

Year 5						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
Literacy	<p>Poetry</p> <p>The children enjoy and discuss all the poems in the unit, giving their own reasons for preferences. They draft whole-class poems, evaluating and editing as they go. Further composition work includes drafting and writing a nonsense-writing poem and a free-verse poem. They also prepare poems to read aloud.</p>	<p>Friend or Foe</p> <ul style="list-style-type: none"> Whilst studying <i>Friend or Foe</i>, the children explore the feelings of the main characters and infer what they may be thinking and feeling during their evacuation from London. They will explore figurative language while looking at the author's vocabulary choices. They will explore composition task. Standard and Non-Standard English Word Classes 	<p>Non-fiction Unit - <i>Animals on the Move</i></p> <p>The children will explore the Big Question: Which animal makes the toughest migration? Using the skills of skimming and scanning to find answers to questions. They revise and develop using relative clauses to present information clearly.</p> <ul style="list-style-type: none"> Relative Clauses Relative Pronouns 	<p>Fiction Unit - <i>Oranges in No Man's Land</i></p> <p>In this unit, the children explore a fiction set in Lebanon. We hope the begin to develop understanding of inference and the author's use of language. Through discussion and role-play to explore characters and the impact of civil war. Continue develop editing, proof-reading and peer-review skills. Along with plan, edit and write a story from a different character's point of view.</p> <ul style="list-style-type: none"> Modal Verbs Modal Verbs and Adverbs <p>Word Detectives</p> <p>Word Detectives week!</p> <p>Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.</p>	<p>Non-fiction Unit - <i>The Museum of Fun</i></p> <p>The children will be scanning and summarising information and relating it to their lives and experiences. Commas for Clarity</p> <p>Poetry - <i>Compare and Perform</i></p> <p>Explore narrative poems, focusing in depth on the work of two poets. Give personal responses to poems and use performance skills to bring the patterns of the poems to life for an audience. Compare poems, clarify unfamiliar vocabulary and identify patterns of poetic language.</p> <ul style="list-style-type: none"> Apostrophes for contraction and possession Using prefixes (dis-, de-, mis-, over-) 	<p>Unit - <i>Greek Myths</i></p> <p>Begin to understand and explain different viewpoints. Look for evidence about what qualities successful explorers would need. Recap on features of report texts and write an advert using persuasive language.</p> <p>Live Unit - <i>Pitch It!</i></p> <p>Design a product for a younger child, based around a book, and pitch their idea to an audience (the buyer of the product, e.g. a teacher).</p> <p>Write a questionnaire to research the requirements for the product. Focus on the type of language required.</p> <ul style="list-style-type: none"> Relative Clauses Spoken and Written Language
Maths	<ul style="list-style-type: none"> Count forwards and backwards in powers of ten to 1000000 Read/write/compare numbers to 1000000 Place value of 1000000 Determine patterns with square root numbers Add and subtract 1 and 2 numbers with 2 decimal places Mentally add and subtract large numbers 1/2 step problems 	<ul style="list-style-type: none"> Short division Multiply proper fractions by whole numbers Mixed and improper fractions Compare and order fractions with different denominators (all same multiples) Prime numbers and composite numbers Regular and irregular polygons Metric/imperial units 				

		<ul style="list-style-type: none"> Convert metric measures Interpret line graphs 				
History/Geography	<p><u>Geography:</u></p> <ul style="list-style-type: none"> High streets study Design a high street <p><u>History:</u></p> <ul style="list-style-type: none"> The Victorians—understand classes of society The difference between rich and poor in terms of housing/clothing/education, Examine primary sources and census data to gather evidence and make statements and comparisons about the past Look at Victorian Christmas and how it was celebrated Holidays and the steam train Schools—ragged/grammar/government-funded What was done to help the lives of poor Victorians? Servants—the different jobs Factory/mine workers 	<p><u>Geography:</u></p> <ul style="list-style-type: none"> Measuring weather Extreme weather—wind <p><u>History:</u></p> <ul style="list-style-type: none"> The Victorians – using census data and primary sources to make statements and comparisons Life in coal mines 	<p><u>History:</u></p> <ul style="list-style-type: none"> Pre-history – different types of dinosaurs Ice Age 	<p><u>Geography</u></p> <ul style="list-style-type: none"> Local study—Llandudno Coasts <p><u>History:</u></p> <ul style="list-style-type: none"> Bronze Age Britain Examine changes in culture/religion Housing How and why Stonehenge was built Build models of Stonehenge and theories why it was built Early Man/Neanderthals Bronze age shelters and life Animals in prehistory Experimental history – making stone age necklaces; coil pots; paper models of tools; paper models of Stonehenge; making stone age paint 	<p><u>History:</u></p> <ul style="list-style-type: none"> The Stuarts - Charles I and II The Plague Great Fire of London Shakespeare and the Globe 	
