

# Autumn Term 2 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

#### Science Forces

##### Prior learning

This unit builds on the learning from the Year 3 unit

Forces and Magnets

##### Vocabulary for learning

Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears

##### Small step progression

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by identifying forces acting on objects.

Explore the effect that gravity has on objects and how the first theory of gravity was developed

Identify the effects of air resistance by investigating the best parachute to slow a person down.

Identify the effects of water resistance by creating and racing streamlined boats.

Identify the effects of friction.

To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

##### Outcome

Children will have explored the forces of gravity, air resistance, buoyance and friction by making parachutes and a boat; and by investigating brakes and mechanisms.

#### Geography/History Cornish Mining

##### Prior learning

Last half term the children visited Geevor Tin Mine and attended a workshop where they were shown evidence of what it was like to work in the mine. They also interviewed ex-miners.

##### Vocabulary for learning

Relief map, lode, streaming, ore, natural resources, tin, mining, mine shaft, sten.

##### Small step progression

Write a recount to reflect on the learning at Geevor Tin Mine

Understand how the village of Pendeen has changed over time due to mining

Use the internet to research information about an event in the past

Use newspaper reports to gather information about the past

##### Outcome

Children will have explored the impact of mining on a local area and settlement. They will have investigated the impact that a disaster in the mine had on a local area and the closure of a mine.

#### RE

Why do Christians believe Jesus is the Messiah?

##### Prior learning

Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.

##### Vocabulary for learning

Incarnation, Messiah, Trinity, Saviour, Matthew, Christmas as the birth of the Saviour.

##### Small step progression

Identify Gospel and prophecy texts, using technical terms.

Explain connections between biblical texts, Incarnation and Messiah, using theological terms.

Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

##### Outcome

Children will know that Jesus was Jewish and that Christians believe Jesus is God in the flesh. Christians see Jesus as their saviour.

#### PSHE

Valuing Difference

##### Prior learning

Year 3/4 have previously looked at being respectful within communities. How to celebrate everyone is unique.

##### Vocabulary for learning

Discrimination, excluded, metaphor, diverse, multicultural

##### Small step progression

Define some key qualities of friendship

Rehearse active listening

Develop an understanding of discrimination and its injustice and describe this using examples.

Describe the benefits of living in a diverse society Understand that the information we see online, either text or images, is not always true or accurate;

Consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.

##### Outcome

Children will understand the need to respect everyone and not to discriminate anyone. They will learn to appreciate diversity and talk about the benefits of living in a diverse society.

#### Computing

Creating Media-video production

##### Prior learning

The unit builds on the Year 4 unit 'Photo editing' where composition is introduced and the Year 3 unit 'Stop-frame animation' where learners explored some of the features of video production.

##### Vocabulary for learning

Video, digital device, storyboard, filming, shooting, editing

##### Small step progression

Explain what makes a video effective

Identify digital devices that can record video

Capture video using a range of techniques

Create a storyboard

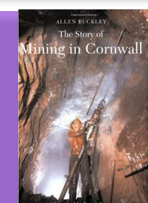
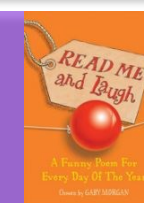
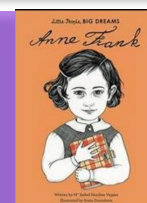
Identify that video can be improved through reshooting and editing

Consider the impact of the choices made when making and sharing a video

##### Outcome

This unit gives learners the opportunity to learn how to create short videos in groups or pairs.

### Books linked to our learning



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#### DT

##### Frame Structures/Bridges

#### Prior learning

Year 1- Free standing structure built for stability - wind-mill

#### Vocabulary for learning

beam bridge arch bridge truss bridge strength technique corrugation lamination stiffness rigid mark out hardwood softwood wood file/rasp sandpaper/glasspaper bench hook/vice tenon saw/coping saw

#### Small step progression

Explore how to reinforce a beam (structure) to improve its strength  
Build a spaghetti truss bridge  
Build a wooden truss bridge  
Complete, reinforce and evaluate my truss bridge

#### Outcome

Children will have learnt how to reinforce a beam and build a truss bridge.

#### French

##### LES LÉGUMES

#### Prior learning

Recall the months of the year.  
Recall the ten colours.  
Recall the days of the week.

#### Vocabulary for learning

10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have.

#### Small step progression

Name and remember the first five vegetables in French.  
Name and remember the first ten vegetables in French.  
Revisit all ten vegetables in French and learn how to say “a kilo of...” .  
Ask for a quantity of vegetables.  
Use the conjunction ‘et’ when talking about a list of vegetables.  
Revise all language covered in this unit and complete assessment materials.

#### Outcome

The children can recall names for vegetables and ask for a quantity of them.

#### P.E Orienteering

In this unit, children will orientate a map to find control points.

#### Prior learning

Children have developed communication and cooperation as a team, knowing how to motivate each other members of the team.

#### Vocabulary for learning

Teamwork, strategy, tactics, communication, control point, scale

#### Small step progression

Introduce the concept of a map to help us navigate.  
Know how to use a key.  
Use a map to follow a simple route.  
Orientate a map to locate the direction of points on the map.  
Find way points in the correct order.  
Complete an orienteering course in a given time.

#### Outcome

The children will demonstrate their developing knowledge of orienteering with a competition.

#### PE swimming

In this unit, children will learn to develop to a range of swimming strokes.

#### Prior learning

The children swam 10 metres front and back crawl. They could submerge to the pool floor and perform a mushroom float.

#### Vocabulary for learning

Supine, prone, streamlined, simultaneous, circular, continuous.

#### Small step progression

Swim 15 metres front crawl.  
Swim 15 metres back crawl.  
Swim 10 metres breaststroke.  
Scull head first or feet first.  
Attempt butterfly aream.  
Perform a head first surface dive.  
Tread water for 20 seconds  
Swim 25 metres with one stroke.

#### Outcome

The children will be more competent at swimming various strokes and will be able to swim 25 metres in their preferred stroke.

Guided reading, we will be reading ‘Varjak Paw’ by SF Said,.

We will be continuing to develop our understanding of a text, checking that the book makes sense by discussing and exploring the meaning of words in context. We will also summarise the main ideas and events by identifying key details that support the main ideas.

