Year 5 Curriculum Plan 2023-2024

Curriculum Intent:

We endeavour to provide rich and first-hand learning opportunities that evolve from our strong curriculum drivers which promote: ***Cultural Diversity, Curiosity, Community, and Character.*** These opportunities intend to take children beyond their everyday experiences and inspire them to excel.

'It's ultimately the purpose of education to cultivate the love of learning for its own sake'

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School values	School vision	Care	Aspire	Respect	Excel	Reflect
Learning Powers		Resilience	Co-operative	Reflective	Curiosity	
British Values	Democracy	Rule of law	Respect	Tolerance	Individual Liberty	
Educational Visits		Space themed trip tbc (Bristol) *Class trip budget*	Greek themed visitors tbc *Wow day budget*		Y4/5 Osprey Camp	
WOW Events	Brightstorm text immersion day	Space themed day	Greek immersion day	D&T day	Camp	Viking Invasion immersion day
Topic (Enquiry Question)	***Into the Unknown –*** Space What can you achieve if you dream big?		***Who let the Gods out?*** - Ancient Greece How did the Greeks create a legacy for the generations that followed?		***Invade and Conquer*** -Vikings *Invading and settling – How did Vikings pave the way for modern day resettlement?*	
Key Texts (key topic text) *See Literacy Shed for supporting units and animations*	Moon Juice (Kate Wakeling) *Poetry* Brightstorm (Vashti Hardy) *Fiction Adventure* *Accompanying texts:* Ice Forest (Pie Corbett) *Fiction* Usborne Offical Astronaut's Handbook *Non Fiction*	Hidden Figures: The True Story of Four Black Women and the Space Race (Margot Shetterly) *Non Fiction* A Galaxy of Her Own: Amazing Stories of Women in Space (Libby Jackson) *Non Fiction* A galaxy of poems - incluiding *Six ways to look at the Moon* (Pie Corbett) *Poetry*	The Mary Celeste-An Unsolved Mystery from History (Jane Yolen & Heidi Stemple) *Historical fiction* Who let the Gods out? (Maz Evans) *Fiction* The Minotaur *(twinkl) Poetry* *Accompanying texts:* The Lighthouse (Literacy Shed) *Suspense animation*	Icarus – The Orchard Book of Greek Myths (Geraldine McCaughrean) *Fiction/ Myths and Legends* Who let the Gods out? (Maz Evans) *Fiction* Sensational (Roger McGough) / Bright Bursts of Colour (Matt Goodfellow) *Poetry* *Accompanying texts:*	Viking Boy (Tony Bradman) *Historical Fiction (LShed)* Kennings poetry selection The Saga of Bjorn (Literacy Shed) *Animation myth* *Accompanying texts:* I was there…Viking Invasion (Stuart Hill) *Historical Fiction* *She Wolf: a brilliantly original Viking adventure set in the Dark Ages (Dan Smith)*	The Boy at the Back of the Class (Onjali Q. Rauf) *Fiction (LShed)* Refugees And Evacuees: Letters And Poetry: KS2/KS3 | IWM Learning (Imperial War Museum) *Non-Fiction Poetry* *Accompanying texts:* The Arrival (Shaun Tan) LS *Picturebook* Wisp: A Story of Hope (Zana Fraillon