Science	<p><u>Seeing Things:</u></p> <ul style="list-style-type: none"> Light Sources and Reflectors Features of the human eye and how we see things Testing to see if light travels through all materials 	<p><u>The Earth, Sun and Moon:</u></p> <ul style="list-style-type: none"> Research skills Order of the planets How the Earth, Sun and Moon move Relative sizes of the Earth, Sun and Moon and the relative distances between them Night and Day The phases of the Moon The Seasons 	<p><u>The Earth, Sun and Moon:</u></p> <ul style="list-style-type: none"> Research skills Order of the planets How the Earth, Sun and Moon move Relative sizes of the Earth, Sun and Moon and the relative distances between them Night and Day The phases of the Moon The Seasons 	<p><u>Forces in Action:</u></p> <ul style="list-style-type: none"> Magnetism Push and pulls Newton meters and measuring forces Gravity and weight Drawing forces Up-thrust Using results to answer questions and draw conclusions 	<p><u>Gases:</u></p> <ul style="list-style-type: none"> Properties of solids, liquids and gases What we use gases for To know air has weight and is all around us Uses of gases To know Gases are formed when liquids evaporate 	<p><u>Life Cycles:</u></p> <ul style="list-style-type: none"> Parts of a flower Pollination Germination Fertilisation Seed dispersal Graph work on fast plants life spans •Flower dissection

	<ul style="list-style-type: none"> To plan an investigation into shadows Shadows and reflections Changing direction of beams of light periscopes 	<ul style="list-style-type: none"> Bar and Line graphs 	<ul style="list-style-type: none"> Bar and Line graphs 	<ul style="list-style-type: none"> Checking measurements by repeating them Air resistance Planning investigations 		
Art	<p><u>Architectural drawings</u></p> <ul style="list-style-type: none"> 3d buildings City skylines Doors London Mondrain Stravinsky Abstract art and how it relates to architecture <p><u>Outcomes</u></p> <ul style="list-style-type: none"> Sketch book work City skyline canvas Abstract sculpture inspired by Stravinsky 		<p><u>Landscapes</u></p> <ul style="list-style-type: none"> Glue and food colouring Eye Drawing Mixed media 3D landscape Perspective & Colour blocking Monet Turner Renoir Stencil making <p>Watercolour Poster paint Paint effects</p>		<p><u>Keith Haring</u></p> <ul style="list-style-type: none"> Positive and negative Art Body Forms Collaborative project Keith Haring figures 	
DT	<p><u>Pop up books</u></p> <ul style="list-style-type: none"> Compare similar products for research Critique/review similar and existing products Identify a target client Define key DT words Sketch and model ideas Critique and analyse ideas Experiment, plan and develop pop up components Build and construct product Evaluate and assess final product 	<p><u>Kites</u></p> <ul style="list-style-type: none"> Build and test kite shapes Experiment and quantify shapes of kites versus 'flying time'. Diagnose and evaluate design issues Construct developed design concept Measure difference in performance 	<p><u>Slippers</u></p> <ul style="list-style-type: none"> Compare similar products for research Critique/review similar and existing products Identify a target client Define key DT words Sketch and model ideas Critique and analyse ideas 	<p><u>Slippers</u></p> <ul style="list-style-type: none"> Sketch and model ideas Critique and analyse ideas Build and construct product Evaluate and assess final product 	<p><u>Smoothies</u></p> <ul style="list-style-type: none"> Identify and explain sections of 'eat well plate' Summarise and discuss nutrition and balance Analyse, review critique different existing smoothies Design and formulate own smoothie ideas Prepare and construct own smoothie 	<p><u>Graphics</u></p> <ul style="list-style-type: none"> Sketch and illustrate design concepts Label and annotate appropriate communication Measure and estimate ideas Apply 3D sketching principles Inspect and evaluate sketching work
