



# YEAR 5

YEAR 5	AUTUMN		SPRING		SUMMER	
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
THEME	Destination: Space		A Knight's Quest		All Creatures Great and Small	
KEY EXPERIENCES		Liverpool World Museum	Beeston Residential visit	Tatton Park	Visit to Chester Zoo	
LITERACY	<ul style="list-style-type: none"> <li>• Oral storytelling, traditional stories, myths and legends. (linked to constellations)</li> <li>• Instructional</li> <li>• Poetic Style (Space and focus on figurative language)</li> <li>• Journalistic Writing</li> <li>• Letter writing (ongoing)</li> </ul>		<ul style="list-style-type: none"> <li>• Reports/Recounts (Residentials/Visits:) 3 wks</li> <li>• Persuasion (adverts) (Spring i)</li> <li>• Older literature (Robin Hood) (Spring ii into Summer i) 4 wks</li> <li>• Film Narrative (short narratives) (Spring ii)</li> </ul>		<ul style="list-style-type: none"> <li>• Stories by significant children's authors (Kipling)</li> <li>• Classic narrative poetry</li> <li>• Recounts (Chester zoo past and present: diaries and letters)</li> </ul>	
MATHS (WHITE ROSE)	<ul style="list-style-type: none"> <li>• Number – Place Value</li> <li>• Number – Addition and Subtraction</li> <li>• Statistics</li> <li>• Number – Multiplication and Division</li> <li>• Perimeter and Area</li> <li>• Consolidation</li> </ul>		<ul style="list-style-type: none"> <li>• Number – Multiplication and Division</li> <li>• Number – Fractions</li> <li>• Number – Decimals and Percentages</li> <li>• Consolidation</li> </ul>		<ul style="list-style-type: none"> <li>• Number – Decimals</li> <li>• Geometry – Property of Shapes</li> <li>• Geometry – Position and Direction</li> <li>• Measurement – Converting Units</li> <li>• Measures – Volume</li> <li>• Consolidation</li> </ul>	
SCIENCE	<b>Earth and Space.</b> <ul style="list-style-type: none"> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth's rotation to explain day and night.</li> </ul>	<b>Forces.</b> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Describe, in terms of drag forces, why moving</li> </ul>	<b>Working Scientifically.</b>	<b>Properties and Changes of Materials.</b> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</li> <li>• Understand how some materials will dissolve in liquid to form a solution and describe how to</li> </ul>	<b>Living Things and their Habitats.</b> <ul style="list-style-type: none"> <li>• Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).</li> <li>• Explain the classification of living things into broad groups according to common, observable characteristics and based</li> </ul>	<b>SRE.</b>

		<p>objects that are not driven tend to slow down.</p> <ul style="list-style-type: none"> <li>• Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</li> </ul>		<p>recover a substance from a solution.</p> <ul style="list-style-type: none"> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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, oxidation and the action of acid on bicarbonate of soda.</li> </ul>	<p>on similarities and differences, including plants, animals and micro-organisms.</p> <ul style="list-style-type: none"> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Describe the changes as humans develop from birth to old age. (this might fit better in summer term with sex Ed- This is what we did last year. But we could do some of it on the residential. Could do materials here and living things in summer.)</li> </ul>	
<h1>HISTORY</h1>	<p>Balance of British/European History/World History and a Local Study</p>					
	<p><b>WORLD: Ancient Greece.</b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> </ul>	<p><b>EUROPEAN: A Study of British History</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	<p><b>LOCAL: A Local History Study (Chester Zoo).</b></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>			

