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Description automatically generated**Newquay Junior Academy - Spring Sequence - Year 5**

**‘The Explorer’**

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| **SCIENCE**  **Prior knowledge...**  Animals including humans (life cycles)  Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. |  | **COMPUTING – FIRST HALF TERM**  **Prior knowledge…**  In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions. |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…**  Pupils should have experience of making choices on a tablet/computer. They should be able to navigate within an application.  This unit progresses pupils’ skills through editing digital images and considering the impact that editing can have on an image. Pupils will also consider how editing can be used appropriately for different scenarios, and create and evaluate ‘fake’ images, combining all of their new skills. |  |
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| **INTENT**  Animals including humans (life cycles)  Pupils will know what a life cycle is. They will be able to compare the stages in the life cycle of a mammal and amphibian. Pupils will be able to explain the life cycle of a plant. |  | **INTENT**  Pupils will look at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others. |  | **INTENT**  Pupils will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Pupils are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, pupils have the opportunity to reflect on and assess their progress in creating a video.  To teach this unit, you will need video recording equipment such as video cameras or tablets with video capabilities. The recommended editing software is Microsoft Video Editor, which is included for free with Windows 10. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Animals including humans (life cycles) - Reproduction, Sexual, Pollination, Dispersal, reproduction, cell, fertilisation, pollination, male, female, pregnancy, young, mammal, metamorphosis, amphibian, insect, egg, embryo, bird, plant  Different animals mature at different rates and live to different ages.  Some organisms reproduce sexually where offspring inherit information from both parents.  Some organisms reproduce asexually by making a copy of a single parent.  Environmental change can affect how well an organism is suited to its environment.  Different types of organisms have different lifecycles. |  | **VOCABULARY/STICKY KNOWLEDGE**   Dataset, records, fields, record view, table view, data search, charts |  | **VOCABULARY/STICKY KNOWLEDGE**  Video, media format, medium, digital device, camera angle, storyboard, filming technique, script, import content, editing, re-shoots, export and evaluate. |  |
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| **SEQUENCE OF LESSONS:**  **Animals including humans (life cycles)**  [**Wildlife in the pond - Explore**](https://explorify.uk/en/activities/odd-one-out/wildlife-in-the-pond)  1. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  2. To describe the life process of sexual reproduction in plants. |  | **SEQUENCE OF LESSONS:**  1.To explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes’ may influence how people think about others.  2.To use a form to record information  3. To compare paper and computer-based databases  4. To outline how grouping and then sorting data allows us to answer questions  5.To explain that tools can be used to select specific data  6.To explain that computer programs can be used to compare data visually  7. To apply my knowledge of a database to ask and answer real-world questions |  | **SEQUENCE OF LESSONS:**  1. To explain what makes a video effective  2. To use a digital device to record video  3. To capture video using a range of techniques  4. To create a storyboard  5. To identify that video can be improved through reshooting and editing  6. To consider the impact of the choices made when making and sharing a video |  |
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| **OUTCOME/COMPOSITE**  Animals including humans (life cycles)  Pupils will have observed the complete life cycle of a butterfly. |  | **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of why and how information might be stored in a database, and looks at how tools within a database can help us to answer questions about our data. It moves on to demonstrate how a database can help us display data visually, and how real-life databases can be used to help us solve problems. Finally, the pupils create a presentation showing understanding and application of all the tools used within the unit. |  | **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video. The unit builds on the Year 4 unit ‘Photo editing’ where composition is introduced and the Year 3 unit ‘Stop-frame animation’ where pupils explored some of the features of video production. By the end of this unit, pupils will have developed the skills required to plan, record, edit, and share a video documentary about discovering a historical artefact in the Amazon Jungle. |  |

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**‘The Explorer’**

