



# **Old Dalby C of E Primary School**

Topic planning, Class 5, Year B

*Due to the nature of some objectives they can be covered in any topic during the year and so have been left out of the rolling programme to give teachers the freedom to cover when they deem it suitable. They are likely to find that they are repeated throughout the year which will consolidate skills and provide the opportunity to apply them.*

These objectives are:

### **Computing**

- \* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- \* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

### **D&T**

- \* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- \* apply their understanding of computing to program, monitor and control their products.
- \* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

### **Music**

- \* improvise and compose music for a range of purposes using the inter-related dimensions of music

- **Make**

- \*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

- Evaluate**

- \*investigate and analyse a range of existing products

- \*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

- **Technical knowledge**

- \* apply their understanding of computing to program, monitor and control their products.

- \* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

## Languages

All objectives to be met by a specialist language teacher.

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- The starred (\*) content above will not be applicable to ancient languages.

- **Music**

- \* improvise and compose music for a range of purposes using the inter-related dimensions of music

- \* develop an understanding of the history of music

- ***The following music objectives can be covered when teaching how to play an instrument:***

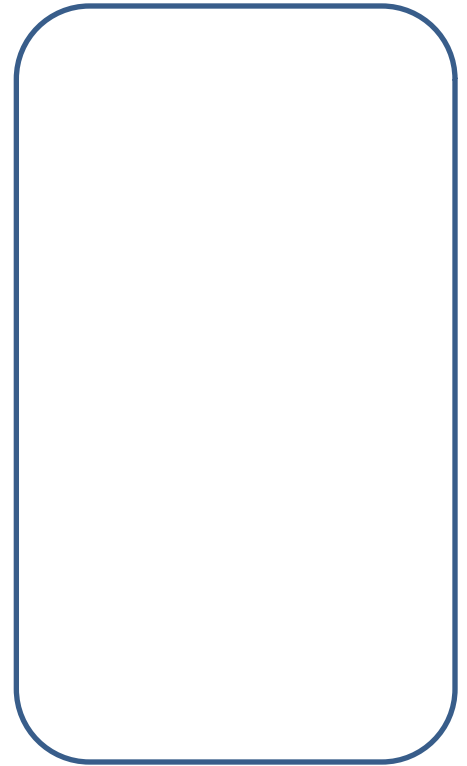
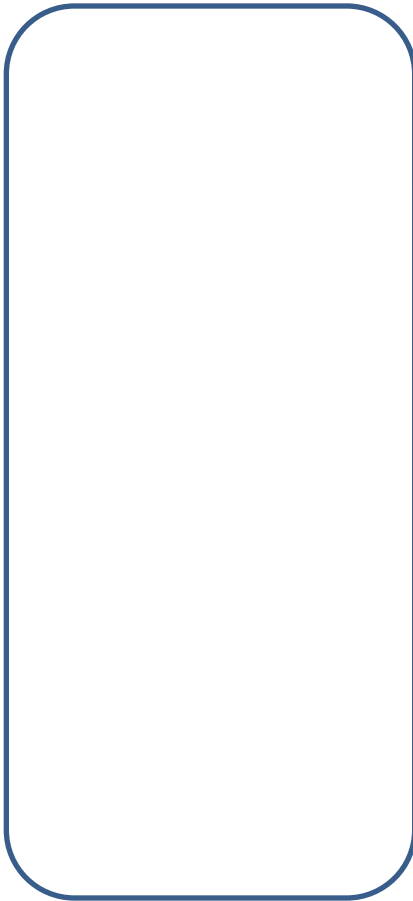
- \*play and perform in solo and ensemble contexts, using their voices and playing

- musical instruments with increasing accuracy, fluency, control and expression

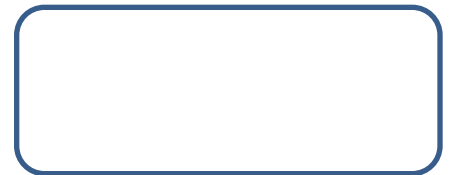
- \*use and understand staff and other musical notations

- \*appreciate and understand a wide range of high-quality live and recorded

- music drawn from different traditions and from great composers and musicians



History of man



**Class 5**

**Year B**

**Autumn**

# Compulsory objectives for this topic:

## Geography

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America, *and Africa*

## History

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- a non-European society that provides contrasts with British history – c. AD 900; Benin (West Africa) c. AD 900-1300.

## PE Dance & Gymnastics

\*perform dances using a range of movement patterns

\*develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics)

\* compare their performances with previous ones and demonstrate improvement to achieve their personal best

## **RE**

See syllabus on staff shared

- Creative curriculum, *India*
- Revelation stories

## **SEAL**

See syllabus on staff shared

- New beginnings
- Getting on falling out



History of Britain

**Class 5**

**Year B**

**Spring**

# Compulsory objectives for this topic

## History

- Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne
- a significant turning point in British history, for example, the first railways or the Battle of Britain

## PE Games

- \*play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending
- \*take part in outdoor and adventurous activity challenges both individually and within a team
- \* compare their performances with previous ones and demonstrate improvement to achieve their personal best

## **RE**

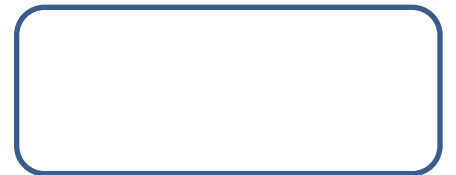
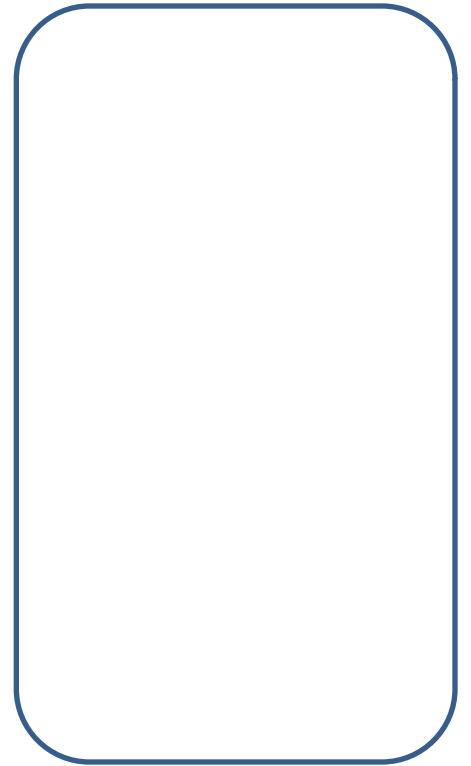
See syllabus on staff shared

- How does a Christian follow Jesus?
- What happens when we die?

## **SEAL**

See syllabus on staff shared

- Going for goals
- Good to be me



**Class 5**

**Year B**

**Summer**

# Compulsory objectives for this topic

## PE Athletics

- \*use running, jumping, throwing and catching in isolation and in combination
- \*develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics)
- \*take part in outdoor and adventurous activity challenges both individually and within a team
- \*compare their performances with previous ones and demonstrate improvement to achieve their personal best

## RE

See syllabus on staff shared

- Justice and poverty
- Transition unit yr 6 – 7. Visiting a place of worship.

## SEAL

See syllabus on staff shared

- Relationships
- Changes