HEYHOUSES C.E. PRIMARY SCHOOL
YEAR 5 CURRICULUM

At Heyhouses we aspire to be all that God has created us to be.

'I can do all thing through Christ who strengthens me.' Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

Contents

Overview

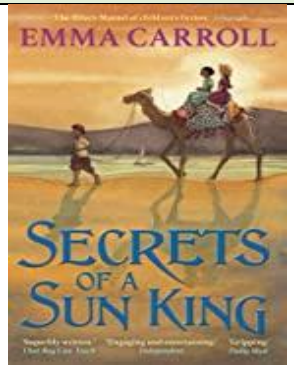
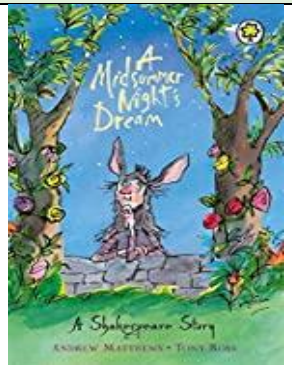
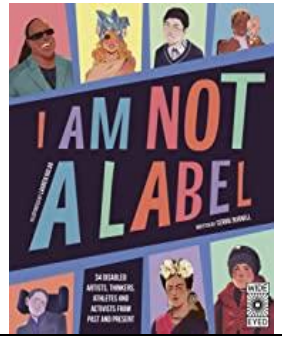
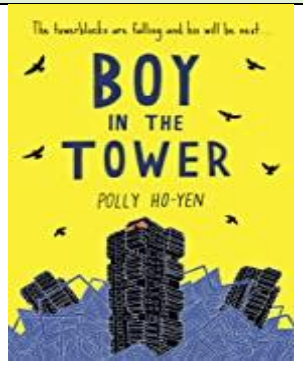
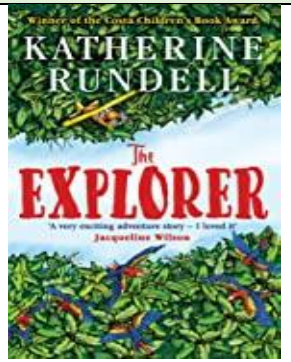
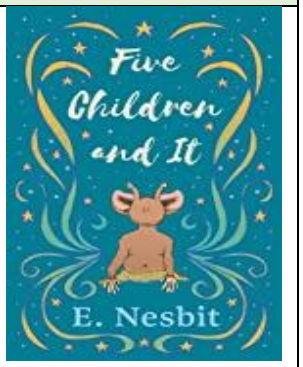
Year 5

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Earth and Space	Material Properties	Reversible and Irreversible changes	Forces and Falling Objects	Animal and Plant Life Cycles	
History		The Viking Struggle for the United Kingdom		The Tudors: Tudor England, Henry VIII and the Reformation	The Victorian Era: The Birth of St Annes, and the Mexico Disaster	
Geography	Mountain Ranges		Energy & the Environment			Mapping Skills
Design Technology		*Cooking and nutrition*: Developing a recipe		*Electrical systems*: Doodlers *Digital world*: Monitoring devices		*Structures*: Bridges *Mechanical systems*: Making a pop-up book
Art and Design	William Morris: Drawing, Printmaking Sculpture		Blooming Lovely: Painting		Yinka Shonibare: Textiles, Sculpture	
Music	Ukelele	Ukelele. Music for public performance: Nativity choir	Ukelele	Garage Band	Composition with percussion Instruments	Ukelele
MFL- Spanish	All About Me	The Way We Look	Easting Out	My World	In the Classroom	All About Me
PSHE	TEAM	Diverse Britain	Be Yourself	It's my body	Money Matters	Aiming High
Religious Education	The Bible. Sacred texts.	Christmas	Jesus	Lent. Easter.	Loss, death and Christian hope. How do people of World Faiths mark the end of life?	The Bible. Sacred texts.
Computing	Systems and searching	Video production	Flat-file databases	Selection in physical computing	Introduction to vector graphics	Systems and searching

Educational Visits / Visitors		
Autumn	**Spring**	**Summer**
		Music, Arts and Drama Festival

Reading

Each Year Group will have a suite of core texts that will form the depth study for the academic year. These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 If *by Rudyard Kipling*	 	 Daffodils *by William Wordsworth*		

Year 5

Writing Map

The writing sequence using the Increased Frequency Model

Each unit has a Block A and Block B version. *Green units* represent Block B. Block A is the first-time key concepts and text types are taught, with clear scaffolding provided to develop writing. Block B is the revisit unit allowing time for children to master the concepts previously taught and to build independence by reducing the scaffolding provided.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Third person stories set in another culture	Dialogue in narrative (first person myths and legends)	*Third person stories set in another culture*	Playscripts (Shakespeare retelling)	*Playscripts*	*Balanced argument*
Formal letters of application	Poems which explore form	*Formal letters of application*	Biography	*Dialogue in narrative (first person myths and legends)*	*Biography*
Poems that use word play	Balanced argument	Playscripts (Shakespeare retelling)	*Poems that use word play Enrichment*		*Poems which explore form Enrichment*

