

YEAR FIVE

		<p>'IT'S ALL GREEK TO ME' ANCIENT GREECE</p> <p>British Value –</p> <p>50 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</p>	<p>'FASTER, STRONGER, HIGHER' ANCIENT GREECE</p> <p>British Value Democracy</p> <p>50 Things 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</p>	<p>'RAIDERS AND TRADERS' ANGLO SAXONS AND VIKINGS</p> <p>British Value Tolerance (different Faiths)</p> <p>50 Things 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>'OUT OF THIS WORLD' EARTH AND SPACE</p> <p>British Value Law Abiding</p> <p>50 Things 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>'FULL STEAM AHEAD' VICTORIAN ERA</p> <p>British Value Individual Liberty</p> <p>50 Things 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>'ALL CHANGE' VICTORIAN ERA</p> <p>British Value Respectful</p> <p>50 Things 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public</p>
TOPIC(S) / British Value / 50 Things		<p>READING SPINE 'Who let the Gods Out' by Maz Evans</p> <p>WRITING TO ENTERTAIN Story following the style of a Greek Myth / Quest</p> <p>WRITING POETRY Metaphor Poems Personification Poems <u>It's Spring</u> by John Foster</p>	<p>READING SPINE 'The Accidental Prime Minister' by Tom McLaughlin</p> <p>WRITING TO INFORM Explanation – How does democracy and government work?</p>	<p>READING SPINE 'Beowulf' by Michael Morpurgo</p> <p>WRITING TO INFORM Newspaper Report -Grendel's Attack</p>	<p>READING SPINE 'The Jamie Drake Equation' by Christopher Edge</p> <p>WRITING TO PERSUADE Speech – Why should I be chosen for the next Space Mission?</p> <p>WRITING POETRY Cinquain Poems Nonsense Poems <u>Earth</u> by Tyler Tacaks</p>	<p>READING SPINE 'Street Child' by Berlie Doherty</p> <p>WRITING TO DISCUSS Balanced Argument - Should children have been made to work in the mines?</p>	<p>READING SPINE 'Cogheart' by Peter Bunzl</p> <p>WRITING TO ENTERTAIN Story set in a fictional world – Steam Punk.</p> <p>WRITING POETRY Free Verse <u>Peace and Quiet</u> by Nadia Phillips</p>
YEAR FIVE	ENGLISH	<p>NUMBER: Place Value NUMBER: Addition and Subtraction STATISTICS NUMBER: Multiplication and Division MEASUREMENT: Perimeter and Area</p>		<p>NUMBER: Multiplication and Division NUMBER: Fractions NUMBER: Decimals and Percentages CONSOLIDATION</p>		<p>NUMBER: Decimals GEOMETRY: Properties of Shapes GEOMETRY: Position and Direction MEASUREMENT: Converting Units MEASUREMENT: Volume</p>	
	MATHS						

SCIENCE	<p style="text-align: center;">FORCES</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 style="text-align: center;">LET'S GO SCIENCE TRAIL – Forces in the park</p>		<p style="text-align: center;">EARTH AND SPACE</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 style="text-align: center;">LET'S GO SCIENCE TRAIL – Earth, Sun and Shadows</p>		<p style="text-align: center;">PROPERTIES AND CHANGES OF MATERIALS</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> <p style="text-align: center;">ALL LIVING THINGS AND THEIR ENVIRONMENT</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 style="text-align: center;">ANIMALS, INCLUDING HUMANS</p> <p>Describe the changes as humans develop to old age.</p> <p style="text-align: center;">LET'S GO SCIENCE TRAIL – Plant Reproduction</p> <p style="text-align: center;">SCIENTIST – David Attenborough</p>	
	PSHE	<p style="text-align: center;">BEING ME IN MY WORLD</p> <p>Understand the rights and responsibilities for a British Citizen and for being a member of my school.</p>	<p style="text-align: center;">CELEBRATING DIFFERENCE</p> <p>Explain the differences between direct and indirect types of bullying.</p>	<p style="text-align: center;">CHANGING ME</p> <p>Describe the dreams and goals of a young person in a culture different from mine.</p>	<p style="text-align: center;">HEALTHY ME</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 style="text-align: center;">RELATIONSHIPS</p> <p>Explain how to feel safe when using technology to communicate with my friends.</p>

YEAR FIVE	ART AND DESIGN	<p>DRAWING COLOUR</p> <p>Observe and draw people in action: dynamic and sporty poses.</p> <p>Research artist Edgar Degas.</p> <p>Create a painting in the style of Degas for a sport the children are involved in or have experience of.</p>		<p>PRINTING PATTERN</p> <p>Research patterns found in Anglo-Saxon art (on shields).</p> <p>Research relief printing images and techniques.</p> <p>Design an Anglo-Saxon tile which can be carved into a foam tile. Experiment with printing on a large scale.</p> <p>Work in small groups to create larger scale which will form part of a whole class or group shield.</p>		<p>DRAWING TEXTURE</p> <p>Research the modern Steampunk art movement and how it is influenced by the Industrial Revolution.</p> <p>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.</p>	
	COMPUTING	<p>DIGITAL LITERACY Online Safety</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</p> <p>Identify a range of ways to report concerns about content and contact</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>INFORMATION TECHNOLOGY 3D modelling</p> <p>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</p>	<p>COMPUTER SCIENCE Flowol</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>INFORMATION TECHNOLOGY Radio</p> <p>Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>COMPUTER SCIENCE Scratch</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>DIGITAL LITERACY Internet research and webpage design</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>

