|  |  |
| --- | --- |
| SUBJECT | **Years 5 2019-2020** |
| Autumn | Spring | Summer |
| TOPIC | **Victorian England** | **Space** | **Walking the Nile** |
| English | Street Child - Discussion viewpoint Poetry - Highway man and Victorian poemsBiography –Queen Victoria | Traditional Tales - alternative versionHansel and Gretel, Owl and Pussycat, Red Riding Hood, Aladdin.  | Suspense and mystery  Poetry - space | Instructions – water rocketsRecounts – trip into space/moon landings | Explanation –how are rivers formed?Fiction from our literary heritage - Wind in the WillowsPoetry -  | Persuasion - advertising a holiday in Egypt Reports – living things |
| Science | **Properties/changes of materials**How can they 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?They know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.Can they use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?Can they give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?How can they demonstrate that dissolving, mixing and changes of state are reversible changes? How can they 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? | **Earth and Space** Can they describe the movement of the Earth, and other planets, relative to the Sun in the solar system?How can they describe the movement of the Moon relative to the Earth How can they describe the Sun, Earth and Moon as approximately spherical bodies?How can they use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky?**Forces**How can they explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object?Can they identify the effects of air resistance, water resistance and friction, that act between moving surfaces? They can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | **All Living things and their habitats (life cycles)**What are the differences in the life cycles of a mammal, an amphibian, an insect and a bird?How can they describe the life process of reproduction in some plants and animals?How can they describe the changes as humans develop to old age? |
| **Art and Design****Design and Technology** | **North American Art**Can the children finish a drawing?Can they paint an abstract picture?Can they build a toy house?Can they use a sketchbook?Can they talk about the artist John Singer Sargent?Can they tell about the photographer Ansel Adams?Can they tell about the artist Helen Frankenthaler?Can they tell about the architect Frank Lloyd Wright?Can they tell about the artist Jean-Michel Basquiat?Can they tell about the artist Mary Cassatt?Can they make a landscape collage?**Textiles – Victorian sampler**Can they develop their own design criteria using samplers from the past as a base?Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? Can they use a range of stitches to include; running stitch, cross stitch, backstitch, appliqué and/or embroidery?Can they create an accurate template? | **The Seaside**Can the children show colours in a drawing.?Can they print?Can they weave with plastic?Can they use a sketchbook?Can they name some of Alfred Wallis’s artwork?Can they name some of Hokusai’s artwork.?Can they describe facts about Alfred Wallis’s life and work?Can they describe facts about Hokusai’s life and work?**Super Seasonal Cooking**Do they know when different fruit and vegetables are in season in the United Kingdom?Can they explain where and how a variety of ingredients are grown, reared, caught and processed?Can they generate a range of ideas for balanced seasonal recipes?Cant hey prepare ingredients hygienically and understand how to store and handle meat and fish correctly?Can they use a wide range of preparation and cooking techniques? | **Ancient Egypt** Can all the children make an observational drawing in charcoal?Can they use clay tools, roll clay and soften clay and make Egyptian style designs in clay.Can they mix and select colours?Can they paint an Egyptian mask?Can they name some of Leger’s artwork and describe facts about Leger’s life and work?Can they name some of Hockney’s work and recall some facts about Hockney’s life and work?Can they name some of Man Ray’s work and tell some facts about Man Ray’s life and work?Can they Draw details carefully?Can they make a 3D model?**Automata Animals**Can they use research to develop design criteria?Can they use their knowledge of the animal and movement made by the cam in the design of their automaton?Can they measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment?Can they work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device?Can they use peer feedback and design criteria to help guide the evaluation process? |
| Year 5 Sketch books | **Do they keep notes in their sketch books as to how they might develop their work further?****Do they use their sketch books to compare and discuss ideas with others?** |
| ICT | **5.1 We are game developers Developing an interactive game**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.  | **5.3 We are artists Fusing geometry and art**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. | 5.**5 We are bloggers Sharing experiences and opinions**In this unit, pupils create a media-rich blog, comment on blogs and respond to comments  | **5.4 We are web developers Creating a website about cyber safety**In this unit, the pupils work together to create a website explaining e-safety and responsible online behaviour. |
