
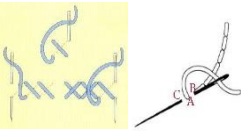

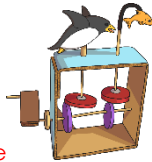


YEAR FIVE

		YEAR FIVE						
		CHOP & CHANGE	OUT OF THIS WORLD	FASTER, HIGHER, STRONGER	STEAMPUNK STYLE	FULL STEAM AHEAD	END OF AN ERA	
YEAR FIVE	TOPIC(S) / B50 Things	2. Care for an animal 13 Learn a new language 28. Write a blog post for the school website 31. Receive an award from school	13 Learn a new language 17. Play Pooh Sticks 21. Visit the library and listen to story 31. Receive an award from school 34. Take part in a sporting competition 36. Visit a museum 39. Sing in public 43. Build a den in the forest 48. Learn basic first aid and how to call 999 9. Have your writing published in a book	4. Learn to play a musical instrument 13 Learn a new language 26. Travel on a bus 31. Receive an award from school 34. Take part in a sporting competition	8. Dress up for World Book Day 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 49. Read a book somewhere unusual	13 Learn a new language 31. Receive an award from school 33. Swim a length of the pool (25metres) 34. Take part in a sporting competition	13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public	
	ENGLISH		Treason by Berlie Doherty	Jamie Drake Equation by Christopher Edge	Who Let The Gods Out by Maz Evans	Cogheart by Peter Bunzl	Street Child by Berlie Doherty	The Accidental Prime Minister by Tom McLaughlin
			WRITING EXPECTATIONS (FIRST WEEK)	WRITING TO INFORM <i>Non-Chronological Report</i> GS MODEL TEXT – <i>Planets Of The Solar System</i> GS NON-CHRONOLOGICAL REPORT UNIT GUIDE <i>(Planets Of The Solar System)</i> Follow Whole Unit Guide	WRITING TO ENTERTAIN <i>Recount – Letter</i> GS MODEL TEXT – <i>Gods On The Loose</i> GS RECOUNT LETTER UNIT GUIDE <i>(Hansel's Escape)</i> Use this as a basis for the lesson foci but change the theme to 'Elliot'.	WRITING TO INFORM <i>Non-chronological report</i> GS MODEL TEXT – <i>Mechanimals – Spudwink</i>	WRITING TO DISCUSS <i>Balanced Argument</i> GS MODEL TEXT – <i>Were Workhouses Beneficial To The Poor?</i>	WRITING TO PERSUADE <i>Persuasive Advert</i> GS MODEL TEXT – <i>Accidental Prime Minister</i> <i>House Captain</i> <i>Persuasive Speeches</i>
		PVPG LESSONS	POETRY <i>Renga Poems</i> <i>(Hope and love theme)</i>	WRITING TO ENTERTAIN <i>Characterising Speech</i> GS MODELTEXT – <i>Ellis vs Zeus and Virgo (Y6)</i> GS CHARACTERISING SPEECH UNIT GUIDE (Raysha vs Aashman) Use this as a basis for the lesson foci but change the theme to 'Elliot vs Zeus and Virgo'.	WRITING TO INFORM <i>Explanation</i> GS MODEL TEXT – <i>How does the Catercatcher work?</i>	WRITING TO ENTERTAIN <i>Setting description</i> GS MODEL TEXT – <i>Victorian Slum</i>	POETRY <i>Free Verse Poems</i>	
	MATHS	NUMBER: Place Value NUMBER: Addition and Subtraction STATISTICS NUMBER: Multiplication and Division MEASUREMENT: Perimeter and Area		NUMBER: Multiplication and Division NUMBER: Fractions NUMBER: Decimals and Percentages CONSOLIDATION		NUMBER: Decimals GEOMETRY: Properties of Shapes GEOMETRY: Position and Direction MEASUREMENT: Converting Units MEASUREMENT: Volume		

