

## YEAR 5

YEAR 5	TOPIC(S) / British Value / 50 Things	<p><b>ANCIENT GREECE (LINK TO DEMOCRACY)</b></p> <p><b>British Value</b> Democracy</p> <p><b>50 Things</b></p> <p>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</p>	<p><b>ANCIENT GREECE</b></p> <p><b>British Value</b> –</p> <p><b>50 Things</b></p> <p>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</p>	<p><b>ANGLO SAXONS AND VIKINGS</b></p> <p><b>British Value</b> Tolerance (different Faiths)</p> <p><b>50 Things</b></p> <p>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</p>	<p><b>ANGLO SAXONS AND VIKINGS EARTH AND SPACE</b></p> <p><b>British Value</b> Law Abiding</p> <p><b>50 Things</b></p> <p>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</p>	<p><b>VICTORIAN ERA</b></p> <p><b>British Value</b> Individual Liberty</p> <p><b>50 Things</b></p> <p>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</p>	<p><b>'TWISTS AND TURNS' VICTORIAN ERA COMPARING ENGLAND TO NORTH AMERICA</b></p> <p><b>British Value</b> Respectful</p> <p><b>50 Things</b></p> <p>13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public</p>
	ENGLISH	<p><b>READING SPINE</b> 'The Accidental Prime Minister' by Tom McLaughlin</p> <p><b>WRITING TO PERSUADE</b> Speeches Letters</p> <p><b>WRITING TO INFORM</b> Prime Minister Biography</p>	<p><b>READING SPINE</b> 'Who let the Gods Out' by Maz Evans</p> <p><b>WRITING TO ENTERTAIN</b> Greek Myth</p> <p><b>WRITING POETRY</b> Metaphor Poems Personification Poems <u>It's Spring</u> by John Foster</p>	<p><b>READING SPINE</b> 'Beowulf' by Michael Morpurgo</p> <p><b>WRITING TO INFORM</b> Newspaper report Grendel's attack</p>	<p><b>READING SPINE</b> 'The Jamie Drake Equation' by Christopher Edge</p> <p><b>WRITING TO PERSUADE</b> Speech Formal and informal letters Letters to Richard Branson</p> <p><b>WRITING POETRY</b> Cinquain Poems Nonsense Poems <u>Earth</u> by Tyler Tacaks</p>	<p><b>READING SPINE</b> 'Street Child' by Berlie Doherty</p> <p><b>WRITING TO DISCUSS</b> Should children have been forced to work in mines etc?</p>	<p><b>READING SPINE</b> 'Cogheart' by Peter Bunzl</p> <p><b>WRITING TO ENTERTAIN</b> Steampunk voyage story</p> <p><b>WRITING POETRY</b> Free Verse <u>Peace and Quiet</u> by Nadia Phillips</p>
	MATHS	<p><b>NUMBER:</b> Place Value <b>NUMBER:</b> Addition and Subtraction <b>STATISTICS</b> <b>NUMBER:</b> Multiplication and Division <b>PERIMETER AND AREA</b></p>	<p><b>NUMBER:</b> Multiplication and Division <b>NUMBER:</b> Fractions <b>NUMBER:</b> Decimals and Percentages</p>	<p><b>NUMBER:</b> Decimals <b>GEOMETRY:</b> Properties of Shapes <b>GEOMETRY:</b> Position and Direction <b>MEASUREMENT:</b> Converting Units <b>MEASUREMENT:</b> Volume</p>			