ICT	<p><u>Online Safety – Online Dangers and Information, Cyberbullying</u></p> <ul style="list-style-type: none"> Revisit SMART acronym 	<p><u>3D Model/Drawing</u></p> <p>(House Design)</p> <ul style="list-style-type: none"> Children know what the 2Design and Make tool is for. 	<p><u>Refresh: E-safety and cyberbullying at the start of the term.</u></p> <p><u>Excel Skills</u></p>	<p><u>Internet browsing – Using search engines effectively</u></p>	<p><u>Refresh: E-safety and cyberbullying at the start of the term.</u></p>	<p><u>Animation Editing (i-movie)</u></p> <ul style="list-style-type: none"> Using the designs created in the first half of the term, students will transfer their

	<ul style="list-style-type: none"> • Online Safety quiz <p><u>Coding – Maths Quiz</u></p> <ul style="list-style-type: none"> • Children know the process of designing their own game. • Children can explain what Object, Action, Output, Control and Event are in computer programming. • Children can explain which commands they included in their program and what they achieve. • Children can explain what a variable is in programming. • Children can set/change the variable values appropriately. 	<ul style="list-style-type: none"> • Children have explored the different viewpoints in 2Design and Make whilst designing a building. • Children have refined one of their designs to prepare it for printing. • Children have printed their design as a 2D net and then created a 3D model. 	<p>(spread sheet)</p> <ul style="list-style-type: none"> • Children can add a formula to a cell to automatically make a calculation in that cell. • Children can make practical use of a spreadsheet to help them plan actions. 	<ul style="list-style-type: none"> • Children can structure search queries to locate specific information • Children have used search to answer a series of questions. • Children have written search questions for a friend to solve. • Children can analyse the contents of a web page for clues about the credibility of the information. 	<p>Animation Construction</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a short story animation • Students build and design their creations in PowerPoint shapes, each slide representing a different segment in the story 	<p>designs onto the i-pad and adding sound, transitioning and text elements.</p>
Music	<p>“Livin’ On a Prayer” Charanga Scheme:</p> <ul style="list-style-type: none"> • Classic Rock (Listening and Appraising) • Stylistic Singing in ‘Power Ballad’ style • How do we move for a Power Ballad? Does our posture matter for singing? <p>Preparation for Whole School Harvest Festival</p>	<p>“Classroom Jazz 1” Charanga Scheme</p> <ul style="list-style-type: none"> • Improvisation • Three note + Major and minor Pentatonic Scales for improvisation. • Major/minor music • Pattern <p>Preparation for Whole School Christmas Carol Service</p>	<p>“Classroom Jazz 1” Charanga Cont’d.</p> <ul style="list-style-type: none"> • Jazz Listening + Appraising • Improvisation using Pentatonic Scale <p>“Make You Feel My Love” Charanga</p> <ul style="list-style-type: none"> • Singing + Vocalising 	<p>“Fresh Prince of Bel Air” Charanga</p> <ul style="list-style-type: none"> • Early Hip-Hop historical development (listening and appraising) • Rapping • Performing / Hip-Hop Dance • Music of Protest 	<p>“Dancing in the Street” Charanga</p> <ul style="list-style-type: none"> • History of Motown • Links to Jackson 5 + Racial Integration themes • Performing <p>Preparation for Y5 Words and Music</p>	<p>Creating a believable performance in at least three parts for Prize Day.</p>
PE	<p><u>Autumn 1</u></p> <p><u>Football</u></p> <p>Children will further develop their ability to:</p> <ul style="list-style-type: none"> • Dribble • Pass • Outwit an opponent • Shoot <p><u>Netball</u></p>	<p><u>Autumn 2</u></p> <p><u>Football</u></p> <p>Children will further develop their ability to:</p> <ul style="list-style-type: none"> • Dribble • Pass • Outwit an opponent • Shoot <p><u>Netball</u></p>	<p><u>Spring 1</u></p> <p><u>Rugby</u></p> <ul style="list-style-type: none"> • Children will focus on how to use basic principles of attack and defence to plan strategy and tactics for rugby. • Children will work on improving the quality of their skills with the intention of outwitting opponents. • In all games activities, pupils think about how 	<p><u>Spring 2</u></p> <p><u>Rugby</u></p> <ul style="list-style-type: none"> • Children will focus on how to use basic principles of attack and defence to plan strategy and tactics for rugby. • Children will work on improving the quality of their skills with the intention of outwitting opponents. • In all games activities, pupils think about how to 	<p><u>Summer 1</u></p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • Children will improve the basic skills of sending, receiving, batting and bowling. • Children will work on quality of replication with the intention of outwitting opponents. • Children will play and make up small-sided and modified competitive 	<p><u>Summer 2</u></p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • Children will improve the basic skills of sending, receiving, batting and bowling. • Children will work on quality of replication with the intention of outwitting opponents. • Children will play and make up small-sided and modified competitive

