

| SUBJECT | Years 5 2017 - 2018 | | | | | |
|----------------|--|---|--|---|--|--|
| | Autumn | | Spring | | Summer | |
| TOPIC | Victorian England | | Earth and Space | | Walking the Nile | |
| English | <p>Street Child - Discussion viewpoint</p> <p>Poetry Highway man</p> <p>Biography -Queen Victoria</p> | <p>Traditional Tales - alternative version Hansel and Gretel, Owl and Pussycat, Red Riding Hood, Aladdin.</p> | <p>Suspense and mystery</p> <p>Poetry - space</p> | <p>Instructions - water rockets</p> <p>Recounts - trip into space/moon landings</p> | <p>Explanation -how are rivers formed?</p> <p>Fiction from our literary heritage - Wind in the Willows</p> <p>Poetry -</p> | <p>Persuasion - advertising chocolate products</p> <p>Reports - story of chocolate</p> |
| Science | Properties/changes of materials | | <p>Earth and Space</p> <p>Forces</p> | | All Living things and their habitats (life cycles) | |
| DT | <p>Mouldable materials - Christmas models Are they motivated enough to refine and improve their product? Do they persevere through different stages of the making process?</p> | | <p>Stiff and flexible materials Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages (Moving toys - planets/space)</p> | | <p>Health and Nutrition Can they describe what they do to be both hygienic and safe? How have they presented their product well - design their own packaging</p> | |
| Art and Design | <p>Textiles Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p>Painting Portraits Can they identify and draw simple objects, and use marks and lines to produce texture?</p> | | <p>Screen printing/pattern design - space Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials?</p> <p>Space /planets - using pastels</p> | | <p>Monet and the Impressionists</p> <p>Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches? Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at</p> | |

| | | | | |
|---------------------|---|--|---|--|
| | <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> | <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> | <p>their work in books, the Internet, visits to galleries and other sources of information?</p> | |
| Year 5 Sketch books | <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p> | | | |
| ICT | <p>5.1 We are game developers Developing an interactive game</p> <p>The pupils plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive.</p> | <p>5.3 We are artists Fusing geometry and art</p> <p>The pupils use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex 'fractal' landscapes.</p> | <p>5.5 We are bloggers Sharing experiences and opinions</p> <p>In this unit, pupils create a media-rich blog, comment on blogs and respond to comments</p> | <p>5.4 We are web developers Creating a website about cyber safety</p> <p>In this unit, the pupils work together to create a website explaining e-safety and responsible online behaviour.</p> |
| Humanities | <p>History:</p> <p>Describe historical events from the different period/s they are studying/have studied.</p> <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Explain the role that Britain has had in spreading Christian values across the world.</p> <p>Begin to appreciate that how we make decisions has been through a Parliament for some time.</p> <p>Appreciate that significant events in history has helped shape the country we have today.</p> <p>Understand how crime and punishment has changed over the years.</p> | <p>Science focus:</p> <p>Identify and explain the movement of the Earth relative to the Sun.</p> <p>Explain how seasons and the associated weather is created.</p> <p>Identify and explain the movement of the Moon relative to the Earth.</p> <p>Explain the size, shape and position of the Earth, Sun and Moon.</p> <p>Explain how night and day are created and use diagrams to show this</p> <p>Explain how planets are linked to stars.</p> | | <p>Geography: Collect information about a place and use it in a report.</p> <p>Map land use. Make detailed sketches and plans; improving their accuracy later.</p> <p>Plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>Explain why many cities of the world are situated by rivers.</p> <p>Explain how a location fits into its wider geographical location; with reference to physical feature.</p> <p>Explain how the water cycle works.</p> <p>Name and locate many of the world's major rivers/mountain ranges on maps.</p> <p>History - The Egyptians</p> |

| | | | | | | |
|--------|---|---|---|--|--|--|
| | Explain what a place might be like in the future, taking account of issues impacting on human features . | | | | | |
| Music | Exploring performance | | Exploring structure | | Exploring composition | |
| | Exploring listening | | Exploring beat | | Exploring performance | |
| PE | Athletics Gymnastics-Partnerwork | Tag Rugby Activities Outdoor and Adventurous Activities | Games-Ball on Floor (Football) Dance | Games-Ball Handling (basketball) Gymnastics -Balance | Striking and Fielding (rounders) Swimming | Athletics Swimming |
| RE | Incarnation 2b.4 Was Jesus the Messiah? Core activities | People of God 2b.3 How can following God bring freedom and justice? | God 2b.1 What does it mean if God is holy and loving? | Salvation 2b.6 What did Jesus do to save human beings? | Buddhism What does it mean to be a Buddhist? Can we all be enlightened? | |
| PSHCE | Myself and My Relationships Beginning and Belonging Healthy and Safer Lifestyles Personal Safety | Citizenship Working Together Myself and My Relationships Anti-bullying | Healthy and Safer Lifestyles Safety Contexts | Healthy and Safer Lifestyles Healthy Lifestyles | Myself and My Relationships My Emotions | Healthy and Safer Lifestyles Sex and Relationships Education |
| French | The High Street Directions Adjectival word order | Questions and Answers Days of the week Times of the day Colours Christmas | Hobbies Future tense Months of the year Sports and hobbies comparisons | Food Connectives Questions and answers Shopping Cultural differences | Food Questions and answers Baking/making | Days of the week Months of the year Weather conditions Weather phrases Describe where I live |