

## Year 5

Subject	<u>Terms 1 and 2</u>	<u>Terms 3 and 4</u>	<u>Terms 5 and 6</u>
Themes	<a href="#">North America</a>	<a href="#">Tudors</a>	<a href="#">Anglo-Saxons</a> <a href="#">Climate Zones</a>
English Reading	See English Curriculum		
English Writing	See English Curriculum		
English GPS Classroom Secrets	Ready to Write Relative Clauses Modal Verbs Adverbs	Parenthesis Expanded Noun Phrases Tenses	Commas Cohesion Prefixes Suffixes
Maths White Rose	Place Value Addition and subtraction Statistics Multiplication and division Perimeter and area	Multiplication and division Fractions Decimals and percentages	Decimals Properties of shapes Position and direction Converting units Volume
Science	<ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat reading when appropriate.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Report and present findings from enquiries in oral and written forms such as displays and other presentations. This includes drawing conclusions, and explaining how things happen and how far I trust the results found.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>		
	<b>Properties and Change of Materials</b> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular</li> </ul>	<b>Earth and Space</b> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <b>Forces</b> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> </ul>	<b>Living Things and their Habitats</b> <b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe the changes as humans develop to old age.</li> </ul>

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	<p>uses of everyday materials, including metals, wood and plastic.</p> <ul style="list-style-type: none"> <li>• Demonstrate that dissolving, mixing and changes of state are reversible.</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
Geography	<p><b>North America</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries within Europe (including Russia) and describe features studied.</li> <li>• Locate the world's countries, using maps to focus on North America, concentrating on key physical and human characteristics, countries and major cities) and the key topographical features (hills, mountains, rivers and coasts).</li> <li>• Identify and describe the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Prime/Greenwich Meridian and time zones (including day and night). Links with Science</li> <li>• Understand geographical similarities and differences through the study of human and physical geography in a region in North America.</li> </ul>	<p><b>Local Area</b></p> <ul style="list-style-type: none"> <li>• Learn the eight compass points and begin to use them correctly.</li> <li>• Begin to use 6-figure grid references and symbols from OS maps to locate features.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area. Draw maps using standard symbols.</li> <li>• Name and locate counties and major cities across the UK.</li> </ul>	<p><b>Climate zones and natural resources</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</li> <li>• Describe and understand key aspects of human geography including the distribution of natural resources including energy, food, minerals and water.</li> </ul>
History	<p>Develop chronological knowledge through:</p> <ul style="list-style-type: none"> <li>• placing events studied on the timeline in relation to other periods</li> <li>• sequencing key events of the time studied</li> <li>• using relevant terms and periods labels</li> </ul> <p>Establish clear narratives through studying British, local and world history:</p> <ul style="list-style-type: none"> <li>• by finding out about different aspects of life for different people - differences between men and women</li> <li>• by studying change through the lives of significant individuals</li> <li>• noting connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• know key dates, characters and events of time studied</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied.</li> <li>• Look at a range of sources e.g. photos, artefacts, text books etc. Begin to establish fact from fiction.</li> <li>• Offer reasons for different versions of events.</li> </ul>		
	<p><b><u>Californian Gold Rush/ Native Americans</u></b> A non-European society that provides contrast with British history.</p> <ul style="list-style-type: none"> <li>• Begin to compare primary and secondary sources and evaluate their usefulness.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have had to do something.</li> <li>• Use evidence to build up a picture of life in the time studied.</li> <li>• Use the library as a tool for researching time periods, selecting relevant sections of information.</li> <li>• Ask and answer questions about change, cause, similarity, difference and significance.</li> </ul>	<p><b><u>The Tudors</u></b> The changing power of monarchs and a significant turning point in British history.</p> <ul style="list-style-type: none"> <li>• Begin to compare primary and secondary sources and evaluate their usefulness.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have had to do something.</li> <li>• Use evidence to build up a picture of life in the time studied.</li> <li>• Use the library as a tool for researching time periods, selecting relevant sections of information.</li> <li>• Ask and answer questions about change, cause, similarity, difference and significance.</li> </ul>	<p><b><u>Anglo-Saxons</u></b> This could include:</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>• Scots invasions from Ireland to north Britain (now Scotland).</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>• Anglo-Saxon art and culture.</li> <li>• Christian conversion - Canterbury, Iona and Lindisfarne.</li> <li>• Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</li> </ul>
Art	<p>Cityscapes - linked to New York To create sketch books to record their observations and use them to review and revisit ideas, discussing and reviewing their own and others' ideas. To improve their mastery of art and design techniques in painting by:</p> <ul style="list-style-type: none"> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Mix colour shades and tones.</li> <li>• Start to develop their own style using tonal contrast and mixed media</li> </ul>	<p>Leonardo Da Vinci To create sketch books to record their observations and use them to review and revisit ideas, discussing and reviewing their own and others' ideas. To improve their mastery of art and design techniques in drawing by:</p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.</li> <li>• Learn about great artists, architects and designers in history e.g. Da Vinci.</li> <li>• Identify artists that have worked in similar ways to their own work.</li> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>	<p>Salvador Dali To create sketch books to record their observations and use them to review and revisit ideas, discussing and reviewing their own and others' ideas. To improve their mastery of art and design techniques in sculpture by:</p> <ul style="list-style-type: none"> <li>• Use recycled, natural and man-made materials to create sculpture.</li> <li>• Adapt work as and when necessary and explain why.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Learn about great artists, architects and designers in history e.g. Da Vinci.</li> <li>• Identify artists that have worked in similar ways to their own work.</li> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>
DT	Bread	Fashion and Textiles	Moving Toys

