










<p>St Dennis Primary Academy Year: 5 Term: Spring 1 Curriculum Drivers</p>	<p>Big Question: What impact did the Industrial Revolution have on Cornish tin mining?</p>	
<p>Real life experiences Visitor from Geevor Tin Mine and loan box of Artefacts Visit to Cornish Lithium to see the site and find out about industry close to home Visit from the Cornish Pasty Association to demonstrate a pasty making masterclass.</p>	<p>English Storytelling Fiction: The Day the Smog Came Imitation: Read The Day the Smog Came and learn the text and character's viewpoints through drama techniques (conscience alley). Spelling, Punctuation and Grammar: Apostrophes for omission, adverbials of time, place and manner for cohesion, expanded noun phrases. Innovation: Change the character / setting Invention: Write a quest Wider Curriculum Writing: Non-chronological report based on the impact of the Industrial Revolution (History) Book/Novel Study Text: Cogheart by Peter Bunzel</p>	<p>Fabulous Finish: Copper embossing, featuring tin mines Assembly Theme: Achievement Emotional Literacy: How do I feel? / My zones across the day / Caution! Trigger ahead</p>
<p>Wellbeing Mindful Mining Sketching Nature and Heritage Walk Movement Breaks</p>		<p>Mathematics: Number: Multiplication and Division</p>
<p>Oracy Physical: Geevor and Cornish Lithium Visitors: Speak audibly and clearly during visitor sessions Linguistic: History: Use ambitious vocabulary when describing historical changes. Cognitive: PSHEHistory: Justify opinions during debates on working conditions for child miners Social and Emotional: Picture News: Listen actively and respond respectfully during group discussions</p>	 	<ul style="list-style-type: none"> • Multiply and divide a 4-digit number with a 1-digit number • Multiply a 2- or 3- or 4-digit number by a 2-digit number • Short division and divide with remainders <p>Number: Fractions B</p> <ul style="list-style-type: none"> • Multiply a unit and a non-unit fraction by an integer • Calculate fraction of a quantity and an amount • Find the whole <p>Number: Decimals and Percentages</p> <ul style="list-style-type: none"> • Decimals up to 2 decimal places • Equivalent fractions and decimals
<p>Environment and Community Local visit to Cornish Lithium about mining and sustainability Visitor from Geevor tin mine to discuss Cornish heritage</p>		<p>Key Skills Session:</p> <ul style="list-style-type: none"> • Mastering Number • Number bonds to 10, 20 and 100 • Revision of times tables • Maths jotter fluency

	Science 	History 	RE 	Computing 
Unit title:	Subject: Chemistry Unit: Properties and changes of materials	Themes: Society Unit: What impact did the Industrial Revolution have on Cornish tin mining?	Theme: Judaism Unit: Why is the Torah so important to Jewish people? (Unit 33)	Area: Programming Unit: Selection in physical computing
Builds On:	Year: 4 Term: Summer 1 Unit: States of Matter	Year: 4 Term: Spring 2 Unit: How have the ways crimes are punished changed over time?	Year: 3 Term: Autumn 2 Unit: How do festivals and family life show what matters to Jewish people? (Unit 22)	Year: 4 Term: Summer 2 Unit: Repetition in games
Memory Master:	What are solids, liquids and gases? Water cycle – evaporation	Cause and effect diagram of Battle of Hastings	Revisit Shabbat, Rosh Hashanah, Yom Kippur, and Passover and write a short explanation of each.	Introduce vocabulary – what do we know already? condition, infinite loop, input, output, selection, sensor, trace, variable
Lesson Sequence:	I can compare and group materials according to whether they are solids, liquids and gases and name their properties.	What stayed the same and what was different in Cornwall after the Industrial Revolution?	What do Jewish people look like, and where do we find Jewish people in the UK?	I can control a simple circuit connected to a computer.
	I can investigate the thermal insulation of different materials.	Why was tin mining significant in Cornwall during the Industrial Revolution?	What is the Torah? What is a Sefer Torah?	I can write a program that includes count-controlled loops.
	I can compare and group materials based on their response to magnets.	What was life like for a Cornish tin miner in the 1800s?	Why are there different types of synagogues in the UK?	I can explain that a loop can stop when a condition is met.
	I know that some materials dissolve in a liquid to make a solution.	What was the cause and consequence of new inventions and technologies on tin mining in Cornwall?	How does the Torah influence what Jewish people might eat?	I can explain that a loop can be used to repeatedly check whether a condition has been met.
	I can predict how I could separate mixtures.	What evidence of tin mining can we still see in Cornwall today? Show what you know.	How are Jewish people adapting festivals in the UK?	I can design a physical project that includes selection.
	I can explain why some changes are irreversible. Show what you know.		Why is the Torah important to Jewish people? Show what you know	I can create a program that controls a physical computing project.
Composite:	Explanation about irreversible changes using vocabulary from knowledge organiser.	Non-chronological report to explain the events of the industrial Revolution and the impact on Cornish Tin Mining.	Use hexagons with all the key vocabulary on and also other words such as kashrut, Miriam, Pesach etc Children explain how these all link back to Torah?	Children will use micro:bits to create a program that controls a physical computing project.
Impact:	Children understand materials can be based on their properties, (hardness, solubility, transparency, conductivity (electrical and thermal), and magnetism). They know some materials dissolve in liquid to form a solution and describe how to recover a substance from solution. They can decide how we might separate mixtures (filtering, sieving and evaporating). They know dissolving, mixing and changes of state are reversible changes. They can explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.	Children can explain about how events lead to others and give reasons for these using accurate dates. They can describe the main changes in a period of history, using terms such as: social, technological and cultural. They can identify periods of rapid change in history and contrast them with times of relatively little change.	Children can identify and explain Jewish beliefs about God and give examples of some texts that say what God is like and explain how Jewish people interpret them. They make connections between Jewish beliefs about the Torah and how they use and treat it. They make connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).	Children can construct a wiring diagram to show how components will be connected and build a model that supports the hardware that will be used in the task. They can write an algorithm that uses selection to control a sequence using output devices, combining appropriate blocks to implement it and suggest a strategy to fix the code when it is not working