		Accompanying texts: Where Once We Stood (Christopher Riley & Martin Impey) *Non Fiction* Great Adventurers (Alastair Humphreys) *Non Fiction*	Theseus and the Minotaur *(Greek Myth)*	Icarus by Bruegel (art) / Poem by William Carlos Williams Usborne Illustrated Guided to Greek Myths and Legends *Fiction Myths and Legends*	*The Chessmen Thief (Barbara Henderson)* *The 1000 Year Old Boy (Ross Welford) (LShed)* Viking Village animation *Vikingvillage - THE LITERACY SHED*	& Grahame Baker Smith) *Picturebook* Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions (Michael Rosen & Annemarie Young) *Non-fiction* *Best children's books - Refugees & Immigration KS2 (booksfortopics.com)*
Purposeful outcome/showcase	Adventure Story share with another class	Space Day showcasing their work to parents	Poetry display in local community tbc	Myths share to parents	Poetry performance to reading buddies	Viking Dy showcasing their work
English						
Writing Genre & Outcome	**TFW focus** - Character **Fiction Narrative Type** - Adventure **Plot Type** – Journey Stories **Setting** - Fantasy **Non-Fiction** – Recount (diary) **Poetry** – linked to Poet visit	**TFW focus** - Setting **Fiction Narrative Type** **Plot Type** – **Setting** - **Non-Fiction** – Non-chronolgical report **Poetry** – Autumn haiku	**TFW focus** – Suspense **Fiction Narrative Type** - Myths & Beating the Monster / Historical & Mystery **Plot Type** – Beating the Monster / Suspense **Setting** -Familiar & Imagined / Past **Non-Fiction** – Persuasion **Poetry** – Greek Beasts and Monsters themed – Rhyming couplets or List poem	**TFW focus** – Dialogue **Fiction Narrative Type** – Myths and Legends **Plot Type** – Warning Story **Setting** - Past **Non-Fiction** – Discussion **Poetry** – Poems linked to historical tales - Monologue	**TFW focus** – Action **Fiction Narrative Type** – Historical **Plot Type** – Wishing story **Setting** – Past / Imagined **Non-Fiction** – Instructions **Poetry** – Kennings	**TFW focus** – Ending **Fiction Narrative Type** – Raise Dilemmas **Plot Type** – Journey Stories **Setting** – Global/Mutli-cultural **Non-Fiction** – Explanation **Poetry** – Free Verse
	Outcome: write a sky ship adventure narrative, inspired by Brightstorm. Write a diary about an astrounaut's experiences in Space.	Outcome: to describe a spaceship, inspired by Lifted animation. Write a non-chronological report about a female astronaut.	Outcome: to write a suspense narrative inspired by The Mary Celeste and The Lighthouse Write a persuasive brochure for a Greek holiday or tourist attraction	Outcome: to write myth style warning tale with a moral message and using dialogue (inspired by the Greek myths). A discussion comparing Athens and Sparta.	Outcome: to write an action story based on the Viking journey to and invasion of Lindisfarne. Write instructions for how to be a Viking.	Outcome: to write an ending based on the Boy at the Back of the classroom / The arrival Write an explanation for how a Viking Ship works.

			Write instructions explaining how to be a Roman Soldier.			
Vocabulary, Grammar and Punctuattion	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Using passive verbs to affect the presentation of information in a sentence	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Using semicolons, colons or dashes to mark boundaries between independent clauses Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Using a colon to introduce a list Punctuating bullet points consistently Using hyphens to avoid ambiguity use a thesaurus	Using the perfect form of verbs to mark relationships of time and cause To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. Using expanded noun phrases to convey complicated information concisely
Spelling	Words with endings that sound like /shuhs/ spelt with –cious Words with endings that sound like /shuhs/ spelt with –tious or -ious Words with the short vowel sound /i/ spelt with y	Words with 'silent' letters Words with 'silent' letters Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory Spelling Challenge Words	Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones Homophones & Near Homophones	Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise	Words containing the letter string 'ough' Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling	Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful

	Words with the long vowel sound /i/ spelt with y Homophones & near homophones Homophones & near homophones Review Week	Review Week	Homophones & Near Homophones Review Week	Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en Review Week	Challenge Words Review Week	Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al Review Week
Reading	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • maintain positive attitudes to reading and an understanding of what they read by: o continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks o reading books that are structured in different ways and reading for a range of purposes o increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions o recommending books that they have read to their peers, giving reasons for their choices o identifying and discussing themes and conventions in and across a wide range of writing o making comparisons within and across books o learning a wider range of poetry by heart o preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context o asking questions to improve their understanding o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence o predicting what might happen from details stated and implied o summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas o identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary					

	• provide reasoned justifications for their views					
	Texts for guided reading: • Lifted animation (Literacy Shed) • Brightstorm	Texts for guided reading: • The War of the Worlds Usborne Classic • Space poetry • Once in a lifetime animation (Literacy Shed)	Texts for guided reading: • Who let the Gods out? • Short! Suspense short stories • Lighthouse animation (Literacy Shed)	Texts for guided reading: • Greek Myths • The fall of Icarus painting (Brueghel)	Texts for guided reading: • Viking Boy (Tony Bradman) • I was there…Viking Invasion (Stuart Hill	Texts for guided reading: • The Journey (Francesca Sanna) • The Lion, The Witch and the Wardrobe (C.S.Lewis) • The Boy at the Back of the Class (Onjali Q. Rauf)
Spoken Language	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • speaking audibly and fluently with an increasing command of Standard English **Outcome: Aural story telling**	• use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings **Outcome: Solar System presentation**	• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments **Outcome: Character hot seating**	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • using spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • articulating and justify answers, arguments and opinions • considering and evaluating different viewpoints, attending to and building on the contributions of others **Outcome: Greek Debate**	• participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • using relevant strategies to build their vocabulary **Outcome: Book Talk and Presentations (in role)**	• consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. • participating in discussions, presentations, performances, role play, improvisations and debates **Outcome: Debating**
Maths	**Place Value** • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • count forwards or	**Multiplication and Division** • identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers	**Multiplication and Division** • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method,	**Decimals and Percentages** • read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]	**Geometry – Properties of Shape** • identify 3-D shapes, including cubes and other cuboids, from 2-D representations	**Decimals (WR)** • Add and subtract decimals to 1 • Find complements to 1 • Add and subtract decimals across 1

