

## Theme: Exploring Africa    Year 5 Term: Spring 1    (6 weeks)

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

### Key knowledge and skills

#### Art

*Big ideas: inspiration, experimentation & expression*

- Use imagination and knowledge of the key elements when creating art work. (**inspiration, experimentation, expression**)
- Study and compare the work of African Artist- Gakonga identifying a range of Elements and Principles of Art and Design using their work as an inspiration for their own art (**inspiration**)
- Decide what materials best suit a task through experimenting and reasoning. (**experimentation**)
- Collect ideas including colour swatches, preliminary sketches and artists work in sketch books and annotate. (**experimentation, expression**)
- Create different tones, textures and shapes in drawing using shading (side of a pencil), blending, smudging, varying the amounts of pressure, varying the thickness of the line, cross hatching (**expression, experimentation**)
- Know that composition is the way the objects and subjects that you are going to draw are arranged, organized, and combined. (**experimentation, expression**)
- Know that perspective is a technique to create the linear illusion of depth and use this technique when creating landscape drawings (**experimentation, expression**)
- Know that if you divide any composition into thirds, vertically and horizontally, and then place the key elements of your image along these lines or at the junctions of them, the arrangement achieved will be more interesting, pleasing and dynamic. (**experimentation, expression**)
- Know that applique is a sewing technique in which fabric patches are layered on a foundation fabric. (**expression**)
- Investigate ways of changing the fabric such as cutting, sewing, applique method. (**experimentation, expression**)
- Draw an African animal, landscape or mask to create in applique form. (**inspiration, experimentation, expression**)
- Use back stitch, running stitch and invisible stitches to combine materials in an applique piece (**experimentation, expression**)

#### DT

- Select from and use a wider range of materials, tools and techniques, according to their functional properties and aesthetic qualities. SCIENCE (**design, problem solving, skills and expertise**)
- Demonstrate how to use cutting, sewing and joining tools and equipment safely and accurately with growing confidence, such as scissors and needles, showing caution to hazards and how to avoid them. (**problem solving, skills and expertise**)
- Measure, cut and join fabric with accuracy to ensure a good-quality finish to the product, strengthening their product when needed. SCIENCE (**design, problem solving, skills and expertise**)
- Create different textures through applique and combining fabrics with a blanket stitches. (**skills and expertise**)
- Improve the appearance of the products using additional materials and decoration. ART (**design, problem solving, skills and expertise**)

### Key knowledge and skills

#### Science (see separate planning)

*Big ideas: Investigation, explanation, observation*

Enquiry: **Which changes are reversible and which are irreversible?**

- Understand the difference between reversible and irreversible change using filtering, sieving and evaporation. (**observation, explanation, investigation**)
- Understand the difference between soluble and insoluble substances. (**observation, explanation, investigation**)
- Understand the difference between filtration, evaporation and sieving to separate substances. (**observation, explanation, investigation**)
- Know that the starting materials in a chemical reaction are called the reactants. (**observation, explanation, investigation**)
- Know that reactants react with each other to form a completely new substance known as the product. (**observation, explanation, investigation**)
- Know that rust is the crumbly, brown material which is caused by the chemical reaction of iron, water and oxygen. (**observation, explanation**)

#### SC1:

- To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (**investigation**)
- To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- To use test results to make predictions to set up further comparative and fair tests (**explanation, investigation, observation**)
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results (**explanation**)
- To identify scientific evidence that has been used to support or refute ideas or arguments

#### Global learning/SDGs

- Know where in the world people do not have access to clean water
- Know what life is like in developing countries
- Know about Water Aid
- Know about the United Nations

#### Geography

- Identify the position of the equator, explaining that it runs around the centre of the Earth at 0 degrees latitude. (**location**)
- Know that the lines of latitude and longitude are important in helping locate places in the world (**location**)

#### Computing (see separate planning)

*Big ideas: coding, design & online safety*

#### Spreadsheets

- Refresh and extend understanding of formulae and functions from previous learning.

	<ul style="list-style-type: none"> <li>• Use formulae in 2Calculate to convert measurements between different units.</li> <li>• Use 2Calculate to create and interpret line graphs that show how data changes over time. <b>(design)</b></li> <li>• Analyse weather data by using spreadsheets to identify patterns. <b>(design)</b></li> <li>• Use spreadsheets to plan and budget for an event. <b>(design)</b></li> <li>• Use a spreadsheet to plan a holiday. <b>(design)</b></li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Use complex sentences and to present ideas logically (Science)</li> <li>• Take turns, listening carefully to others and politely agreeing or disagreeing with them (SDGs)</li> </ul>
<p><b>Key vocabulary:</b> Gakonga art, sketch, outline, established, Africa, colour, tone, visual art, perspective, off centre composition, pressure (pencil), rule of thirds, illusion, depth, pressure, landscape, technique, dynamics, applique, sewing, back stitch, running stitch, invisible stitch</p> <p>Evaluate, product, design, texture, join, combine, material, tools, design criteria, applique, textures, blanket stitch</p>	<p>state, matter, solid, liquid, gas, evaporate, condense, flow, volume, water cycle, H<sub>2</sub>O, evaporated, precipitation, vapour, states of matter, heating, boiling, cooling, freezing, gas, vapour, temperature, rate, filtration, sieving, reversible, irreversible, chemical reaction, reactants, substance, product</p> <p>equator, latitude, longitude, 0 degrees, Water Aid, United Nations, Sustainable development goals</p> <p>formulae, functions, spreadsheets, measurements, convert, line graphs, interpret, data, budget, patterns</p>
<p><b>Previous linked learning to consolidate:</b> Y4 'Heavy metal' topic - Artist study Alexander Calder, Y3 'Down by the riverside' topic – River study &amp; pollution in the ocean</p> <p><b>What comes next?</b> Y6 Artist study – William Morris 'Please Sir' topic</p>	