	<ul style="list-style-type: none"> To be able to use basic skills effectively in a game situation Develop teamwork skills Develop understanding of attacking and defending skills To be able to use simple systems of play Understand and be able to apply rules of the game Begin to develop ability to evaluate strengths and weaknesses of own and other performances Begin to develop understanding of how skills/techniques/tactics are successful and could be improved. <p><u>Swimming</u></p> <ul style="list-style-type: none"> To continue to develop technique when swimming front crawl, back crawl, breaststroke and butterfly. To further develop the ability to dive and produce an effective start in the water. 	<ul style="list-style-type: none"> To be able to use basic skills effectively in a game situation Develop teamwork skills Develop understanding of attacking and defending skills To be able to use simple systems of play Understand and be able to apply rules of the game Begin to develop ability to evaluate strengths and weaknesses of own and other performances Begin to develop understanding of how skills/techniques/tactics are successful and could be improved. <p><u>Badminton</u></p> <ul style="list-style-type: none"> Rules of the game How to use equipment throughout play (racket and shuttlecock) Serving, returning, rallying. 	<p>to use skills, strategies and tactics to outwit the opposition.</p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> Children will focus on how to use basic principles of attack and defence to plan strategies and tactics for hockey. Children will work on improving the quality of their skills with the intention of outwitting opposition. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition <p><u>Health Related Fitness</u></p> <p>Children take part in a series of fitness tests:</p> <ul style="list-style-type: none"> The Cooper 12 minute run Test of Power Test of coordination The Bleep Test Test of Skill Test of Agility 	<p>use skills, strategies and tactics to outwit the opposition.</p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> Children will focus on how to use basic principles of attack and defence to plan strategies and tactics for hockey. Children will work on improving the quality of their skills with the intention of outwitting opposition. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. <p><u>Swimming</u></p> <ul style="list-style-type: none"> To continue to develop technique when swimming front crawl, back crawl, breaststroke and butterfly. To further develop the ability to dive and produce an effective start in the water. 	<p>striking/fielding games. To implement skills and tactics to form an attacking and defending principle.</p> <ul style="list-style-type: none"> To develop an attitude of fair play, sportsmanship and enjoyment. <p><u>Rounders</u></p> <ul style="list-style-type: none"> To consolidate and further develop throwing and catching skills. To effectively field the ball from at least one fielding position. To be able to hit consistently from a range of bowls To understand the rules of the game. To work effectively in a game situation 	<p>striking/fielding games. To implement skills and tactics to form an attacking and defending principle.</p> <ul style="list-style-type: none"> To develop an attitude of fair play, sportsmanship and enjoyment. <p><u>Rounders</u></p> <ul style="list-style-type: none"> To consolidate and further develop throwing and catching skills. To effectively field the ball from at least one fielding position. To be able to hit consistently from a range of bowls To understand the rules of the game. To work effectively in a game situation <p><u>Athletics</u></p> <ul style="list-style-type: none"> Children will develop their ability to throw, using a range of objects, over increasing height and distance and with greater accuracy. Children will accurately replicate challenges and competitions that require precision, speed and stamina. In all athletic activity, Children will engage in performing skills, measuring and recording their own performance over a period of time. To be able to follow safety procedures and handle equipment. <p><u>Swimming</u></p> <ul style="list-style-type: none"> To work towards achieving the next
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					stage of the Rookie Lifeguard Award.