YEAR FIVE	SCIENCE	WORKING SCIENTIFICALLY										
		<p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</p>										
	EARTH AND SPACE Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		FORCES Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		PROPERTIES AND CHANGES OF MATERIALS 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.		ALL LIVING THINGS AND THEIR ENVIRONMENT Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.					
PSHE	Me and my Relationships Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs		Valuing Difference Recognising and celebrating difference, including religions and cultural Influence and pressure of social media		Keeping Safe Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills		Rights and Respect Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending		Growing and Changing Managing difficult feelings Managing change How my feelings help keeping safe Getting help		Being my Best Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	
ART AND DESIGN	DRAWING Observe and draw people. Research artists who drew Henry VIII . Create a drawing in the style of a traditional portrait		PATTERN Research patterns found in Olympic medals. (link to Ancient Greeks) Focus on repetitive designs. Design your own Olympic medal which can be modelled in clay		DRAWING TEXTURE Research the modern Steampunk art movement and how it is influenced by the Industrial Revolution. Look at Tony Di Terlizzi's illustrations of Mary Howitt's The Spider and the Fly. recreate one of the characters in the steampunk style. Children can choose their materials from a selection provided. E.g. paper craft, paint, etc.							

COMPUTING	<p>DIGITAL LITERACY Online Safety</p> <p>Identify a dangerous spam email; create multiple strong passwords for use across different platforms; spot citations online; alter a photograph.</p>	<p>DIGITAL LITERACY</p> <p>Strategic searching online</p>	<p>COMPUTER SCIENCE Flowol</p> <p>Create a program to control a simple sequence, modify symbols in a flowchart for effect, create flowcharts for multiple inputs and outputs, use decisions and subroutines, program inputs and outputs.</p>	<p>INFORMATION TECHNOLOGY Radio</p> <p>Listen to and improve on their own recordings by re-recording, locate and download existing sound files to be imported into recording software, combine two or more tracks to make a new, original recording, plan and record appropriate audio content for a podcast, evaluate what features makes good quality audio content.</p>	<p>COMPUTER SCIENCE Scratch</p> <p>Children will be able to program an algorithm as a sequence of game instructions with actions and consequences.</p>	<p>DIGITAL LITERACY Internet research and webpage design</p> <p>Insert and format an image in a webpage, independently create a hyperlink, learn how to share a webpage so it can be viewed by anyone and use the advanced features of Google's web search.</p>
	DESIGN AND TECHNOLOGY	<p style="text-align: center;">Tudor Money Pouch Embroider/Cross Stitch/Fastenings</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 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 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <ul style="list-style-type: none"> To practice and apply blanket stitch, cross stitch and back stitch. Challenge: To lockstitch the end of a seam. To join materials to make products with permanent or temporary fastenings e.g. poppers, toggles or draw strings. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Tudor D&T Medieval Pouches</p> </div> <div style="text-align: center;">  </div> </div>		<p style="text-align: center;">Ancient Greece Potata salada Greek salad</p> <ul style="list-style-type: none"> Demonstrate a range of baking and cooking techniques. <ul style="list-style-type: none"> Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures. <p>Understand and apply principles of a healthy and varied diet. Identify that food and drink are needed to provide energy for a healthy and active lifestyle.</p> <ul style="list-style-type: none"> Understand how a variety of ingredients are grown, reared, caught and processed. Planning and preparing a meal whilst thinking about its cultural origin. <ul style="list-style-type: none"> Finding ingredients in the cupboards and fridge. Slice, peel, grate, mix, spread, knead and bake. Using heat on a hob, oven and microwave Opening cans under close supervision. <div style="text-align: center;">  </div>		<p style="text-align: center;">Victorian Era Design a new toy using Cams, levers, pulley and gears inventions.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Understand how key events and individuals in design and technology have helped shape the world Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages. Apply their understanding of computing to program, monitor and control their products</p> <ul style="list-style-type: none"> Investigate a range of products which reflect the product being produced. Plan a product that requires a mechanism. Create and use mechanisms including pulleys, cams, gears or levers. <ul style="list-style-type: none"> Explore pneumatics or hydraulics. To use a drill under supervision. <div style="text-align: right;">  <p>Example</p> </div>