<h1 style="text-align: center;">GEOGRAPHY</h1>	<p><b>Linked to Minions around the World and Locating Greece</b></p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>		<p><b>Geographical Skills and Map Work</b></p> <ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>	<p><b>Local Geography Study</b></p> <ul style="list-style-type: none"> <li>Chester Zoo – changes in land use over time and impact on places.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> </ul>		
<h1 style="text-align: center;">RE</h1>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>Explain how some teachings and beliefs are shared between religions.</li> <li>Explain how religious beliefs shape the lives of individuals and communities.</li> <li>Express their own values and remain respectful of those with different values.</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>Explain their own ideas about the answers to ultimate questions.</li> <li>Explain why their own answers to ultimate questions may differ from those of others.</li> </ul>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Explain some of the different ways that individuals show their beliefs.</li> <li>Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> </ul>			
<h1 style="text-align: center;">COMPUTING</h1>	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>Motion - Set IF conditions for movements. Specify types of rotation giving the number of degrees</li> <li>Looks - Change the position of objects between screen layers (send to back, bring to front).</li> <li>Sound - Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>Draw - Combine the use of pens with movement to create interesting effects.</li> <li>Events - Set events to control other events by 'broadcasting' information as a trigger.</li> <li>Control - Use IF THEN ELSE conditions to control events/objects.</li> <li>Sensing - Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>Variables and Lists - Use lists to create a set of variables.</li> <li>Operators - Use the Boolean operators: () &lt; () and () = () and () &gt; () and ()and() and ()or() and Not() to define conditions. Use the Reporter operators: to perform calculations</li> </ul>		<p><b>Collecting</b></p> <ul style="list-style-type: none"> <li>Select appropriate applications to devise, construct and manipulate data.</li> <li>Present it in an effective and professional manner.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Choose the most suitable applications and devices for the purposes of communication.</li> <li>Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul>		
<h1 style="text-align: center;">ART AND DESIGN</h1> <p>(*developmental work linked to topic may be displayed in topic books/elsewhere)</p>	<p><b>Landscapes/Cityscapes</b></p> <ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> </ul>		<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> </ul>		<p><b>Printing (repeated motifs/ screen printing)</b></p> <ul style="list-style-type: none"> <li>Build up layers of colours.</li> <li>Create an accurate pattern, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>• Paul Klee, Wassily Kandinsky.</li> </ul>		<ul style="list-style-type: none"> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> </ul>			
<h2>DESIGN TECHNOLOGY</h2>		<p><b>Mechanics (constructions)</b></p> <ul style="list-style-type: none"> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe</li> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</li> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Convert rotary motion to linear using cams.</li> <li>• Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul>		<p><b>Food technology</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>		<p><b>Textiles (construction with user in mind: equipment for Chester Zoo)</b></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>
<h2>MUSIC</h2>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical staff.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context.</li> </ul>			

<b>PHYSICAL EDUCATION</b>	P.E (Ms McCormick):	P.E (Ms McCormick):	P.E (Ms McCormick): Swimming	P.E (Ms McCormick): Swimming	P.E (Ms McCormick):	P.E (Ms McCormick):
	Games: Rugby/Hockey	Games: Football/netball	Gymnastics/ Dance	Games: Tennis/ Rounders	Games: Tennis/ Rounders	Games: Athletics/ Sports day preparation
<b>MFL</b>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Take part in conversations to seek and give information.</li> </ul>		<ul style="list-style-type: none"> <li>• Show confidence in reading aloud, and in using reference materials.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> </ul>		<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> </ul>	
<b>PSHCE</b>	<b>New Beginnings</b> <ul style="list-style-type: none"> <li>• Enjoy new things and take opportunities wherever possible.</li> <li>• Find things to do that give energy.</li> <li>• Become fully involved in clubs or groups.</li> <li>• Meet up with others who share interests in a safe environment.</li> </ul>	<b>Getting on and falling out</b> <ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others' points of view.</li> </ul>	<b>Going for Goals</b> <ul style="list-style-type: none"> <li>• Clearly identify own strengths.</li> <li>• Identify areas for improvement.</li> <li>• Seek the opinion of others to help identify improvements.</li> <li>• Show effort and commitment in refining and adjusting work.</li> </ul>	<b>Good To Be Me</b> <ul style="list-style-type: none"> <li>• Show a determination to keep going, despite failures or set backs.</li> <li>• Reflect upon the reasons for failures and find ways to bounce back.</li> <li>• Stick at an activity even in the most challenging of circumstances.</li> <li>• See possibilities and opportunities even after a disappointment.</li> <li>• Consider oneself to be lucky and understand the need to look for luck.</li> </ul>	<b>Say No to Bullying</b> <ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others' points of view.</li> </ul>	<b>Moving On</b> <ul style="list-style-type: none"> <li>• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.</li> <li>• Push oneself in areas that are not so enjoyable.</li> <li>• Listen to others who encourage and help, thanking them for their advice.</li> <li>• Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</li> </ul>