PSHEE	<ul style="list-style-type: none"> Individual worth – self-esteem (i) Setting goals – what do I want to achieve this year? Why? (i) Learning from mistakes (i) Expressing feelings (i) Looking at envy and jealousy. (Go Givers) In Handling emotions (i) (Go Givers) Choosing to be clean – that bacteria and viruses can affect health and simple routines can reduce their spread (ii) Harmful substances (I & iii) 	<ul style="list-style-type: none"> Different viewpoints – debates (v & vi) (Go Givers) Antisocial behaviour – that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (iii) Accepting responsibility (iii) (Go Givers) Rules and laws in society – social choices (ii) (Go Givers) Community services (iii) Group decisions – teamwork and working collaboratively (iii & iv) (Go Givers) Environmental issues – how to protect our planet (iii) (Go Givers) 	<ul style="list-style-type: none"> Acting responsibly (iii) Interpreting information and identifying bias – looking at the media (i) Respecting others (v & vi) Bullying - Teasing and offensive behaviour - to recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours – including cyber bullying – how to respond and ask for help (iii) (Go Givers) Belonging to different groups (v & vi) (Go Givers) 		
Languages	<u>Spanish</u> <ul style="list-style-type: none"> Introductions Greetings I live in... The sounds of Spanish Where is Spanish spoken? Numbers 1—10 Masculine and feminine nouns Definite and indefinite article Christmas 	<u>Spanish</u> <ul style="list-style-type: none"> Asking questions. Days of the week. It is ... There is/are... House and garden. The Spanish alphabet. Independent research on a chosen specific area of Spanish culture. Prepare and present a PowerPoint sharing research with peers. 	<u>Spanish</u> <ul style="list-style-type: none"> Food I like/I adore/I do not like Songs in Spanish Parts of the face Large and small Colours How to use adjectives in sentences 		
RE	<u>Introduction to Sikhism</u> <ul style="list-style-type: none"> What is the Guru Granth Sahib? What is the purpose of a Gurdwara? What do Sikh's believe? (The 5 Ks) Naming Ceremonies – Sikh Values 	<u>The Parables of Jesus</u> <ul style="list-style-type: none"> What can the parables of Jesus tell us about what Jesus' ultimate message was? What can we learn about how we relate to other people from the Parables? Was Jesus' teaching radical for his time? 	<u>Looking at Christian worship:</u> <ul style="list-style-type: none"> How do Christians worship? What do they believe? What are Sacraments? What does the nature of the Church building tell us about their faith? The Creeds <u>What does the Bible say about Friendship and Relationships?</u> <ul style="list-style-type: none"> That relationships can be damaged, and can also be mended To explore some of the challenges of forgiveness That trust is an important element in relationship That Christians believe God is love. What would it mean if God wants a relationship with individuals? Jewish focus on relationships and sharing food together The Model of Jesus for good relationships. 		
Visits					