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge...** This half term of RE will draw on children’s understanding of Christianity and other world religious (including Humanism) from KS1, Y3, Y4 and Y5 Aut. 1 & 2.  Y3 (Units L2.1, L2.2 & L2.5)  Y4 (Units L2.3, L2.4 & L2.6)  Y5 (Units U2.2 & U2.3) |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge...** This half term of RE will draw on children’s understanding of Christianity and other world religious (including Humanism) from **KS1, Y3, Y4** and **Y5** Autumn 1 & 2, Spring 1.  **Y3** (Units **L2.1**, **L2.2** & **L2.5**)  **Y4** (Units **L2.3,** **L2.4** & **L2.6**)  **Y5** (Units **U2.2**, **U2.3 & U2.4**) |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  Prior knowledge… What ‘net and wall’ games are and can give sports specific examples. For example: badminton.  What a volleyball court looks like and the basic rules of volleyball.  Be able to control the direction they hit the ball in.  Be able to play a game of volleyball, in line with the rules, with a balloon.  Why fitness is important. |  |
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| **INTENT**  Christianity (Unit U2.4)  Key Question: How do Christians decide how to live? ‘What would Jesus do?’ (Gospel) |  | **INTENT**  Multi-faith (Unit U2.10)  Key Question: What matters most to Humanists and Christians? Christians and non-religious, with opportunities to include other faiths studied. |  | **INTENT**  In VOLLEYBALL, pupils will apply and develop fundamental skills learnt in Years 3 and 4 in a volleyball specific context. They will understand the rules and be able to co-operate in a team situation. Some students will be able to develop tactics and strategies. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  **Gospel:** Gospel is the good news that God the father has sent his son, Jesus Christ, to forgive sin and draw sinful people into his Kingdom.  **Parable:** a parable is a simple story with a moral, or a story told to teach a lesson. Jesus told parables to his disciples (followers).  **Prophet:** in religion, a prophet is one who speaks on behalf of a god or who is divinely inspired to reveal the will of a god.  **Prophecy:** a prophecy is a statement about what will happen in the future. Only God knows for sure what the future will be like. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Christians:** Christians believe in a God. They follow the teachings from their Holy Book – the bible (10 Commandments).  **Humanism:** Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.  They do not follow a holy book either. Instead, Humanists value traits like reason and rely on science to explain the way things are.  Humanists believe that people have one life to live - there is no afterlife. As a result, they focus on being happy and making the most of their life. They also believe they have a duty to support others.  **Atheists:** Don’t believe in a god or gods.  **Agnostics**: Believe we can’t know if a god or gods exist. |  | **VOCABULARY/STICKY KNOWLEDGE**   Dig, Volley, Underarm serve, Rules, Teamwork, Resilience |  |
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| **SEQUENCE OF LESSONS:**  1. To explore the Parable of the Wise and Foolish Builders and suggest meanings for it.  2. To explore the Sermon on the Mount and suggest meanings for different quotes from it.  3. To make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives.  4. To discuss why do Christians pray.  5. To consider why it is important to be generous and make the world a better place. |  | **SEQUENCE OF LESSONS:**  1. To look at rules - Do we need them? Who breaks them?  2. To understand what a Humanist is. Including the codes for living for a non-religious people use.  3. To identify the values that matter most to Christians.  4. To compare the main agreements and disagreements between Humanists and  Christians values.  5. To create a code for living that will help the world. |  | **SEQUENCE OF LESSONS:**  1. To know and be able to perform a ‘volley’.  2. To be able to get in the correct position to play a ‘dig’ and understand when to play this shot.  3. To understand the basic rules and apply a volley and a dig in a small rally.  4. To identify the components of fitness and take part in a fitness circuit.  5. To take part in a ‘skills-based’ circuit and be able to identify their strengths and areas for improvement.  6. To design a circuit to improve a fitness component of their choice. |  |
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| **OUTCOME/COMPOSITE**  Pupils will …  Pupils to produce a poster about how to make the world a better place (Linked to WWJD). |  | **OUTCOME/COMPOSITE**  Pupils will…  Pupils to create their own code for living -linked to faiths studied (Poster, drama, ICT). |  | **OUTCOME/COMPOSITE**  Pupils will be able to perform the volley and dig with a developing technique. They will understand what a ‘set’ is and some will begin to use it in game play. Pupils will be able to play small games with the application of the core volleyball rules. |  |

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| **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge** – Dance consists of movement, motifs and repeated sequences. A dancer needs to be aware of posture, body shape and position and timing. Movement is expressive and it can convey feeling and meaning. There are many different styles of dance all over the world. For example: Bhangra from India. How to create dance movements. Be able to create a basic motif. Be able to choreograph a dance sequence. Be able to perform as part of a group to my peers and give and receive feedback. |  | **PSHE – FIRST HALF TERM**  **Prior knowledge**... Know how to make a new plan and set new goals even if they have been disappointed. |  | **PSHE – SECOND HALF TERM**  **Prior knowledge...**   * Know which friends they value most * Know that there are leaders and followers in groups * Know that they can take on different roles according to the situation. |  |