Year 5

Maths

Autumn	Spring	Summer
Number – number and place value within 1,000,000	Number – multiplication and division	Geometry – properties of shapes
Number – addition and subtraction	Number – fractions	Geometry – position and direction
Number – multiplication and division	Number – decimals and percentages	Number – decimals
Number – fractions	Measure – perimeter and area	Number – negative numbers
	Statistics – Graphs and tables	Measure – converting units
		Measure – volume and capacity

Science

Year 5 Science		
Autumn	**Spring**	**Summer**
• **Materials and their properties** • **Reversible and Irreversible changes**	• **Earth and Space – Light and Astronomy** • **Forces – Effects on movement**	• **Animals and Plant Life Cycles**

Y5 Earth and Space – Light and Astronomy		
Scientific knowledge and understanding		**Vocabulary** Solar system, sun, moon, spherical bodies, planets, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto dwarf planet). Movement, rotation, moon, day and night, seasons.
Revision Light and shadows. Apparent movement of sun in the sky as Earth turns.	**Year 5** • **Describe the movement of the Earth, and other planets, relative to the sun and each other in the solar system.** • **Describe the movement of the moon relative to the Earth.** • **Use idea of Earth's rotation to explain day and night. Use the Earth's movement in space to explain the apparent movement of the sun across the sky.** Scientist - Margaret Hamilton (Dorothy Vaughan), Polemy, Alhazn, Copernicus	
Scientific Enquiry		
Questioning and Research • I can ask some relevant questions about the world around us. •I can use some different types of scientific enquiry to answer questions. • I can set up some simple practical enquiries, including comparative and fair tests. • I am beginning to carry out simple research on my own. • I can make systematic and careful observations. I am beginning to help decide which variables to keep the same and which to change. • I can begin to decide when research will help in my enquiry.		**Planning and Recording** • I can begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units. I can begin to look for naturally occurring patterns and relationships and decide what data to collect ad identify them. • I can begin to see a pattern in my results. • I can begin to use notes, simple tables and standard units • I can begin to record results in tables and bar charts. • I begin to use simple tables and standard units and help to decide how to record and analyse their data. • I am beginning to collect data in a variety of ways, including labelled diagrams, pie charts and tables.

Science

Year 5

Equipment and Measurement	Communicating and Presenting	Considering Evidence and Evaluating
• I can begin to observe and measure accurately using standard units eg. mm, cm, m including time in minutes and seconds. • I can make systematic and careful observations. • I can begin to choose from a selection of equipment. • I can use a range of equipment, including thermometers and data loggers. • I can decide which equipment to use and can use new equipment e.g. data logger	• I am beginning to communicate findings using simple scientific language. • I can gather, record, and begin to classify and present data in a variety of ways to help in answering questions. • I can begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • I am beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • I am beginning to describe my observations and my findings. • I am beginning to use comparative and superlative descriptions e.g. longer / shorter than, longest / shortest. • I can begin to describe cause and effect.	• I am beginning to identify differences, similarities or changes related to simple scientific ideas and processes. • I am beginning to talk about criteria for grouping, sorting and classifying and use simple keys. • I can begin to compare and group according to behaviour or properties, based on testing. • I am beginning to talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena. I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • I am beginning to answer my questions using the results of my enquiry. • I am beginning sometimes to think of cause and effect

Y5 Forces – Effects on movement		
Scientific knowledge and understanding		**Vocabulary**
Revision Forces, friction and magnetic force. Contact and noncontact forces.	**Year 5** • **Explain that unsupported objects fall towards mechanisms including levers, pulleys and gears and 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 for a smaller force to have a greater effect.** • **There are different types of forces, (friction, air resistance, water resistance, magnetic forces, gravity) which have different effects on objects.** • **Gravity can act without direct contact between the Earth and an object.** Scientist – Galileo Galilei, Isaac Newton	Forces, friction, air resistance, water resistance, magnetic forces, gravity, levers, pulleys, gears, contact and non-contact.