	backwards in steps of powers of 10 for any given number up to 1,000,000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1,000 (M) and recognise years written in Roman numerals **Addition and Subtraction** • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	• know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) • solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes **Fractions** • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] • add and subtract fractions with the same	including long multiplication for two-digit numbers • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates **Fractions** • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	• recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • read, write, order and compare numbers with up to 3 decimal places • solve problems involving number up to 3 decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 **Perimeter and Area** • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes **Statistics**	• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (°) • identify: angles at a point and 1 whole turn (total 360°) • angles at a point on a straight line and half a turn (total 180°) • other multiples of 90° • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles **Geometry – Position and Direction** • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	• Add and subtract decimals with different numbers of decimal places • Decimal sequences **Negative Numbers (WR)** • Understand negative numbers • Count through zero in 1s and multiples • Compare and order negative numbers **Measurement – Converting Units** • convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • solve problems involving converting between units of time • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling • Use timetables (WR) **Measurement - Volume** • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]

		denominator, and denominators that are multiples of the same number		• solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables		• Compare volume (WR)
Science ***Taught using Developing Experts resource*** ***Check Plan Bee for Space Science unit***	**<u>Working Scientifically</u>** **Children will have opportunities to work scientifically throughout all topics covered, using a variety of STEM themed challenges, investigations and experiments.** They will learn the practical scientific methods, processess and skills of: • Plannung different types of scientific enquiries to answer questions (including recognising and controlling variables where necessary) • Taking measurments, using scientific equipment, with accuracy and precision and taking repeat readings • Recording data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions • Set up comparative and fair tests • Reporting and presenting findings from enquiries • Making conclusions, identifying relationships and making explanations of trust in results – both in oral and written forms, including displays and presentations • Identifying scientific evidence that has been used to support or refute ideas / arguments • Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas					
	<u>Earth and Space</u> • 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 *(and understand Moon phases)* **<u>Non-Statutory:</u>** • Use a model to explain day and night	**<u>Forces</u>** • Explain unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object • Identify effects of air resistance, water resistance, friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **<u>Non-Statutory:</u>** • Explore falling objects and discuss the effects of air resistance –	**<u>Properties / Changes of Materials</u>** • Compare and group everyday materials based on their properties (hardness, solubility, transparency, conductivity - electrical and thermal, response to magnets) • Know some materials dissolve in liquid to form a solution / describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated (through filtering, sieving, evaporating) • Give reasons based on evidence from comparative and fair tests, for use of everyday materials inc metals, wood and plastic • Investigate / demonsrate that dissolving, mixing and changes of state are reversible changes • Some changes result in the formation of new materials – it is not usually reversible eg. Burning, action of acid on bicarbonate of soda **<u>Non-Statutory:</u>**	**<u>Animals Including Humans</u>** • Describe the changes as humans develop to old age **<u>Non-Statutory</u>:** • Draw a timeline to show stages in growth and development of humans, learning about puberty • Research gestation periods of other animals and compare to humans, recording the length and mass of a baby as it grows **<u>Famous Scientist study:</u>** Marie Curie (radioactivity) OR Alexander Fleming (discovered penicillin) / Maurice Hilleman (invented 8 / 14 vaccines used today)	**<u>Living things and their habitats</u>** • 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: - Sexual and asexual reproduction in plants - Sexual reproduction in animals **<u>Non-Statutory:</u>** • Compare local environment with other plants and animals around the world,