| Humanities | **History: Victorian Britain**Can they describe historical events from the different period/s they are studying/have studied?Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?Can they explain the role that Britain has had in spreading Christian values across the world?Can they begin to appreciate that how we make decisions has been through a Parliament for some time?Can they appreciate that significant events in history has helped shape the country we have today?Can they understand how crime and punishment has changed over the years? Can they explain what a place might be like in the future, taking account of issues impacting on human features?**Geography: Marvellous maps**Can they use an index to find a place name?Can they find the correct page in an atlas by using the index?Can they explain why maps have symbols on them?Can they recognise some map symbols on an Ordnance Survey map?Can they give co-ordinates by going across first and then up?Can they find a location from four-figure coordinates? Can they find differences between photographs of the same location?Can they find similarities between photographs of the same location?Can they find differences between maps of the same location? | **History: Space**Can they describe the different technology used for space travel and how it has developed over time?Can they explain both positive and negative effects of the Space race?Do they know some biographical details about some historically significant individuals and space rockets?Can they explain technology in greater detail showing an understanding of how they work and comparing the similarities and differences of the different types?Do they have a chronological understanding ofspace travel and the changes that occured over time and a comprehensive understanding of the contribution by significant individuals?Can they confidently debate the positive and negative effects of the space travel on different aspects of society?**Geography: European Countries**Can they describe a continent as a large landmass?Can they explain that continents are groups of countries; identify some countries in Europe? Can they use an atlas to find the names of countries?Are they able to tell you about important physical features of an area of eastern Europe?Can they tell you about the climate of an area of eastern Europe?Can they tell you about the human geography of an area of eastern Europe?Can they explain what planning is needed for a trip abroad?Can they identify the countries affected by the Chernobyl nuclear disaster? | **History: Ancient Egypt**Can they understand what was important to people during ancient Egyptian times?Can they compare the powers of different Egyptian gods? Can they find Egypt on a map?Can they raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording?**Geography: Raging Rivers**Can they explain what weathering and erosion mean?Can they describe how erosion changes rocks?Can they name some features of a coastline?Can they name some famous UK coastal features?Can they describe how erosion and deposition change the look of a coastline?Can they name an area of the UK which has been affected by coastal erosion?Can they identify how the UK’s borders have changed over time?Can they identify similarities in photographs of a landscape taken at different times?Can they describe some ways that weather can change the landscapes?Cant hey describe how physical changes have affected Earth since 1800?Can they list some physical changes to the Earth predicted to occur by 2050?Can they describe some ways that human activity changes the landscape? |
| Music | Living on a Prayer**Style:**Rock**Topic and cross curricular links:**How rock music developed from the Beatles onwards. Analysing performance | Classroom Jazz**Style:**Jazz**Topic and cross curricular links:**History of music - Jazz in its historical context | Make you feel my love**Style:**Pop Ballads**Topic and cross curricular links:**Historical context for ballads. | The Fresh Prince of Bel Air**Style:**Hip Hop**Topic and cross curricular links:**Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffitti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles. | Dancing in the Street**Style:**Motown**Topic and cross curricular links:**The history of Motown and its importance in the development of Popular music. Civil Rights. | Reflect, Rewind and replay**Style:**Western Classical Music and your choice from Year 5**Topic and cross curricular links:**Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| PE | Athletics Gymnastics-Partnerwork | Tag Rugby ActivitiesOutdoor and Adventurous Activities | Games-Ball on Floor (Football)Dance | Games-Ball Handling (basketball)Gymnastics -Balance | Striking and Fielding (rounders)Swimming | Athletics Swimming |
| RE | **God 2b.1**What does it mean if God is holy and loving? | **People of God 2b.3**How can following God bring freedom and justice? | **Incarnation 2b.4**Was Jesus the Messiah?Core activities | **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 LifestylesHealthy Lifestyles | Myself and My Relationships My Emotions  | Healthy and Safer Lifestyles Sex and Relationships Education  |
| French | The High StreetDirectionsAdjectival word order | Questions and AnswersDays of the weekTimes of the dayColoursChristmas | HobbiesFuture tenseMonths of the yearSports and hobbiescomparisons | FoodConnectivesQuestions and answersShoppingCultural differences | FoodQuestions and answersBaking/making | Days of the weekMonths of the yearWeather conditionsWeather phrasesDescribe where I live |