	GEOGRAPHY		<p>To develop mapwork skills using a range of maps and atlases</p> <p>Skills including: the use of an index in an atlas; the identification of symbols on maps; the use of four and six figure grid references; describing how land use changes over time.</p>		<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p>To understand how some aspects have changed over time since Vikings.</p> <p>To understand geographical similarities and differences between a UK city, North America city and South America city.</p>		<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones.</p> <p>To use fieldwork to observe measure and record the human and physical features in the local area (related to industrial revolution).</p> <p>Orienteering Skills</p>
	HISTORY	Tudors		<p>A study of Greek life and achievements and their influence on the western world.</p> <p>Empire including Alexander the Great</p> <p>City states (e.g. Athens, Sparta and Olympia) and their importance</p> <p>Home life for children</p> <p>Philosophy</p> <p>Key events including; The Battle of Marathon, The Siege of Troy</p> <p>Olympics</p> <p>Democracy</p>		<p>Victorian timeline</p> <p>Victorian life</p> <p>Victorian architecture</p> <p>Industrial revolution</p> <p>Victorian Inventions</p> <p>Queen Victoria and railways</p>	
	MFL	Review	How are you feeling?	Next steps	Around the world	Where are you from?	Money
		Review of Y3 and Y4 learning	Emotions The body	At the doctors Countries and cities	Travel around the World French around the World	Nationalities numbers 50-100	Money At the Supermarket
YEAR FIVE	MUSIC	<p>Livin' On A Prayer. Original scheme</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs</p>	<p>COMPOSING and CHORDS MMS</p> <p>Chords provide the basis for accompaniment in music. Composing and using chords</p>	<p>Make You Feel My Love Original scheme</p> <p>by Bob Dylan – a Pop Ballad sung by Adele. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads</p>	<p>The fresh Prince of Bel Air Original scheme</p> <p>Listening to Hip Hop and composing own rap</p>	<p>Dancing in the streets Original scheme</p> <p>All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas</p>	<p>Battle of the Bands MMS</p> <p>Create a fun and confident performance with your choice of music and songs.</p>

		<p>Football</p> <p>To refine dribbling and passing skills, combining these skills together to maintain possession.</p>	<p>Tag Rugby</p> <p>To refine passing and moving to create an attack that results in a try.</p>	<p>Netball</p> <p>To use passing and moving skills, refining these skills and applying them into game situations.</p> <p>To consolidate passing and receiving skills, using them to move the ball up the court to create a successful shooting opportunity. Pupils will refine these skills and apply them into game situations.</p>	<p>Problem Solving</p>	<p>Swimming at The Littledown</p>	<p>Cricket</p> <p>To refine pupils' understanding of batting, applying simple batting tactics into mini games.</p> <p>To learn where, when and why they can apply different physical and cognitive skills when batting to score runs.</p>
	PE	<p>Health Related Exercise</p> <p>To take pupils through 4 health related fitness assessments. To record their scores, ready to compare them against their scores recorded at the end of the programme in week 6.</p>	<p>Counter balance and counter tension</p> <p>To apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.</p>	<p>Greeks</p> <p>To use expressive vocabulary to enhance movement quality and dynamics during dance.</p> <p>To learn to interpret and respond to music creating dances using compositional principles.</p>	<p>Hockey</p> <p>To refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.</p>	<p>Athletics</p> <p>To develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.</p> <p>To understand what the consequences are if they slow down before crossing the finish line.</p>	<p>Communication and Tactics</p>
YEAR FIVE	RE	<p>Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religions: Sikhism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religions: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religions: Sikhism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religions: Christianity</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religions: Sikhism</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religions: Christianity</p>