	• Know the Sun is a star at the centre of our solar system and it has 8 planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto being redefined as a dwarf planet in 2006) • Safety – not looking at the Sun • Compare time of day in different places on Earth through internet links / direct communication • Create simple models of the solar system • Construct simple shadow clocks and sundials for the start, end and middle of school day • Explore structures such as Stonehenge and why they may have been used as astronomical clocks **Famous Scientist Study:** Katherine Johnson (NASA engineer)	explore how different objects such as parachutes and sycamore seeds fall • Experiences that forces make things begin to move, get faster or slow down • Explore the effects of friction on movement and how it slows / stops moving objects eg. Brake on a bicycle wheel • Explore falling paper cones or cup-cake cases, designing parachutes and carrying out fair tests to determine effective designs • Explore resistance in water by making and testing boats or different shapes • Create levels, pulleys, gears and springs and explore their effects **Famous Scientist study:** • Isaac Newton (theory of gravitation)	• Build a systematic understanding of materials by exploring and comparing a broad range of materials • Explore reversible changes, incuding evaporating, filtering, sieving, melting and dissolving – recognising that melting and dissolving are different processes • Explore changes that are difficult to reverse, eg. Burning, rusting and vinegar with bicarbonate of soda. • Have an awareness that some materials will feel hotter than others when a heat source is placed against them / some conductors produce a brighter bulb than others (insulation and conductivity) • Use and develop keys and other information recrods to identify, classify and describe living things and materials		considering similarities and differences • Grow new plants from different parts of the parent plant, including seeds, stem and root cuttings, tubers, bulbs. • Observe changes in an animal over a period of time, comparing how animals reproduce and grow (butterfly / chick study) • Use and develop keys and other information records to identify, classify and describe living things and materials • Identify patterns that may be found in the natural environment **Famous Scientist study:** Jane Goodall (primatoloist & anthropologist)
	Outcome: create a model Solar System	Outcome: investigate different types of forces	Outcome: invesitgate changes of state	Outcome: growth timeline	Outcome: to create an animal life cycle
Computing	**Handling Data 1 – CORE** Year 5 Discovering My Solar System 4 sessions • Collect, record and analyse data about planets using 2Investigate • Interrogate each other's databases • Compare with online database **Programming 1 - CORE** Year 5 Scratch My Roman Numerals 5 sessions		**Multimedia 1 – CORE** Year 5 Presenting My Persuasion 5 sessions • Consider keyboard and editing skills • Collect ideas on collaboration tool • Create strategy document and slide presentation as part of advertising campaign • Rehearse and present presentation providing feedback for friends **Programming 4 – CHOICE**	**TIOL 1 - CORE** Year 5 Improve My Web Detective Skills 3 sessions • Consider the difference between the Internet and the World Wide Web and how they are linked • Discuss how information online may not be accurate or reliable • Create a checklist to ensure that the information they are using is accurate **Multimedia 2 – CHOICE**	

	• Review knowledge of Scratch • Use Scratch to help count in number sequences • Create a program that counts in number sequences • Record voices to add to Scratch counting program • Create a program to count in Roman numerals • Combine counting programs ~~**Handling Data 3 – CHOICE** *SCIENCE LINK?*~~ ~~Year 5 Changing My Materials 3 sessions~~ ~~• Use datalogger to investigate ice melting and tea cooling~~ ~~• Use online database to think of differences in these processes around the world~~ **Basic Skills (to support my learning across the curriculum)** • Use a secure personal log in for a variety of online resources • Work collaboratively on documents and presentations • Identify three online sources to check information • Use keyboard to confidently input text, characters and numbers	Year 5 Ping My Scratch Game 6 sessions • Make sprite move using a limited number of blocks • Make a Maths Cat that solves number puzzles • Use Scratch to create a Ping Pong game, controlling two sprites and including variables and sounds in their program **Additional unplugged activities to reinforce computational thinking** **2D Shape Drawing** (40 minutes) • Follow an algorithm to draw pictures constructed from 2D shapes. • The algorithms they follow will include errors and children will use logical reasoning to detect and correct these. Sign up free to Barefoot Computing. **Basic Skills (to support my learning across the curriculum)** • Combine appropriate apps through the use of the camera roll on a tablet • Combine software to achieve effective outcomes. • Use bullet points • Add text boxes • Move, resize and rotate shapes, text and pictures	Year 5 My Weather Forecast 3 sessions • Look at TV weather forecasts • Use data from weather websites to make prediction • Write a script for a weather forecast • Film using Greenscreen software/app • Record weather forecast as a sound file for podcasting **Programming 6 - Choice** Year 5 Sparkling with My Crumble 2 or 3 sessions *USE MICROBITS* • Review knowledge of Crumble software • Make flashing lights that change colour • Use a variable to control the number and brightness of flashes • Make a set of traffic lights • Coordinate traffic lights • Create a musical light show **Additional unplugged activities to reinforce computational thinking** **Robotic Paper Cups** (50 minutes) • Children split into groups • 'Robot' from each group set a different task outside classroom • Groups create algorithm and program for cup stack • 'Robot' is programmed to build stack **Basic Skills (to support my learning across the curriculum)** • Create hyperlinks within and between documents • Use common keyboard shortcuts on laptops and PCs
	Outcome: create a Solar System database Outcome: create a Scratch Maths learning tool	Outcome: creating a Greece travel brochure or advert Outcome: create a Scratch game	Outcome: create a Weather podcast Outcome: create a light sequence on a microbit
Online Safety	I am kind and responsible Autumn A and B sessions	I am safe and secure Spring A and B sessions	I am healthy Summer A and B sessions
History ***Taught using Plan Bee materials*** ***Historical enquiry Historical understanding***	**Term 1** **Enquiry Question – What have we learnt from Space Exploration and is it still important?** **Subject content: Space Exploration** • To learn about the discovery of the telescope and how it changed astronomy	**Term 3** **Enquiry Question – How far did Ancient Greece impact our modern world?** **Subject content: Who were the Ancient Greeks?** • To begin to find out who the ancient Greeks were, and place their civilisation in time	**Term 5** **Enquiry Question – Raiders or settlers: how should we remember the Vikings?** **Subject content: Vikings vs Anglo-Saxons** • To explore what Britain was like before the first Viking invasions. • To find out about the Viking invasions of Britain