YEAR 5	SCIENCE	<p><b>ALL LIVING THINGS AND THEIR ENVIRONMENT</b></p> <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><b>ANIMALS, INCLUDING HUMANS</b></p> <p>Describe the changes as humans develop to old age.</p>		<p><b>EARTH AND SPACE</b></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><b>FORCES</b></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><b>PROPERTIES AND CHANGES OF MATERIALS</b></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 will 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>	
	PSHE	<p><b>BEING ME IN MY WORLD</b></p> <p>Understand the rights and responsibilities for a British Citizen and for being a member of my school.</p>	<p><b>CELEBRATING DIFFERENCE</b></p> <p>Explain the differences between direct and indirect types of bullying.</p>	<p><b>CHANGING ME</b></p> <p>Describe the dreams and goals of a young person in a culture different from mine.</p>	<p><b>HEALTHY ME</b></p> <p>Describe the different roles food can play in different people's lives and explain how people develop eating problems (disorders) relating to body image pressures.</p>	<p><b>RELATIONSHIPS</b></p> <p>Explain how to feel safe when using technology to communicate with my friends.</p>	<p><b>DREAMS AND GOALS</b></p> <p>Describe how boys' and girls' bodies change during puberty.</p>
	ART AND DESIGN	<p><b>DRAWING COLOUR</b></p> <p>Observe and draw people in action (sporty poses.)</p> <p>Research posters advertising the Olympics through the years</p> <p>Design and make an advertising poster for the Tokyo 2020 Olympics Games using aspects of their research</p>	<p><b>PRINTING PATTERN</b></p> <p>Research Ancient Greek tiles and patterns</p> <p>Research relief printing images and techniques</p> <p>Design a Greek tile which can be carved into a foam tile. Experiment with printing on a large scale. Work in small groups to create larger scale patterns.</p>	<p><b>PRINTING PATTERN</b></p> <p>Research patterns found in Anglo-Saxon art.</p> <p>Experiment and create new patterns influenced by research.</p> <p>Design a tile, which can be carved in relief and used to print a repeating pattern.</p> <p>Once the tile is made children can work in groups to create repeating patterns on a larger scale.</p>	<p><b>DRAWING</b></p> <p>Research and experiment with perspective drawing. Observe and draw internal and external aspects of the school buildings.</p> <p>Research the Work of Escher.</p> <p>Design a new school building in the Escher style. The building should have a purpose e.g. theatre, common room, swimming pool.</p>	<p><b>DRAWING COLOUR</b></p> <p>Research Victorian (realism) still life paintings and botanical art. Suggested artist - William Henry Hunt.</p> <p>Experiment with water colour, mixing hues, tints and tones.</p> <p>Observe still life flower arrangements. Draw and paint.</p>	<p><b>DRAWING COLOUR FORM</b></p> <p>Research the modern Steampunk art movement and how it is influenced by the Industrial Revolution.</p> <p>Read Linda Winchell's poem, 'The Industrial Revolution'</p> <p>Design a piece of art in the Steampunk style, which explores her message. Children can choose their materials from a selection provided. E.g. paper craft, paint, etc.</p>
COMPUTING	<p><b>PROGRAMMING</b></p> <p>5.1 We are game developers</p> <p>Developing an interactive game</p> <p>Scratch/Snap!/Pyonkee/Kodu</p>	<p><b>COMPUTATIONAL THINKING</b></p> <p>5.2 We are cryptographers</p> <p>Cracking codes</p> <p>Scratch/Snap!/Pyonkee/The Black Chamber</p>	<p><b>CREATIVITY</b></p> <p>5.3 We are artists</p> <p>Fusing geometry and art</p> <p>Inkscape/Adobe Illustrator /CorelDRAW/Scratch/ Scribble /TurtleArt/Terragen</p>	<p><b>COMPUTER NETWORKS</b></p> <p>5.4 We are web developers</p> <p>Creating a web page about cyber safety</p> <p>Google/Google Sites / learning platform/WordPress/ Adobe Slate</p>	<p><b>COMMUNICATION / COLLABORATION</b></p> <p>5.5 We are bloggers</p> <p>Sharing experiences and opinions</p> <p>WordPress/learning platform/GIMP/Audacity/Movie Maker</p>	<p><b>PRODUCTIVITY</b></p> <p>5.6 We are architects</p> <p>Creating a virtual space</p> <p>Trimble SketchUp / Screencast-O-Matic</p>	

