

Year 5						
	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Jabberwock	Firebird	Curiosity: The Story of a Mars Rover	The Odyssey	Floodland	The Lost Thing
Geography	<p>North America</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>North America</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p>			<p>Rivers</p> <p>Trip: River walk</p> <p>Describe and understand key aspects of rivers.</p>	
History			<p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world.</p>	<p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world.</p>	<p>Anglo Saxons</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</p> <p>Scots invasions from Ireland to north Britain (now Scotland).</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p> <p>Anglo-Saxon art and culture.</p> <p>Christian conversion - Canterbury, Iona and Lindisfarne.</p>	<p>Anglo Saxons</p> <p>Local history - Sutton Hoo.</p>
Science	Living things and their habitats	Forces	Earth and Space		Properties and changes of materials	Animals, including humans

	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance. Water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>		<p>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.</p> <p>Know that some materials dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p>	<p>Describe the changes and humans develop to old age</p>
<i>Working Scientifically</i>	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Recording data and results of increasing complexity using scientific diagrams</p>		<p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Taking measurements using a range of scientific equipment, with increasing</p>		<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	

	and labels, classification keys, tables, and bar and line graphs.		accuracy and precision, taking repeat readings where appropriate.		Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.	
<i>PSHE</i>	Families & Relationships	Health & Wellbeing	Citizenship	Economic Well Being	First Aid	Safety and the Changing Body
Art	<p>Native American Haida</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques including drawing and painting.</p>	<p>Totem Poles</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques including sculpture.</p>	<p>Greek vases: drawing and painting</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.</p>	<p>Medals Painting - Spring Blossom</p> <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.</p>	<p>Sculpture Giacometti figures</p> <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists in history.</p>	<p>Rivers - inspired by Monet</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists in history.</p>
DT	<p>Dreamcatchers</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.</p> <p>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.</p>			<p>Space Buggies</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.</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.</p> <p>Select from and use a wider range of tools and</p>		<p>Cam Toys</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.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products.</p>

	Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.			equipment to perform practical tasks. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		Select from and use a wider range of tools and equipment to perform practical tasks. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
RE	Thanksgiving Hinduism What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?	Remembrance Day Christianity Why is the <u>gospel</u> such good news for Christians?	Judaism What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?		Humanism What do Humanists say <u>happiness</u> is the goal of life?	
MFL	Likes and dislikes using school subjects and sports	French partnership research and letters	Food, recaps on likes and dislikes Berthe au supermarche	role plays in a cafe Easter letter to France	weather vocabulary / phonics	French revolution Letter re holidays - je vais..
Music	English National Opera - Finish This project.	Christmas singing / dance	listening and responding- music based on space i.e Holst recap on the different Elements of Music	composing planet journeys using graphic notation	Composing River journeys	Singing/performing - production songs
Computing	Systems and networks Understand computer networks including the internet; how they provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Bebras Challenge Programming - Selection in Physical Computing	Safer Internet Day Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Databases Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including	Programming - Selection in Quizzes	Creating Media - Video	Vector Drawing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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PE	<p>Hockey Play competitive games and apply basic principals suitable for attacking and defending.</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p>	<p>Tennis Play competitive games and apply basic principals suitable for attacking and defending.</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p>	<p>Cross Country/ Skipping Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Dodgeball Play competitive games and apply basic principals suitable for attacking and defending.</p>	<p>Cross Country/ Skipping Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Basketball Play competitive games and apply basic principals suitable for attacking and defending.</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.</p> <p>Basketball Play competitive games and apply basic principals suitable for attacking and defending.</p>	<p>Athletics Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Rounders Use running, jumping and catching in isolation and in combination. Play competitive games and apply basic principals suitable for attacking and defending, is</p>