meant by the terms negotiation and compromise  Describe strategies for resolving difficult issues or situations.  Demonstrate how to respond to a wide range of feelings in others  Give examples of some key qualities of friendship;	<b>Small step progression</b>  Explain that computers can be connected together to form systems  Recognise the role of computer systems in our lives  Identify how to use a search engine  Describe how search engines select results  Explain how search results are ranked  Recognise why the order of results is important, and to whom
<b>Outcome</b>  Children will know that the earth, sun and moon are spherical. They will be able to name the planets and explain why we have day and night using a globe and a torch.	<b>Outcome</b>  Children will have attended a workshop run by Geevor Tin Mine. They will have visited the mine and talked to ex-miners who worked there.	<b>Outcome</b>  Children will have described features of God compared to features of themselves. They will have discussed what God being holy and loving means.	<b>Outcome</b>  The children will be able to give examples of how to be a good friend . They can talk about emotional needs and explain why they are important .	<b>Outcome</b>  Children will develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems.

### Books linked to our learning



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<b>Art/DT</b> <b>Typography and Maps</b>	<b>Music</b> <b>LIVIN’ ON A PRAYER</b>	<b>French</b> <b>Phonics and Core</b> <b>Vocabulary</b>	<b>P.E Football</b> <b>In this unit, children will develop their tactics for attacking and defending.</b>	<b>PE Swimming</b> <b>In this unit, children will learn to develop to a range of swimming strokes.</b>
<b>Prior learning</b> Y3 & 4 Developed dexterity skills including mark making. Developed making skills. Explored intention and how artists experience is brought to evidence in the art made	<b>Prior learning</b> The children will understand and appreciate a variety of musical styles from different times and traditions. They will recognise the sound of musical instruments and basic features of key musical styles.	<b>Prior learning</b> This is the first unit of French in the curriculum.	<b>Prior learning</b> Children developed their dribbling and turning, knowing how to ass when dribbling. They were introduced to shooting.	<b>Prior learning</b> The have swam more than 5m with front and back crawl. They should be able to perform a star float and jump into the pool.
<b>Vocabulary for learning</b> Typography, Lettering, Graphics, Communicate, Emotions, Intention, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols	<b>Vocabulary for learning</b> Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	<b>Vocabulary for learning</b> days of the week, months of the year, colours	<b>Vocabulary for learning</b> pressure, tackle, marking, possession, shadowing, tracking back, tactics	<b>Vocabulary for learning</b> Streamlined, alternating legs, sculling, probe, supine, simultaneous, upright position
<b>Small step progression</b> Understand how typography can be used creatively to communicate thoughts and ideas.  Create my own typeface inspired by my own interests.  Make my drawings strong and powerful.  Apply my new typography skills and my powerful drawings skills to make a visual map.  Display the work made through the half term and reflect on the outcomes.	<b>Small step progression</b> Sing the song, ‘Livin on a prayer’  Sing the song and play instrumental parts within it  Sing the song and improvise using voices within the song  Sing the song and improvise using instruments within the song  Sing the song and perform composition(s) within the song  Sing and perform compositions for a class performance.	<b>Small step progression</b> Understand how some sounds are pronounced differently in French.  Understand how some sounds are pronounced differently in French.  Recognise, recall and spell the seven days of the week in French.  Recognise ten key colours in French.  Recognise, recall and spell the twelve months of the year in French.	<b>Small step progression</b> Refine dribbling an passing skills to maintain possession.  Understand how to win the ball back by exploring basic defensive strategies.  Apply simple defensive tactics when your team loses possession.  Develop understanding of where, when and why we shoot.  Develop understanding of the rules and start to officiate.	<b>Small step progression</b> Jump in and swim 5 metres or front and turn onto back to swim 5 more metres.  Swim at least 10metres front crawl with side breathing.  Swim at least 10m back crawl.  Tread water for 10 seconds.  Submerge to collect a toy from the pool floor.  Perform a mushroom float.
<b>Outcome</b> Children explore the work of designers who work with font and typography. Pupils go on to create their own typography and develop their skills further in a visual map project.	<b>Outcome</b> Children will be able to perform their own version of a well-known song collaboratively using a range of musical instruments and voices	<b>Outcome</b> The children will understand that some sounds are pronounced differently in French.	<b>Outcome</b> The children will be able to play a mini tournament with their peers, applying learnt knowledge and skills.	<b>Outcome</b> The children will be able to swim a great distance with multiple strokes, know how to survive in cold water.

**Guided reading**, we will be reading ‘Varjak Paw’ by SF Said,.  
We will be continuing to revisit the 6 different types of reading comprehension questions through the vipers.