YEAR 5	DESIGN AND TECHNOLOGY	<p><b>Greek monsters</b></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>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p><b>Sewing a Saxon purse.</b></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>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>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Investigate and analyse a range of existing products</p>		<p><b>Cams, levers, pulley and gears inventions.</b></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>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>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>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.]</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages.</p> <p>Apply their understanding of computing to program, monitor and control their products</p>	
	GEOGRAPHY		<p>To study a region of Europe – present Greece.</p> <p>To compare it's features to Ancient Greece (types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water.</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	<p>A study of Greek life and achievements and their influence on the western world.</p> <p>Empire</p> <p>Trade</p> <p>Home life</p> <p>Buildings</p> <p>Education</p> <p>Olympics</p> <p>Democracy</p>		<p>Anglo-Saxon:</p> <p>Settlements</p> <p>Invasions</p> <p>Beliefs</p> <p>Art/culture</p> <p>Kings and Laws</p> <p>Vikings:</p> <p>Vikings Raiders</p> <p>Way of Life</p> <p>Viking trade</p> <p>Mythology, Art and culture.</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>	

	<b>LANGUAGES</b>	<b>Unit 7 Encore</b> Revising ways to describe people Nationalities Giving characteristics using adjectives	<b>Unit 7 Encore</b> Revising ways to describe people Nationalities Giving characteristics using adjectives	<b>Unit 8 Quelle heure est –il?</b> Talking about leisure activities Telling the time Talking about what time you do activities	<b>Unit 8 Quelle heure est –il?</b> Talking about leisure activities Telling the time Talking about what time you do activities	<b>Unit 9 Les Fetes</b> Talking about festivals and dates Talking about presents at festivals Numbers 31-60 Giving and understanding of commands	<b>Unit 9 Les Fetes</b> Talking about festivals and dates Talking about presents at festivals Numbers 31-60 Giving and understanding of commands	
		<b>MUSIC</b>	<b>Mamma Mia</b>	<b>Glockenspiel 2</b>	<b>Stop</b>	<b>Lean On Me</b>	<b>Blackbird</b>	<b>Reflect, rewind and replay</b>
		<b>DANCE</b> To perform dances using a range of movement patterns. To evaluate and improve own performance.	<b>GYMNASTICS</b> To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.	<b>GYMNASTICS</b> To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.	<b>DANCE</b> To perform dances using a range of movement patterns. To evaluate and improve own performance.	<b>SWIMMING</b> To begin to swim competently, confidently and proficiently over a distance of at least 25 meters. To begin perform safe self-rescue.	<b>GYMNASTICS</b> To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.	
	<b>PE</b>	<b>GAMES</b> To play competitive games and apply basic principles suitable for attacking and defending.		<b>GAMES</b> To run, jump, throw and catch. To play games competitively using attacking and defending skills.		<b>GAMES</b> To take part in outdoor and adventurous challenges both individually and within a team.		
<b>YEAR 5</b>	<b>RE</b>	<b>THEME:</b> Belief into action  <b>KEY QUESTION:</b> How far would a Sikh go for his/her religion?  <b>THEME:</b> Prayer and Worship  <b>KEY QUESTION:</b> What is the best way for a Hindu to show commitment to God?	<b>THEME:</b> Christmas  <b>KEY QUESTION:</b> Is the Christmas story true?	<b>THEME:</b> Beliefs and Moral Values  <b>KEY QUESTION:</b> Are Sikh stories important today?  <b>THEME:</b> Hindu beliefs  <b>KEY QUESTION:</b> How can Brahman be everywhere and everything?	<b>THEME:</b> Easter  <b>KEY QUESTION:</b> Did God intend Jesus to be crucified and if so, was Jesus aware of this?	<b>THEME:</b> Prayer and Worship  <b>KEY QUESTION:</b> What is the best way for a Sikh to show commitment to God?  <b>THEME:</b> Beliefs and Moral Values  <b>KEY QUESTION:</b> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	<b>THEME:</b> Beliefs and Practices  <b>KEY QUESTION:</b> What is the best way for a Christian to show commitment to God?	