



* CLASS TEACHERS, ONLY EDIT SECTIONS IN GREY BOXES EACH TERM

CURRICULUM INTENT: At Chellaston Junior School, we ask, "Why?". Our curriculum is based upon developing enquiring minds. Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask 'why?' and develop their independence and **resilience** to answer their own questions for themselves. We encourage and foster pupils' **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking 'why?'. At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Religious Education
Derby/Derbyshire Agreed Syllabus 2020 U2.6 What does it mean to be a Muslim today?

GEOGRAPHY
Comparison between Africa and Europe • Locate the main countries in Europe and Africa. Locate and name principle cities. • Locate the main counties in England and compare to the regions in South Africa. • Identify the position and significance of latitude, longitude and Greenwich Meridian. Physical geography – Mountains Human geography – Economic activity including fair trade. Distribution of natural resources and the impact this has on the development of areas of Africa.

Physical Education
Outdoor Adventurous Activity Net and wall games Gymnastics Circuit Training

RHE / PSHCE
Myself and My Relationships <ul style="list-style-type: none"> Beginning and Belonging My Emotions Citizenship <ul style="list-style-type: none"> Working Together

Why? (key questions of enquiry for the term)	Teacher led (fixed)	1. Why do the number of countries in Africa keep changing?
		2. Why is Fair Trade so important?
		3. How is the balance of wealth spread in Africa?
		4. Why were Townships built outside South African cities?
		5. How does the physical landscape of Africa impact on human life?
	Pupil Led (fluid)	1.
		2.
		3.
		4.
		5.

English
See CJS Medium Term Plan for English
Linked Book(s)
Linked Film Unit

Languages
<ul style="list-style-type: none"> Quelle est le date aujourd'hui? Quel temps fait-il?

Maths
See CJS Medium Term Plan for Maths

Computing
Digital Literacy (E-safety) (3 weeks) Information technology (3 weeks) Espresso Coding – 5a Speed, Directions and Coordinates

Science
Properties and Changes of Materials Hardness, solubility, transparency, conductivity, magneticity Dissolving Separating mixtures - filtering, sieving and evaporating Changing state – reversible/irreversible changes

Visits / Visitors / Enrichment
http://www.globaleducationderby.org.uk/ Practical Action – Ditch the Dirt Challenge Mosque visit Visitor in School (storytelling/drama) Last Week of term poetry/narrative reading event to parents (across two nights). Provide refreshments and charge tickets

Wellbeing/Mentally Healthy Classroom
Marvellous Me & Mindful Me



Spring
Year 5

Class

Discover
The Industrial Revolution – Derbyshire Leads the Way!

Historical Enquiry Theme	
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Religious Education	HISTORY	Physical Education
Derby/Derbyshire Agreed Syllabus 2020 U2.1 Why do some people think God exists? U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21 st Century?)	Local History Study - Industrial Revolution <ul style="list-style-type: none"> A study over time tracing how an aspect of national history is reflected in the locality. A significant turning point in British history – how did the industrial revolution impact on British culture? Focus on the area Belper within Derbyshire and the impact on the location following the development of the mill site. Victorian Britain – industry and everyday life <ul style="list-style-type: none"> Comparison to modern life to that of the life of a child in Victorian Britain Compare the lives of different social classes within the time period 	Invasion Games Tag rugby, football, basketball and netball Gymnastics Dance – Industrial Revolution
RHE / PSHCE	Why? (key questions of enquiry for the term)	English
Citizenship <ul style="list-style-type: none"> Diversity and Communities Healthy and Safer Lifestyles <ul style="list-style-type: none"> Managing Safety and Risk Digital Lifestyles 		See CJS Medium Term Plan for English Linked Book(s) Linked Film Unit
Languages	Teacher led (fixed)	Maths
<ul style="list-style-type: none"> Les vêtements Les planètes 	1. Why did Derbyshire play an important role in the Industrial Revolution? ----- 2. Why were there so few workers' rights? ----- 3. How did the industrial revolution impact on British culture? ----- 4. What was life like as a child in Georgian/Victorian Britain? ----- 5. How were gears, levers and pulleys used in mills? -----	See CJS Medium Term Plan for Maths
Computing	Pupil Led (fluid)	Visits / Visitors / Enrichment
Information Technology Data bases (Excel Spreadsheets)	1. ----- 2. ----- 3. ----- 4. ----- 5.	Belper North Mill Victorian theme day in school
Wellbeing/Mentally Healthy Classroom	Science	
Community Me & Challenge Me	Forces <ul style="list-style-type: none"> Gravity, air resistance, water resistance and friction Mechanisms – pulleys, gears and levers Earth and Space <ul style="list-style-type: none"> Planets in our solar system Night and day Lunar cycle 	



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Religious Education
Derby/Derbyshire Agreed Syllabus 2020
U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?

Art, Design Technology and Music
<p>Art – portraits</p> <ul style="list-style-type: none"> • Rembrandt – traditional paintings, realistic portraits • Andy Warhol – pop-art, colourful, post-modern • Pablo Picasso - Expressionist portraits, abstract • Research into the artists lives/appraise, compare and contrast artists • Use printing and paints to create own portraits • Create clay busts – use self portraits to inspire clay creations <p>DT food and nutrition Express yourself through designing, making and evaluating a couscous salad, with packaging, using seasonal produce. Textiles Upcycle old clothes to make a new t-shirt to express themselves. They will then showcase their new t-shirt in a fashion show.</p> <p>Music – Musical portraits</p> <ul style="list-style-type: none"> • Use tuned and untuned instruments to represent my likes and dislikes • Compose and perform simple rhythmic patterns, beginning to use formal notation • Creating raps to express themselves

Physical Education
Striking and Fielding <ul style="list-style-type: none"> • Rounders and cricket
Athletics
Gymnastics
Dance – Harry Potter or Catwalk

RHE / PSHCE
Healthy and Safer Lifestyles <ul style="list-style-type: none"> • Relationships and Sex Education • Healthy Lifestyles

Languages
<ul style="list-style-type: none"> • Les jeux olympiques (intermediate level) • Chez moi

Why? (key questions of enquiry for the term)	Teacher led (fixed)	1. How do the styles of portraits alter over time?
		2. How is fashion used as a form of self-expression?
		3. How is a new food product brought to market?
		4. How and why do we record musical compositions to share with others?
		5. Why do animals have different methods of reproduction?
	Pupil Led (fluid)	1.
		2.
		3.
		4.
		5.

English
See CJS Medium Term Plan for English
Linked Book(s)
Linked Film Unit

Maths
See CJS Medium Term Plan for Maths

Computing
Espresso Coding – 5b Random Numbers and Simulations Digital Safety

Wellbeing/Mentally Healthy Classroom
Independent Me & Others and Me

Science
<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> • Life cycles (mammal, an amphibian, an insect and a bird) • Reproduction in plants (sexual and asexual) and animals • Changes as human develop into old age (taught alongside SRE)

Visits / Visitors / Enrichment
Residential Trip (3 days)?
Fashion Show – Riverside