DESIGN AND TECHNOLOGY	<p style="text-align: center;">Ancient Greece Ancient Greek desserts without nuts included (Pasteli)</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures. 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>		<p style="text-align: center;">Anglo Saxons/Vikings Sewing a Saxon purse with fastening and applique.</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 style="text-align: center;">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 style="text-align: center;">Investigate and analyse a range of existing products.</p>		<p style="text-align: center;">Victorian Era 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</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 style="text-align: center;">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>	

YEAR FIVE	HISTORY	<p>A study of Greek life and achievements and their influence on the western world.</p> <p>Empire Trade Home life Buildings Education Olympics Democracy</p>	<p>Anglo-Saxon: Settlements Invasions Beliefs Art/culture Kings and Laws</p> <p>Vikings: Vikings Raiders Way of Life Viking trade Mythology, Art and culture.</p>	<p>Victorian timeline Victorian life Victorian architecture Industrial revolution Victorian Inventions Queen Victoria and railways</p>		
	MFL	<p>GETTING TO KNOW YOU</p> <p>Children will apply previous skills and knowledge of topic areas such as spelling and jobs and they will have a chance to recap their prior knowledge from years 3 and 4. They will learn to express their emotions and to talk about the future, using two different tenses. An old favourite story provides the background for some of the grammar work, whereas career ambitions will help with the rest.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> notice the difference between English and French future tenses; ask how to spell a word in French; name the accents on the French alphabet letters; substitute vocabulary to change a sentence; orally make a short personal presentation. 	<p>ALL ABOUT OURSELVES</p> <p>Children will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> name facial features; extend a description using a conjunction and further adjectives; make noun/adjective combinations 'agree' according to gender and number, in pronunciation; ask and answer questions about everyday actions in the classroom; make questions and answers in the third person; say how they are feeling. 	<p>THAT'S TASTY</p> <p>Children will learn key vocabulary related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They will learn key phrases connected to the themes.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> Interpret a chart written in French; Write words and phrases from memory; Use the correct masculine and feminine form of adjectives; Use the correct masculine and feminine form of 'some'. 	<p>FAMILY AND FRIENDS</p> <p>Children will apply previous knowledge and skills of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the known they describe, in relation to both number and gender.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> Respond to the meanings of songs and rhymes; Suggest other rhyming words to extend a set; Differentiate between first and third person possessive adjectives and verbs; Describe their home by size and say where items can be found; Give a variety of opinions; Join two clauses with 'et' or 'mais' appropriately. 	<p>SCHOOL LIFE</p> <p>Children will learn key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> Use pronouns 'il' and 'elle' to replace a person's name; Use a comparative adverb.

YEAR FIVE	MUSIC	LIVING ON A PRAYER Composing, singing, playing and improving based around one song	CLASSROOM JAZZ ONE Three note Bossa Five note swing	MAKE YOU FEEL MY LOVE Pop ballads	THE FRESH PRINCE OF BEL AIR Listening to Hip Hop and composing own rap	DANCING IN THE STREET Sing and playing instruments	REFLECT, REWIND AND REPLAY Consolidate learning and return
	PE	Football To refine dribbling and passing skills, combining these skills together to maintain possession.	Netball/Handball To use passing and moving skills, refining these skills and applying them into game situations. 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.	Counter balance and counter tension To apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.	Hockey To refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.	Swimming at The Littledown	Cricket To refine pupils' understanding of batting, applying simple batting tactics into mini games. To learn where, when and why they can apply different physical and cognitive skills when batting to score runs.
		Health Related Exercise 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.	Greeks To use expressive vocabulary to enhance movement quality and dynamics during dance. To learn to interpret and respond to music creating dances using compositional principles.	Tag Rugby To refine passing and moving to create an attack that results in a try.	Basketball To refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.	Rounders To consolidate learning from year 4, ensuring that all pupils understand the role of the batting and fielding team.	Athletics To develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line. To understand what the consequences are if they slow down before crossing the finish line.
RE	THEME: Belief into action KEY QUESTION: How far would a Sikh go for his/her religion? RELIGIONS: Sikhism	THEME: Christmas CONCEPT: Incarnation KEY QUESTION: Is the Christmas story true? RELIGIONS: Christianity	THEME: Beliefs and moral values KEY QUESTION: Are Sikh stories important today? RELIGIONS: Sikhism	THEME: Easter CONCEPT: Salvation KEY QUESTION: How significant is it for Christians to believe God intended Jesus to die? RELIGIONS: Christianity	THEME: Prayer and Worship KEY QUESTION: What is the best way for a Sikh to show commitment to God? RELIGIONS: Sikhism	THEME: Beliefs and Practices KEY QUESTION: What is the best way for a Christian to show commitment to God? RELIGIONS: Christianity	