

Year 5	<u>P.E</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>DT</u>	<u>MFL</u>	<u>R.E</u>	<u>PSHE/British values/RSE</u>	<u>ICT</u>	<u>Science (NC Objectives)</u>	<u>Music</u>
Aut 1	<p><u>Basketball</u> To develop basic principles suitable for attacking and defending To play competitive games To use throwing and catching in isolation and in combination</p> <p><u>Swimming</u> Develop use of strokes – appropriate to level of ability</p> <p><u>Dodgeball</u> Learning the skills, knowledge and tactics needed to play dodgeball.</p>	<p><u>Saxons to Vikings</u> Investigate a period of time linked to post-invasion Britain (Anglo Saxons)</p> <p>Know about significant events and people through different periods of history Sequence several events and make comparisons between different times in the past. Compare and evaluate accounts of events from different sources and discuss reasons for different versions of events, making and justifying ideas Begin to identify primary and secondary sources and use evidence to build up a picture of a past event.</p>		<p><u>Drawing – I need space!</u> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the ‘Space race’ that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>		<p><u>My Family</u> pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in Spanish.</p>	<p><u>What does it mean to be Muslim in Britain today?</u> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the prophet Muhammad</p> <p>Be able to reflect on the significance of the Holy Qur’an to Muslims Make connections between the key functions of the mosque and the beliefs of Muslims</p>	<p><u>Families and relationships</u> Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully’s behaviour; learning to appreciate our individual positive attributes.</p> <p><u>Democracy</u> Write a short speech about ideas to improve life and take part in a fair vote. Learn more about the history of British democracy.</p>	<p><u>Systems:</u> Children will be able to identify day to day systems and identify systems on a larger scale, understanding how they work and how that links to search engines.</p>	<p><u>Forces</u> Children will: - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces -Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><u>Livin’ On A Prayer</u> Children will study the genre of Classic Rock Music</p>
Aut 2	<p><u>Basketball</u> To develop basic principles suitable for attacking and defending To play competitive games To use throwing and catching in isolation and in combination</p> <p><u>Swimming</u> Develop use of strokes – appropriate to level of ability</p> <p><u>Hockey</u> Learning the skills, knowledge and tactics needed to play dodgeball.</p>		<p><u>What is life like in the Alps?</u> Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the</p>		<p><u>What can be healthy</u> Discover the farm to fork process, understand the key welfare issues for rearing cattle.</p>	<p><u>What is the Date?</u> Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.</p>	<p><u>What do Christians believe Jesus did to save people?</u> -Outline the timeline of the ‘holy week’ of the Bible, explaining how Incarnation and Salvation fit within it. -Explain what Christians mean when they say Jesus’ death was a sacrifice using theological terms. -Make connections between the Christian belief of Jesus’ death as a sacrifice and how Christians celebrate Holy Communion. -Show how Christians put their beliefs into</p>	<p><u>Health and Wellbeing</u> Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.</p> <p><u>Individual Liberty</u> Explore ways they can support other people’s right to live in freedom and individual liberty. Explore the UN Children’s Rights</p>	<p><u>Creating Media</u> Children will have the opportunity to explore different video recording platforms and things needed to produce their own videos.</p>	<p><u>Space and Earth</u> Children will: - 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.</p>	<p><u>Classroom Jazz 1</u> Children will be focusing on two tunes, Three Note Bossa and The Five Note Swing, learning about interrelated dimensions of music through playing of instruments</p>

			children's own locality.				practice. -What is the value and impact of sacrifice in the world today and in own lives?				
Spr 1	<p>Tennis To play competitive games Use throwing and catching in isolation and in combination</p> <p>Swimming Develop use of strokes – appropriate to level of ability Build up stamina to be able to swim over a distance of at least 25m</p> <p>Gymnastics Be able to perform a variety of jumps and leaps, rolls, balances, linking them together in order to make sequences. Perform cartwheels, vault squat on and off</p> <p>Athletics To be able to develop strength, technique and control To use running and jumping in isolation and combination</p>	<p>Crime and Punishment Understand how Britain has changed and developed since settlements were created</p> <p>Identify how earlier civilisations have influenced modern day. Create a timeline of significant events and people through different periods of history.</p> <p>Compare and evaluate accounts of events from different sources and discuss reasons for different versions of events, making and justifying ideas Begin to identify primary and secondary sources and use evidence to build up a picture of a past event.</p>		<p>Painting and mixed media - Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>		<p>The weather Children will name a recognise different weather patterns.</p>	<p>For Christians what kind of king was Jesus? - Explain connections between biblical texts and the concept of the kingdom of God -Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations - Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice -Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</p>	<p>Citizenship An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.</p> <p>Individual Liberty Explore their own individual liberty to be who they want to be. Commit to growing as a person and enjoying the freedoms they are given as a person that are protected by law.</p>	<p>Programming: Selection in physical computing learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</p>	<p>Properties and their Materials Children will: -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 -Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -Demonstrate that dissolving, mixing and changes of state are reversible changes -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>Make You Feel My Love Children will study the genre of pop ballads</p>