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| **INTENT**  In DANCE, pupils will explore ideas from stimuli, leading to choreographing a motif. Students should work towards performing in a fluid and confident manner. Evaluating; recognising strengths and suggesting areas for improvement should happen regularly. |  | **INTENT**  **Pupils will…** Talk about their dreams and goals and how they might need money to help them achieve them; look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. |  | **INTENT**  **Pupils will…**learn a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed; look at how body types are portrayed in the media, social media and celebrity culture. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Motif, rhythm, tempo, canon, unison, sequence, feedback |  | **VOCABULARY/STICKY KNOWLEDGE**  Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.  · Know about a range of jobs that are carried out by people I know  · Know that young people from different cultures may have different dreams and goals |  | **VOCABULARY/STICKY KNOWLEDGE**  Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect,  Know basic emergency procedures, including the recovery position  · Know the health risks of smoking  · Know that the media, social media and celebrity culture  · Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure. |  |
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| **SEQUENCE OF LESSONS:**  1. To have an understanding on the origins of ‘South American’ dance.  2. To explore and acquire skills to take part in a Zumba and salsa dance.  3. To explore the concept of ‘folkloric’ dance.  4. To explore and develop skills to perform ‘Latin hip-hop’.  5. To explore and participate in a ‘Peruvian’ circle dance’.  6. To refine and perform the allocated South American dance as a class. Evaluate learnings. |  | **SEQUENCE OF LESSONS:**  1. To consider my dream lifestyle when I grow up  2. To investigate jobs and careers  3. To identify my dream job, why I want it and the steps to get there  4. To discuss the dreams and goals of young people in other cultures  5. To consider how we can support each other. |  | **SEQUENCE OF LESSONS:**  1. To develop their understanding of the health implications of smoking  2. To develop their understanding of the health implications of drinking alcohol  3.  To practice the basics of emergency first aid  4. To discuss the concept of body image  5. To discuss their relationship with food |  |
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| **OUTCOME/COMPOSITE**  Pupils will understand the concept of rhythm. They will be able to create a motif and apply it into a dance sequence. They will be able to identify strengths and areas for improvement and share their feedback in a constructive way. |  | **OUTCOME/COMPOSITE**  **Pupils:**   * **k**now the types of job they might like to do when they are older * Know that young people from different cultures may have different dreams and goals. |  | **OUTCOME/COMPOSITE**  **Pupils**   * Know basic emergency procedures including the recovery position * Know how to get help in emergency situations * Know that the media, social media and celebrity culture promotes certain body types |  |

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| **DESIGN TECHNOLOGY**  **Prior knowledge...**  Pupils can:  Follow a recipe, with some support.  Describe some of the features of sushi based on taste, smell, texture and appearance.  Adapt a recipe by adding extra ingredients to it.  Plan a sushi recipe within a budget. |  | **MUSIC**  **Prior knowledge…**  **YEAR 5 – Samba and carnival sounds and instruments**  **Prior knowledge...**   * To understand that a chord is the layering of several pitches played at the same time. * To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. * To know that ‘blues’ music aims to share feelings and blues songs tend to be about sadness or worry. * To know that a ‘bent note’ is a note that varies in its pitch, e.g. the pitch may slide up or down. * To understand that a chord is the layering of several pitches played at the same time. |  | **GEOGRAPHY**  **South America**  **Prior knowledge -** The Earth has a Northern and Southern Hemisphere, an equator, tropic of Cancer and tropic of Capricorn. Why settlements are created and the impact humans have on Earth. Use a range of resources to identify the key physical and human features of a location.  Be able to locate countries on maps using topography skills and digital mapping. Use eight-point compass and coordinates to give directions and 4 figure grid references. |