Chronological understanding Vocabulary **Chronological Understanding** **Understanding the past** **Historical Vocabulary** **Source types** **Similarity and difference** **Know about changes in Britain from the Stone Age to the Iron Age.** **Significance of Events and People**	• To find out about the early years of space exploration from 1940 to 1970 • To find out about the first landing on the moon • To explore signifcant invidividuals in the Space Race (Katherine Johnson/Mae Jemison) • To investigate some of the ways in which astronauts explore space today.	• To understand the different types of government in ancient Greece • To compare and contrast the two city-states of Athens and Sparta • To use sources to find out about daily life in ancient Greece • To know about religion in ancient Greece • To find out about the ancient Greek scholars and philosophers • To know how modern-day life has been influenced by the ancient Greeks	• To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons • To find out why King Alfred was dubbed 'Alfred the Great' • To explore what life was like for Vikings living in Britain • To find out how and when Britain became a unified country • To find out about the end of the Anglo-Saxon and Viking era in Britain
	Outcome: create an audio guide for the NASA museum.	Outcome: Create an historically accurate film poster for an upcoming Marvel remake on Troy. Acting in role, brief the film director on ten really important things they must include in the film.	Outcome: Stage a Viking museum.
Geography ***Taught using Plan Bee materials*** **Human and Physical Geography** **Locational Knowledge** **Geographical Skills and Fieldwork** **Enquiring Geographical Vocabulary** **Geographical Knowledge** **Map making and representation** **Place Knowledge**	**Term 2** **Enquiry Question – How diverse is the continent of North America?** **Subject content: North America** • To identify the countries of North America • To investigate and compare climates in North America • To explore the geographical features of North America • To explore the capital cities of North America • To explore the various time zones of North America and how these compare to other time zones around the world • To compare a region in the UK with a region in North America • To research the human and physical geography of a particular North American country.	**Term 4** **Enquiry Question – How can we have a positive impact on our planet?** **Subject content: Natural Resources** • To identify some of Britain's natural resources and explain how they are used. • To identify some ways in which natural resources are used to produce energy. • To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. • To identify parts of the world where wood is produced, and consider some of the problems associated with its production • To know where and how steel is produced. • To know where and how glass and concrete are produced in Britain using natural resources. • To describe where a range of natural resources come from and how they are used.	**Term 6** **Enquiry Question – Is Scandinavia similar or different to where we live?** **Subject content: Exploring Scandinavia** • To be able to locate Scandinavia's countries and major cities on a world map. • To explore the climate and weather of Scandinavia • To explore the physical features of Scandinavia. • To explore some aspects of the human geography of Scandinavia. • To be able to compare and contrast an area in the UK with an area in Scandinavia • To be able to plan a tourist visit to a Scandinavia destination
	Outcome: Sketch map of Cheddar Gorge	Outcome: to explain about how volcanoes are formed. To identify human and physical features of Italy.	Outcome: to use field work skills to investigate Kingswood and compare to the Amazon Rainforest.
DT	**Term 2** **Skill Focus area: Mechanical Systems (pulleys & gears)**	**Term 4**	**Term 6**

