

## Year 5 Curriculum Objectives 2021 – 2022: Term 2

Objectives in red were missed last year during lockdown

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| <p><b>SCIENCE</b><br/> <b>Earth and space</b><br/> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.<br/> Describe the movement of the Moon relative to the Earth.<br/> Describe the Sun, Earth and Moon as approximately spherical bodies.<br/> Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.<br/> <b>Working Scientifically</b><br/> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br/> taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br/> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br/> using test results to make predictions to set up further comparative and fair tests<br/> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br/> identifying scientific evidence that has been used to support or refute ideas or arguments.</p> | <p><b>GEOGRAPHY: Compare the UK with a region in North America</b><br/> <b>Locational knowledge:</b><br/> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br/> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time<br/> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)<br/> <b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America<br/> <b>Geographical skills and fieldwork</b><br/> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>DT</b><br/> <b>Cooking and nutrition</b><br/> Understand and apply the principles of a healthy and varied diet<br/> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.<br/> <b>To link to Geography topic:</b><br/> <i>Compare the UK with a region in North America</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>COMPUTING</b><br/> <b>Computer Science- Internet, Networks and the Web</b> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.<br/> <b>Digital Literacy-Using Information</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br/> Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact: <b>Respecting creative work</b><br/> <br/> <b>ONLINE SAFETY: Valuing Difference (SCARF)</b> <a href="#">See Computing Curriculum</a><br/> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>PSHE</b><br/> <b>SCARF: Valuing Differences</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>PE (Real PE)</b><br/> <b>Outdoor</b><br/> Creative Development<br/> <b>Indoor</b><br/> Real Gym</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>RE</b><br/> <b>Christianity - unit 8 (A second local Christian place of worship and the Bible)</b><br/> To know about the many different types of Christian places of worship.<br/> To know about the special ceremonies take place there and regular worship and meetings.<br/> To understand about the importance of the Bible.<br/> To know about Prayer &amp; worship.<br/> To know about the importance of the minister</p> |
| <p><b>SPANISH</b><br/> Numbers 0-30 Asking and answering questions: see <i>Milestones</i><br/> Food, including fruit Recipes (<a href="#">linked to DT</a>)<br/> Likes/dislikes Classroom instructions<br/> <b>Celebrations:</b> Día de los Muertos, Navidad</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                        |