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| **INTENT**  **Food: What could be healthier?**  **South American stew**  **Pupils will:**  **Understand how beef gets from the farm to our plates.**  **Notice the nutritional differences between different products and recipes.**  **Recognise nutritional differences between two similar recipes and give some justification as to why this is.**  **Work as a team to amend a recipe with healthy adaptations.**  **Follow a recipe to produce a healthy meal – South American stew.** |  | **INTENT**  To understand what Samba music is and to be able to play it within an ensemble, demonstrating the key features. |  | **INTENT**  Knowledge - How latitude and longitude works. Locate tropics of Cancer and Capricorn, Arctic circle and Antarctica.  Name and locate some countries in South America and identify their main physical (climate zones, biomes, vegetation, rivers, and mountains) and human (cities, industry, and agriculture) characteristics. Describe and explain a number of similarities and differences between South America and the UK.  In depth knowledge of Amazon Rainforest, Amazon River, Atacama Desert, Iguazu Waterfall, Salt Flats and Andes Mountains, Macchu Picchu (including location, climate, vegetation, animals and human interaction) and the environmental impact of humans in South America.  Skills - Use thematic maps (1:25,000 to 1:50 000), atlases, globes, longitude, latitude and digital/computer mapping to locate countries and geographical features of South American countries.  Use six-figure grid references, symbols and keys to build knowledge of United Kingdom and the wider world. |
|  |  | VOCABULARY/STICKY KNOWLEDGE |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Beef, reared, processed, ethical, diet, ingredients, supermarket, farm, balanced, healthy, adapt, nutrition |  | **VOCABULARY/STICKY KNOWLEDGE**  Agogo, bateria, Caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, Samba, Samba breaks, structure, surdo, syncopated, rhythms, tamborim, texture, unison, untuned, percussion   * Samba music originated in Brazil, South America. * The main musical feature is syncopated rhythms. * The ‘on beat’ is the pulse of a piece of music, and the ‘off beat’ is beats that fall in between these. * A rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. |  | **VOCABULARY/STICKY KNOWLEDGE**  Knowledge - Name some local geographical features. Where in the world is the continent of South America? Use latitude and longitude to pinpoint the continent and countries within. Understand the new terms: climate zones, biomes, vegetation, industry and agriculture. Use a 6 figure grid reference, symbols and keys to find and locate key physical and human features of South America. Understand and explain some key differences between a country in the UK and a country in South America.  Vocabulary - Continents, poles, equator, tropics, latitude, longitude, climate zones, biomes, vegetation, industry and agriculture. |
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| **SEQUENCE OF LESSONS:**  **Lesson 1: From farm to fork**  **To understand where food comes from**  **Lesson 2: What does healthy look like?**  **To understand the term ‘healthy’**  **Lesson 3: Adapting and improving a recipe**  **To adapt a traditional recipe**  **Lesson 4: Mamma mia! What a tasty, healthy stew!** |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Introduction to Samba**  To recognise and identify the main features of samba music.  **Lesson 2: Pulse and rhythm**  To understand and play syncopated rhythms.  **Lesson 3: Samba rhythms**  To play syncopated rhythms as part of a group.  **Lesson 4: Composing a break**  To compose a basic rhythmic break.  **Lesson 5: Samba performance**  To perform rhythmic breaks within the samba piece. |  | **SEQUENCE OF LESSONS:**  1.ID what pupils already know about South America. Learn where it is in relation to the UK, other continents, the poles, equator and tropics.  2. Map work to locate physical features, cities using 4 and 6 figure referencing, keys and latitude and longitude.  Within English lessons (3-week block)  2-week block learning about climate zones, biomes, vegetation and different animals of South America. Visiting the zoo to see the different animals that have a home there. Producing information plaques for the zoo for different animals with the best ones actually being printed and displayed at the zoo.  NB – stand-alone geography lesson about environmental impacts of humans on South American plants and animals could also feed into a section on their plaques.  1-week block researching their WOW world destination for South America and creating or adding to their ‘bucket list’ on SWAY.  3. Luxulyan trip - To practise map skills in a more practical context.  4. WOW out  After studying photos and digital mapping of a route from NJA to Polly Joke beach children will then have the chance to plan a route on a map.  They will then use their map to get themselves to Polly Joke. On the way there will be lots of opportunities to discuss geographical features. At the beach/campsite there will be further opportunity for teachers to discuss geographical and coastal features. Children can also engage in activities such as fire lighting, preparing and eating South American food, scavenging/foraging, building model coastlines to erode.  On the way back, children will stop at Crantock beach for a surf lesson or other activities with Big Green surf school.  7. Teacher led lesson including photos and videos outlining the negative impacts of human beings on South America and the positive initiatives being undertaken.  8. WOW world – To investigate the top 10 wonders of South America and create or add to SWAY ’bucket list’ presentation |