Taught using DATA website	**<u>Key learning:</u>** **Prior learning** • Experience of axles, axle holders and wheels that are fixed or free moving. • Basic understanding of electrical circuits, simple switches and components. • Experience of cutting and joining techniques with a range of materials including card, plastic and wood. • An understanding of how to strengthen and stiffen structures. **Designing** • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. **Making** • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. **Technical knowledge and understanding** • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.	**Skill Focus area: Celebrating culture and seasonality / Food technology** **<u>Key learning:</u>** **Prior learning** • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. **Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products.	**Skill Focus area: Textiles (combining different fabric shapes)** **<u>Key learning</u>** **Prior learning** • Experience of basic stitching, joining textiles and finishing techniques. • Experience of making and using simple pattern pieces. **Designing** • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computeraided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. **Making** • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. **Technical knowledge and understanding** • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.

	• Know and use technical vocabulary relevant to the project.		• Know and use relevant technical and sensory vocabulary			
	Outcome: Space buggy for a planet in the Solar System		Outcome: Cooking a selection of Greek food		Outcome: Viking Clothing (cloak or sandal)	
Art & Design ***Taught using Access Art website***	**Term 1** **Skill Focus area: Typography and Maps (drawing & sketchbooks)** **Artists:** Louise Fili, Grayson Perry, Paula Scher, Chris Kenny **Key Learning Outcomes:** • I have understood that Typography is the visual art of creating and arranging letters and words on a page to to help communicate ideas or emotions. • I have seen how other artists work with typography and have been able to share my thoughts on their work. • I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. • I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me. • I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. • I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. • I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me. • I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. • I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.		**Term 3** **Skill Focus area: Architecture dream big or small (3 dimensions)** **Artists:** Shoreditch Sketcher, Various Architects **Key Learning Outcomes:** • I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives. • I can use my sketchbook to collect, record and reflect my ideas and thoughts. • I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes. • I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief. • I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination. • I can present my work, reflect and share it with my classmates. • I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project. • I can photograph my work considering lighting, focus and composition. • I can make short films of my work giving a close-up tour of my architectural model.		**Term 5** **Skill focus area: Making monotypes (print colour collage)** **Key Learning Outcomes:** • I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work. • I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later. • I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry. • I can use my sketchbook to explore my ideas. • I can use my mark making skills to create exciting monotypes, combining the process with painting and collage. • I can share my thinking and outcomes with my classmates. I can listen to their views and respond. • I can share my response to the artwork made by my classmates. • I can photograph my work, thinking about lighting, focus and composition.	
	Outcome: Create a 2D or 3D visual map		Outcome: build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.		Outcome: Create a visual poetry zine	
Music	Charanga Unit – Livin' On a Prayer	Charanga Unit – Classroom Jazz 1	Charanga Unit – Make you feel my love	Charanga Unit – The Fresh Prince of Bel Air	Charanga Unit – Dancing In the Street	Charanga Unit – Reflect, Rewind and Replay
RE	Awareness, Mystery & Values		Awareness, Mystery & Values		Awareness, Mystery & Values	

	(Unit 3) Why do religious books and teachings matter? (Christianity & Islam) – see MTP for further details		(Unit 5) Why are some journeys and places special? (Christianity & Islam) – see MTP for further details		(Unit 6) How do we make moral choices? (Christianity & Hindu) – see MTP for further details	
	Outcome: To create a stained glass window display linked to the Bible / 5 pillars of Islam display		Outcome: Design an Islamic prayer mat		Outcome: Retelling of a story with a moral (comic strip) / animation using ipads	
PSHEC ***(Jigsaw)***	Being me in the world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
PE	• Multi-skills with Sports Coach • Dance (Space themed) • Team games	• Netball and Basketball with Sports Coach • Hockey • Kurling	• Football and Rugby with Sports Coach • Gymnastics (floor routines & apparatus)	• Gymnastics and tennis with Sports Coach • Ball games (tri golf / tennis)	• Rounders and Cricket with Sports Coach • Sports day practise / field sports	• Athletics with Sports Coach • Cricket
French	• Phonetics lesson 3 – core vocab unit • As tu un animal? (Pets) – Intermediate languge unit	• La date (the date) - Intermediate languge unit	• Quel temps fait il? (The weather) - Intermediate languge unit	• Les Jeux Olympiques (Olympics) - Intermediate languge unit	• Les Vetements (Clothing) - Intermediate languge unit	• Les Vikings (The Vikings) – Progressive language unit