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Technique: Drawing Artist: LS Lowry	Learning focus: Cognitive Unit: REAL PE	Unit: Hockey	Area: Cooking and nutrition Unit: Developing a recipe
Builds On:	Year: 4 Term: Spring 2	Year: 4 Term: Summer 2 Unit: REAL PE	Year: 4 Term: Spring 1 Unit: Hockey	Year: 4 Term: Autumn 2 Unit: Adapting a recipe
Memory Master:	New this year	N/A	What do you remember about hockey? What are the skills you need?	Kapow Quiz on Adapting a Recipe Unit
Lesson Sequence:	Artist – I can recall key features of artist LS Lowry	Warm up games Hi Baby! Pass it on Fundamental Movement Skills Static balance – Stance Coordination – Footwork	I can confidently pass accurately.	Research – I can understand how ingredients are reared and processed. I can consider the nutritional content of food.
	Imitate – I can use different graded of pencil to imitate LS Lowry's artwork		I can choose when to dribble, when to pass and when to shoot.	Skill – I can cut resistant foods safely and accurately. I can explain how to avoid cross contamination when preparing ingredients.
	Experiment – I can learn to draw using one-point perspective		I can defend in a team.	Design – I can adapt a Cornish pasty recipe. I can design a paper bag packing for my pasty.
	Plan – I can plan my industrial landscape		I can compete in small-sided games.	Make – I can make a Cornish pasty by following a recipe.
	Create – I can create an industrial landscape inspired by LS Lowry		I can mark a player to stop them getting the ball.	Evaluate – I can evaluate my product based on taste and appearance.
	Evaluate – I can review and revisit my creation		I can decide on ways to defend in games.	
Composite :	Children will be able to use and apply their knowledge and skills in drawing using one point perspective to create an industrial landscape inspired by LS Lowry.	REAL PE – Cognitive Cog Children will understand ways to judge performance.	Children play 5v3 and 5v4 game using hockey skills and rules. The team with five children attacks the large goal, whilst the team with fewer children attacks the two smaller goals.	Children research and modify a traditional Cornish pasty
Impact:	The children will have developed their knowledge and skills in how to use graded pencils to show light and dark and draw landscapes using a one point perspective. The children will have an awareness of a new artist and have used their sketchbooks to develop their ideas and skills.	Children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Children can perform skills (e.g. passing) with control and confidence whilst developing technique. Apply basic principle for attacking, choosing when to pass or dribble to keep possession of a ball. Keep possession of the ball when faced with opponents Apply basic principles for defending, defend by marking, covering and tracking opponents as appropriate.	Children will develop key life skills around understanding nutrition and basic food preparation skills. They will adapt and follow a recipe, considering how successful their final product was.

	PSHE 	PSHE 	PSHE (Drugs and Alcohol Education) 	Spanish 
Unit title:	Brook Learn 1 Unit: Puberty – Bodies and Reproduction	Brook Learn 2 Unit: Changes	Theme: Legal and Illegal Drugs	Unit: La Ropa (Clothes)
Builds On:	Year: N/A Term: Unit:	Year: Year 5 Term: Spring 1 Unit: Puberty – Bodies and Reproduction	Year: Year 4 Term: Spring 1 Unit: Alcohol	Year: 5 Term: Autumn 1 Unit: La Fecha (The date)
Memory Master:	N/A - new theme	Name keys facts about reproduction and pregnancy	Name the effects and risks of drinking alcohol	Revisit phonics learnt so far (from lesson 1 and 2)
Lesson Sequence:	I can identify parts of external genitalia and internal reproductive organs.	I can define what puberty means.	I can explore a range of legal and illegal drugs, their risks and effects.	I can recognise, recall and spell ten different items of clothing with their indefinite articles/determiners.
	I can understand that everyone's bodies are different and we should respect this.	I can understand that everyone will experience puberty differently.	I can consider children's attitudes and beliefs about drug use and drug users.	I can recognise, recall and spell a further eleven different items of clothing with their indefinite articles/determiners.
	I can describe key facts about reproduction and pregnancy.	I can identify key changes which happen during puberty.	I can consider strategies to resist drug use.	I can start to use be the structure 'I wear' in Spanish.
	I can ask for help with questions about my bodies.	I can understand what menstruation is. I can understand where to go for help and support around puberty and their bodies.		I can describe different items of clothing and learn about the rules of adjectival agreement in more detail. I can apply my knowledge and pack a suitcase for a holiday.
Composite :	Ordering cards to show the stages of reproduction and pregnancy.	True or false quiz about menstruation.	Create a piece of drama showing how to manage a pressure situation.	Children describe a suitcase they are packing using the vocabulary, spelling and grammar taught.
Impact:	Pupils will understand key facts about reproduction and identify trusted adults they can ask questions to or seek support from.	Children will be aware of the changes that happen to their bodies during puberty.	Pupils have strategies to avoid peer pressure and risky situations. Pupils are aware how substances can damage their immediate and future health and safety.	Children recognise and recall 21 items of clothing. They can explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what they are wearing. They can use the possessive adjective 'my' in Spanish and describe clothes in terms of colour.