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	<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques e.g. kneading, mixing, rolling and shaping.</li> <li>Use seasonal ingredients in the bread.</li> <li>Start to generate, develop and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>Start to evaluate a product against the original design specification.</li> <li>Evaluate their work both during and at the end of the assignment.</li> <li>Begin to evaluate it personally and seek evaluation from others.</li> <li>Evaluate the key designs of individuals in design and technology that have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate materials, tools and techniques e.g. cutting, sawing, joining and decorating.</li> <li>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.</li> <li>Start to evaluate a product against the original design specification.</li> <li>Evaluate their work both during and at the end of the assignment.</li> <li>Begin to evaluate it personally and seek evaluation from others.</li> <li>Evaluate the key designs of individuals in design and technology that have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>Use techniques to strengthen, stiffen and reinforce structures and frames.</li> <li>Understand how mechanical systems such as cams or pulleys or gears create movement.</li> <li>Start to generate, develop and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>Select appropriate materials, tools and techniques e.g. cutting, sawing, joining and decorating.</li> <li>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.</li> </ul>
Music Charanga	Livin' on a Prayer Classroom Jazz 1	Make You Feel My Love The Fresh Prince of Bel Air	Dancing in the Street Reflect, Rewind and Replay
PSHE Jigsaw	Being me in my world Celebrating differences	Dreams and goals Healthy me	Relationships Changing me
French	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences.</li> <li>Follow the text of familiar rhymes and songs identifying the meaning of words.</li> <li>Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.</li> <li>Follow the simple text of a familiar song or story and sing or read aloud.</li> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.</li> <li>Read and show understanding of a complex sentence using familiar language.</li> <li>Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.</li> <li>Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.</li> <li>Write familiar complex sentences from memory with understandable accuracy.</li> <li>Demonstrate understanding of the position of the majority of adjectives.</li> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Produce positive and negative sentences with high frequency verbs and pronouns.</li> <li>• Use the 1<sup>st</sup> and 2<sup>nd</sup> person pronouns with a regular verb.</li> <li>• Use the correct form of the definite article in singular and plural sentences.</li> </ul>		
PE	<p>Gymnastics (1)</p> <ul style="list-style-type: none"> <li>• Perform jumps, shapes and balances fluently and with control.</li> <li>• Perform counter-tension and counter balance (push and pull) balances with a partner showing control.</li> <li>• Explore different ways of balancing with a partner on a range of equipment. E.g small and large body parts.</li> <li>• Perform front and back support balances and a box base balances with control and accuracy.</li> <li>• Create a sequence with a partner performing a range of acrobatic balances.</li> </ul> <p>Dance (2)</p> <ul style="list-style-type: none"> <li>• Perform and create motifs in a variety of dances styles with accuracy and consistency.</li> <li>• Select a wide range of compositional skills to demonstrate ideas.</li> <li>• Show a change of pace and timing in their movements.</li> <li>• Use transitions to link actions together smoothly.</li> <li>• Modify parts of the sequence as a result of self and peer evaluation.</li> </ul> <p>Football (1)</p> <p>Basketball (2)</p> <ul style="list-style-type: none"> <li>• Consolidate different ways of throwing and catching and know when each is appropriate in a game</li> <li>• Pass a ball to a teammate with speed and accuracy</li> <li>• Demonstrate controlled movement of a ball in an opposed situation whilst moving</li> <li>• Develop tactics and know the difference between attacking and defending skills and apply them with confidence</li> <li>• Begin to consider different shots and how they are best used in a game</li> </ul>	<p>Gymnastics (3)</p> <ul style="list-style-type: none"> <li>• Perform jumps, shapes and balances fluently and with control.</li> <li>• Perform counter-tension and counter balance (push and pull) balances with a partner showing control.</li> <li>• Explore different ways of balancing with a partner on a range of equipment. E.g small and large body parts.</li> <li>• Perform front and back support balances and a box base balances with control and accuracy.</li> <li>• Create a sequence with a partner performing a range of acrobatic balances.</li> </ul> <p>Pilates (4)</p> <ul style="list-style-type: none"> <li>• Perform and create motifs in a variety of dances styles with accuracy and consistency.</li> <li>• Select a wide range of compositional skills to demonstrate ideas.</li> <li>• Show a change of pace and timing in their movements.</li> <li>• Use transitions to link actions together smoothly.</li> <li>• Modify parts of the sequence as a result of self and peer evaluation.</li> </ul> <p>Circuits/Fitness (3)</p> <p>Hockey (4)</p> <ul style="list-style-type: none"> <li>• Consolidate different ways of throwing and catching and know when each is appropriate in a game</li> <li>• Pass a ball to a teammate with speed and accuracy</li> <li>• Demonstrate controlled movement of a ball in an opposed situation whilst moving</li> <li>• Develop tactics and know the difference between attacking and defending skills and apply them with confidence</li> </ul>	<p>Orienteering (5)</p> <ul style="list-style-type: none"> <li>• Start to orientate themselves with increasing confidence and accuracy around an orienteering course</li> <li>• Begin to use navigation equipment to orientate around a trail.</li> <li>• Use clear communication to effectively complete a particular role in a team.</li> <li>• Complete orienteering activities both as part of a team and independently.</li> <li>• Identify a key on a map and begin to use the information in activities</li> <li>• Identify the quickest route to accurately navigate an orienteering course.</li> </ul> <p>Athletics (6)</p> <ul style="list-style-type: none"> <li>• Carry out an effective sprint start.</li> <li>• Accelerate from a variety of different starting positions.</li> <li>• Confidently and independently select the most appropriate pace for different distances and different parts of the run.</li> <li>• Perform an effective standing long jump.</li> <li>• Perform a standing triple jump with increasing confidence.</li> <li>• Land safely with control.</li> <li>• Investigate and compare different jumping techniques.</li> <li>• Perform a fling throw.</li> <li>• Throw a variety of objects using a range of throwing techniques.</li> <li>• Apply skills in a competitive situation.</li> </ul> <p>Badminton or Rounders (5)</p> <ul style="list-style-type: none"> <li>• Consolidate different ways of throwing and catching and know when each is appropriate in a game</li> <li>• Pass a ball to a teammate with speed and accuracy</li> </ul>

