

Curriculum Year 5 Term 3: Ketts Rebellion, the Commotion Time

	Curriculum	Local /Context
History	A local history study, for example: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. A significant turning point in British history.	The enclosure of land Ketts Rebellion The importance of farming in Norfolk A visit to Stranger's Hall – residence of Mayor Codd, the Mayor of Norwich during Kett's time
Geography	Location knowledge: 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.	Land use- the effects of enclosure Mapping out the key positions Use of old maps and ordnance survey maps
Science	All living things: Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	In context of ecology of Norfolk farmland - growing crops 7 processes of living things Reproduction in plants Seed dispersal Growing a bean plant Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Design and Technology	Food: Understand and apply the principles of a healthy and varied diet. 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.	Design and create a balanced meal made with seasonal locally bought produce
Art	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	Use sketchbooks to draw the land and its localities

Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Samba and general musicianship lessons delivered by NORCA</p> <p>Assembly music</p> <p>Summer concert</p>
PE	<p>Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics</p> <p>Perform dances using a range of movement patterns</p>	<p>Gymnastics and dance</p> <p>Athletics – Sport’s Day</p>
Computing	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Hopscotch and Scratch programmes</p> <p>Cross Curricular: Web pages, Excel Spreadsheet, CAD, Tables, Word documents PowerPoint presentations, Keynote</p>
French	<p>By engaging with other languages, including, where appropriate, those used in their communities, children should:</p> <p>1. Look at the patterns, structures and origins of languages in order to understand how language works</p> <p>2. Listen to and join in with conversation in other languages and communicate about simple, everyday matters</p> <p>3. Understand how learning other languages can help them appreciate and understand other cultures as well as their own.</p>	<p>French lessons delivered by specialist teachers from CAN</p>
English	<p>Reading, Comprehension, Spelling, Handwriting</p> <p>Composition, Vocabulary, grammar and punctuation</p> <p>In writing children should:</p> <p>1. Learn to write for a variety of purposes, for a range of audiences and in a range of forms</p> <p>2. Develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding</p> <p>3. Explore writing using different media including web pages and multimodal formats in English and in other languages.</p>	<p>English in Context: Story telling Play scripts Biographies Explanation texts Instructions Letters</p>

<p>Maths</p>	<p>Breadth of learning: During the year, pupils should be taught the knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> • practical activity, exploration and discussion • using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols • estimating, drawing and measuring in a range of practical contexts • drawing inferences from data in practical activities <p>Exploring and using a variety of resources and materials, including ICT activities that encourage them to make connections between number work and other aspects of their work in mathematics.</p>	<p>Maths in Context: Measuring, weighing, converting units of measurement - cooking Money - budgeting Reading coordinates of a map Chronological dating</p>
<p>British Values and SMSC</p>	<ul style="list-style-type: none"> • Enable students to distinguish right from wrong and to respect the civil and criminal law of England • An understanding of how citizens can influence decision-making through the democratic process • An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety • An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence 	<p>Debate and votes on relevant issues. Class elections Social: Using drama to explore the life and times in the period Moral: The rights of people to resist new laws or new rulers Was Kett wrong? Spiritual: People's beliefs at the time in deity and the effects on their behaviour (Dramatisation of the trial of Robert Kett using drama/Chamber Theatre methods) Cultural: How we deal with unrest in today's multi-cultural societies Freedom of speech Democracy How do we deal with the views of everyone in such a diverse society?</p>