Science

Year 5

Scientific Enquiry		
Questioning and Research • I can ask some relevant questions about the world around us. •I can use some different types of scientific enquiry to answer questions. • I can set up some simple practical enquiries, including comparative and fair tests. • I am beginning to carry out simple research on my own. • I can make systematic and careful observations. I am beginning to help decide which variables to keep the same and which to change. • I can begin to decide when research will help in my enquiry.	**Planning and Recording** • I can begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units. I can begin to look for naturally occurring patterns and relationships and decide what data to collect ad identify them. • I can begin to see a pattern in my results. • I can begin to use notes, simple tables and standard units • I can begin to record results in tables and bar charts. • I begin to use simple tables and standard units and help to decide how to record and analyse their data. • I am beginning to collect data in a variety of ways, including labelled diagrams, pie charts and tables.	
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Science

Year 5

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<tr><th colspan="2">Scientific knowledge and understanding</th><td rowspan="2">Vocabulary
Materials, metals, wood, plastic, properties, hardness, solubility, transparency, conductivity (electrical and thermal), magnetic, metals, wood, plastic.
Evidence, comparative tests, fair tests</td></tr>
<tr><td>Revision
Properties of different materials. Opaque, translucent and transparent.
Rocks properties and uses.
Electricity. Insulators.
Solids, liquids and gases.
Magnetic force and metals.</td><td>Year 5
• Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.
• Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials., including metals, wood, and plastic (advantages and disadvantages).</td></tr>
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Reversible and irreversible change, solid, liquid, gas, mixtures, separate, dissolve, filter, sieve, evaporate.</td></tr>
<tr><td>Revision
Solids liquids and gases.
Changing states.
Evaporation and condensation, water cycle.</td><td>Year 5
• Know that some materials will dissolve in liquid to form a solution, and to 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 and evaporation.
• Demonstrate that dissolving, mixing and changes of state are reversible changes.
• Recognise everyday situations where dissolving occurs.
Scientists - Chemists Spencer Silver, Ruth Benerito</td></tr>
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Y5 Animals and Plant Life Cycles		
Scientific knowledge and understanding		**Vocabulary**
Revision Classification Structure and function Role of flowering plants in the life cycle	**Year 5** • **As part of their life cycle, plants and animals reproduce.** • **Animals, including humans, have offspring which grow into adults.** • **In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults.** • **In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults.** • **Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.** • **Plants reproduce both sexually and asexually.** • **Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent.** • **Sexual reproduction occurs through pollination, usually involving wind or insects.** • **Gardeners may force plants to reproduce asexually by taking cuttings.** Scientists – naturalists and animal behaviourists, David Attenborough and Jane Goodall	Life cycle, mammal, amphibian, insect and bird. Life processes (Mrs Gren), Movement, Respiration, Senses, Growth, **Reproduction**, Excretion and Nutrition. Sexual and asexual reproduction. Puberty. Gestation. Comparative research.

Science

Year 5

Scientific Enquiry		
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History

Year 5 History		
In Year 5 we will learn about the Viking Struggle for the United Kingdom; Henry VIII and the impact of the Reformation; The Victorians through a study of the Victorian town of St Annes.		
National Curriculum		
The Viking Struggle for the United Kingdom • Viking raids and invasion. • Resistance by Alfred the Great and Athelstan. • Danegeld.	**The Tudors: Tudor England, Henry VIII and the Reformation** • A study of an aspect of British history which extends pupils' chronological knowledge beyond 1066. • How and where the Tudors fit into British History • Key figures and events of the Tudor era.	**Victorian St Annes and The Mexico Disaster** • A study of an aspect of history or a site dating from a period beyond 1066 that is significant • A local history study focussing on the Victorian Era **History Capital – History tour of St Annes/Trip to Lytham Hall**

The Viking Struggle for the United Kingdom.			
Prior Learning	Year 3 studied Britain's earlier pre-history along with the Romans and the Anglo-Saxons and Scots in Year 4		
Year 5 will learn:	• To know who the Vikings were, where they came from and why they came. • To know they came in longships and what they were like. • Know that they took over from the Anglo Saxons and how this happened. • Know who King Ethelred II was, what Danegeld was and how it was introduced. • Use artefacts and other sources of information to find out what life was like in Viking Times. • Know they worshipped different gods and who some of them were. • What laws and society were like in these times. • Know they explored other parts of the world and where they went.		
Future Learning	Victorian Britain in Year 5 and in Year 6 the children will learn about conflict in their World War II.		
Chronological Understanding	**Events, People and changes**	**Historical Interpretation or Enquiry**	**Communication**
• I can sequence three periods or events into correct chronological order.	• I can describe features and achievements of the earliest civilisations. • I can identify where and when these past	• I can identify significant events and people. Give some reasons for, and results of, main events or	• I can produce thoughtful structured work, making appropriate use of sources, dates and terms.

History

Year 5

• I can use dates and historical terms accurately when ordering events.	societies appeared on a timeline. • I can describe some of the main events, people and changes that happen within and across different periods I have studied.	changes within and across periods.	• I can make connections and draw some contrasts between different historical events.

