

## Year 5 Curriculum Objectives 2021 – 2022: Term 4

### Objectives in red were missed last year during lockdown

<p><b>SCIENCE</b>  <b>Forces: Gravity, air and water resistance, friction</b>                  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.                  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.                  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  <b>Working Scientifically</b>                  planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary                  taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate                  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs                  using test results to make predictions to set up further comparative and fair tests                  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                  identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b>DT</b>  <b>Design</b>                  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups                  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b>                  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately                  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</p> <p><b>Evaluate</b>                  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                  understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b>  <b>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</b></p> <p style="color: green;"><b>To link to Science topic:</b>  <i>Forces: Gravity, air and water resistance, friction</i></p>	
<p><b>COMPUTING</b>  <b>Computer Science-Computational Thinking (identify and incorporate missed objectives from year 4)</b>  <b>Scratch Maths Module 1</b>                  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.                  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.                  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>ONLINE SAFETY: Rights and Responsibilities (SCARF) <a href="#">See Computing Curriculum</a></b>                  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>  <b>SCARF: Rights and Responsibilities</b></p>	<p><b>PE (Real PE)</b>  <b>Outdoor</b>                  Physical Application</p> <p><b>Indoor</b>                  Real Dance</p>	<p><b>RE</b>  <b>Judaism - Unit 3 Recap on Jewish beliefs</b>                  To know about The journey of Jewish life: Bar/Bat Mitzvah and marriage, blessings.                  To understand about the reading of the Torah                  To know the use of Kippah, tallit and tzitzit in worship.                  To know about the Jewish place of worship</p>

	<p><b>SPANISH</b> Numbers 0-50 Asking and answering questions: <i>see Milestones</i> Hobbies and sports Comparisons <i>e.g. mas que</i> Likes/dislikes Classroom instructions</p> <p><b>Celebrations:</b> Semana Santa</p>	<p><b>Judaism unit 4 (Passover)</b> To know about Celebrations and special meals. To know about the context of the Pesach (Passover) festival, the story attached to it, how it is celebrated and its inner meaning. To know the symbolism attached to Pesach - freedom. To know about Moses, the giving of the Ten Commandments. The Promised Land - Israel &amp; symbols.</p>
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