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	<ul style="list-style-type: none"> <li>Explore a variety of positions in a game understanding the skills needed to compete</li> <li>Devise and adapt rules to create their own game</li> </ul>	<ul style="list-style-type: none"> <li>Begin to consider different shots and how they are best used in a game</li> <li>Explore a variety of positions in a game understanding the skills needed to compete</li> <li>Devise and adapt rules to create their own game</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate controlled movement of a ball in an opposed situation whilst moving</li> <li>Develop tactics and know the difference between attacking and defending skills and apply them with confidence</li> <li>Begin to consider different shots and how they are best used in a game</li> <li>Explore a variety of positions in a game understanding the skills needed to compete</li> <li>Devise and adapt rules to create their own game</li> </ul> <p>Swimming (6)</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25m in any given stroke.</li> <li>Use a range of stroke effectively e.g. front crawl, backstroke and breaststroke</li> <li>Perform safe self-rescue in different water-based situations</li> </ul>	
RE	<p>Why do some people believe God exists?</p> <p>Believing</p>	<p>If God is everywhere, why go to a place of worship?</p> <p>Expressing</p>	<p>What Would Jesus Do?</p> <p>Believing</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>Living</p>
Computing	<p>Purple Mash</p> <p>Unit 5.1 Coding</p> <p>Unit 5.2 Online Safety</p> <p>Think U Know</p>		<p>Unit 5.3 Spreadsheets</p> <p>Unit 5.4 Databases</p>	<p>Unit 5.5 Game Creator</p> <p>Unit 5.6 Modelling</p> <p>Unit 6.6 Networks - lesson 1 only</p>