Spr 2	<p>Tennis To play competitive games Use throwing and catching in isolation and in combination</p> <p>Swimming Develop use of strokes – appropriate to level of ability Build up stamina to be able to swim over a distance of at least 25m</p> <p>Athletics To be able to develop strength, technique and control To use running and jumping in isolation and combination</p>				<p>Stuffed toys</p> <p>Develop a knowledge of basic stitching, joining and finishing techniques, working towards more complex stitching techniques.</p>	<p>Do you have a pet?</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish.</p>	<p>Why is the Torah so important to Jewish people?</p> <p>Be able to identify and explain Jewish beliefs about God</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p>	<p>Economic Wellbeing Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace</p> <p>Rule of Law Think about why we have the 'rule of law'. Think about what school be like if we didn't have rules, consider the rules or arrangements you are glad school has decided to agree.</p>	<p>Flat-file database</p> <p>This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p>		<p>The Fresh Prince of Bel-Air</p> <p>Children will study the genre of old-school hip hop</p>
Su 1	<p>Swimming Develop use of strokes – appropriate to level of ability Build up stamina to be able to swim over a distance of at least 25m</p> <p>Tennis To play competitive games Use throwing and catching in isolation and in combination</p>		<p>Why do oceans matter?</p> <p>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>	<p>Sculpture and 3D – Interactive installation</p> <p>Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece</p>		<p>My Home</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish</p>	<p>Christians and how to live: What would Jesus do?</p> <p>-Describe Jesus' teaching on how his followers should live. -Describe some of Jesus' stories, teachings and example to show why he saw forgiveness as so important. -Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times, -Give examples of how following the example of Jesus might have on Christians and other communities</p>	<p>Safety Learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p> <p>Mutual respect and tolerance for diversity Understand how people are equal but different through exploring a poem.</p>	<p>Creating Media- Introduction to Vector graphics</p> <p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer</p>	<p>Lifecycles Children will: -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.</p>	<p>Dancing In The Street</p> <p>Children will study the genre of motown</p>

							-Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.		their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.		
Su 2	<p>Swimming Develop use of strokes – appropriate to level of ability Build up stamina to be able to swim over a distance of at least 25m</p> <p>Tennis To play competitive games Use throwing and catching in isolation and in combination</p> <p>Tri golf To know how to strike a ball with accuracy during both iron play and putting.</p>		<p>Would you like to live in a desert?</p> <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p>		<p>Pop Up Books</p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper based mechanisms</p>	<p>Habitats</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats.</p>	<p>Why do some people believe in God and some people not?</p> <p>-Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs -Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from -Give examples of reasons why people do or do not believe in God. -Make clear connections between what people believe about God and the impact of this belief on how they live -Give evidence and examples to show how Christians sometimes disagree about what God is like. -Reflect on and articulate some ways in which</p>	<p>Transition Exploring what Year 6 will be like. Discussing our worries and things we are looking forward to. We will explore the roles and responsibilities of a year 6 pupil.</p> <p>Mutual respect and tolerance for diversity Understand how people are equal but different through exploring a poem and writing their own.</p> <p>Sex Education To explore the emotional and physical changes occurring in Puberty. To understand male and female puberty changes in more detail. To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty.</p>	<p>Programming B- selection in quizzes.</p> <p>In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control</p>	<p>Reproduction in Animals and plants. Children will: -Describe the changes as humans develop to old age. - Describe the life process of reproduction in some plants and animals</p>	<p>Reflect, Rewind, Reply</p> <p>Children will study The history of music, look back and consolidate your learning, learn some of the language of music</p>