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| **OUTCOME/COMPOSITE**  To have adapted a recipe to make it healthier. |  | **OUTCOME/COMPOSITE**  Play their break and rhythm in time with the rest of their group and play in the correct place in the piece to parents in Spring Showcase. |  | **OUTCOME/COMPOSITE**  Photo/illustration record of geographical terms identified in the field.  Child led class display of South America which illustrates expanding knowledge of the continent and associated geographical terminology.  Fact file of a chosen South American country. |

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| **HISTORY**  **Prior knowledge…** Pupils will have learnt about the Space Race and the quest to explore new places    Tudor exploration |  | **SPANISH**  **Prior knowledge…** Pupils to remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  | **ART**  **Prior knowledge…** artefacts are used as primary historical sources. Single line drawings can be used to depict the human form. Impressions can be made in different media, which can be used to mould or print.  Relief blocks are raised in profile.  Science link: gold and wax change state when heated to different temperatures. |  |
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| **INTENT**  Pupils will research and discover how important England was in this time of turbulent change and make links about exploration and settling. |  | **INTENT**  Pupils will follow, understand and recount a simple story. Can remember and say fruit and vegetable nouns. Can participate in a simple dialogue at the market. Can follow and say simple instructions to make a simple fruit/veg recipe. To say nouns for items of clothing. Can read and write descriptive sentences using nouns and adjectives. |  | **INTENT**  Pupils to research, observe and sketch a variety of artefacts from the pre-conquest MUISCA civilisation from Columbia. They will learn about the processes used by goldsmiths from history and apply this knowledge to their designs. They will create a tonjo; a gold, relief artefact, similar to those used as offerings about 600 years ago, but using card, wax strips and metallic paint. Their art will be used in related Computing (videoing) lessons. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Natives, circumnavigate, discover, explore, Conquistador, Christianity, navigate, armada, naval, depleted |  | **VOCABULARY/STICKY KNOWLEDGE**  Tienes…..? – do you have  ¿Cuánto es?- how much is it?  ¿Cuánto pesa/[pesan ?- how heavy is that?  Quikilo- half a kilo  Dos euros – two euros  Por favor- please  Gracias- thank you  ero – I will have …  Tengo…. – I have  No tengo…- I haven’t  Pesa/pesan…. – it weighs  Un kilo – a kilo  Un medio  Los pantalones -trousers  Los vaqueros- jeans  Los pantalones cortos-shorts  El jersey- jumper  La camiseta - tshirt  El abrigo - coat  El sombrero – hat  La sudadera- sweatshirt  El vestido - dress  La falda- skirt  La camisa- blouse  La corbata- tie  Los calcetines- socks  Los zapatos- shoes  grande -big  pequeño-small |  | **VOCABULARY/STICKY KNOWLEDGE**  Muisca culture was known for its skilled goldsmiths, Part of the El Dorado legend is depicted on the Muisca Raft that was discovered in 1969. People believe there is a lost city of gold in South America called El Dorado and ancient gold artefacts are used to support these theories.  Stylised, goldsmith, precious alloy, lost wax casting, artefact, tonjo, narrative, mould, motif, metallic, opaque, relief |  |
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| **SEQUENCE OF LESSONS:**  1. Who were the Tudor monarchs and explorers?  2. Why is Christopher Columbus a significant figure?  3. What did Sir Francis Drake do and what was the impact?  4. What was the importance of the Spanish Armada?  5. What happened when the Conquistadors arrived in South America and what was the impact? |  | **SEQUENCE OF LESSONS:**  1. To say and write a simple descriptive sentence  2. To understand and read along with a story  3. To name nouns for clothing  4. To remember, say and write nouns for clothes  5. To read and write descriptive sentences  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    1. To say fruits and vegetables  2. To use vegetables and fruits in simple dialogues  3. To understand fruit and vegetables in written texts  4. To follow a simple story  5. To read instructions for a recipe |  | **SEQUENCE OF LESSONS:**  1.) “Is El Dorado real?” To investigate how art can tell stories. Children will learn the history and geography of legend of El Dorado and how this could link to the class novel, 'The Explorer ' by Katherine Rundell.  2.) To explore, observe and sketch artefacts from the Muisca civilisation. Know the process used by Muisca goldsmiths so these can be imitated in their design process.  3) To design and plan how to create my replica Muisca artefact.  4.) To create my replica Muisca artefact. Create using card, wax craft strips / WikkiSticks and quality opaque metallic paint.  Next sessions take the artwork and create a video documentary telling of the discovery and origin of the object and how it supports the legend of El Dorado |  |
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| **OUTCOME/COMPOSITE**  Pupils will take part in a cross curricular composite – exploring Newquay |  | **OUTCOME/COMPOSITE**  Pupils will follow a Spanish story. |  | **OUTCOME/COMPOSITE**  Pupils will create a tonjo of their own design then use this in a video documentary to explain how their artefact supports the theory of the existence of El Dorado. |  |
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