Key concepts	**community & culture** (architecture, art, civilisation, religion)**, conflict & disaster** (invasion, raiding, settlement), **hierarchy & power** (government, law)**, evidence & interpretation** (primary and secondary sources), **similarity & difference** (invasion, settlement**,** artefacts), **change & continuity** (invasion, settlement, Danegeld), **exploration & invention** (longships, navigation), **cause & consequence** (invasion, settlement, laws, worship, Danegeld), **significance** (legacy)
Vocabulary	**Retrieval Vocabulary:** artefact, historian, now, past, then, today, chronology, chronological Christianity Settlers, settlement, invaders, invasion
	New Vocabulary Viking, raid, invade, Norse, Longships, manpower, stern, intimidating, Danelaw, Danegeld, Saga, runes, Odin, Frigg, longhouse, Valhalla

The Tudors: Tudor England, Henry VIII and the Reformation			
Prior Learning	Year 2 have compared the reigns of Queens Elizabeth I and Elizabeth II.		
Year 5 will learn:	• To place the Tudors on a timeline of British history. • To know the key features of Tudor houses. • Understand what life was like in Tudor Times. • To know the monarchs of the period. • To know the key events of the reign of Henry VIII, including his 6 wives and their impact. • To know what the Reformation was and its effects. •		
Future Learning	Year 5 will learn about Queen Victoria through their study of St Annes.		
Chronological Understanding	**Historical Interpretation**	**Historical Enquiry**	**Communication**

History

Year 5

• I can sequence three periods or events into correct chronological order. • I can use dates and historical terms accurately when ordering events.	• I can identify where and when these past societies appeared on a timeline. • I can describe some of the main events, people and changes that happen within and across different periods I have studied.	• I can identify significant events and people. Give some reasons for, and results of, main events or changes within and across periods.	• I can produce thoughtful structured work, making appropriate use of sources, dates and terms.

Key concepts	**community & culture** (art, economy, nation, religion, trade), **hierarchy & power** (country, democracy, government, law, monarchy), **cause & consequence** (divorce, reformation), **similarity and difference** (then and now), **evidence & interpretation** (source), **significance** (legacy)
Vocabulary	**Retrieval Vocabulary**: king, queen, past, church, Christianity, ruler, timeline
	New Vocabulary: Tudor, monarch, monarchy, reign, Catholicism, Reformation, divorce, thatch, chimneys

The Birth of St Annes, the Victorian Era and the Mexico Disaster	
Prior Learning	Year 1 have studied the Victorian time-period through their studies of Toys, Homes and Sea-side holidays and have visited the RNLI.
Year 5 will learn:	• They will know where The Victorian period fits in relation to other periods of history they have studied. • The Clifton family played an important role in the early development of the town. • Elijah Hargreaves and Thomas Fair were responsible for the initial building of the town. • William Porritt built distinctive, expensive houses near Ashton Gardens (originally St George's Gardens). • The features of a Victorian house or other building. • The history of our school. • Who Queen Victoria was and the people in her family. • What life was like for people living in St Annes during the Victorian era, contrasting the inequality between rich and poor. • What the Mexico Disaster was, when it happened and those involved. • The impact on the local area. • People who helped after the event. • Its impact on the funding of lifeboats and the instigation of street funding for the RNLI as a result. **History Capital – A walking tour of St Annes focussing on the Victorian history of the town (combined with a geographical focus).**

History

Year 5

Future Learning	To continue at High School.		
Chronological Understanding	**Events, People and changes**	**Historical Interpretation or Enquiry**	**Communication**
• Show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms.	• Ask and answer historically valid questions and begin to give reasons for, and results of events and changes. • I can examine and explain the reasons for, and results of, events and changes. • I can use the terms cause and consequence accurately.	• Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Make simple inferences from sources and support my ideas. • I can ask historically valid questions and begin to analyse why there are different historical interpretations of events and people.	• Ask and respond to historical questions, using sources effectively. • Produce structured work that makes connections and contrasts. • Choose relevant ways to convey historical findings. • Debate basic historical issues with confidence. • I can select, organise and deploy relevant historical sources to produce detailed structured written work and analyses.
Key concepts	**community & culture** (architecture, settlement, transportation, local organisation, accepted behaviours), **conflict & disaster** (safety at sea), **cause & consequence** (transportation, development, progress, education, disaster, social conscience, social change), **change & continuity** (development, natural landscape, Industrial Revolution, RNLI, safety), **evidence & interpretation** (local knowledge, source), **significance** (legacy, social change)		
Vocabulary	**Retrieval Vocabulary:** Architecture, artefact, dwellings, features, local community, now, past, then, today, pauper, St. Annes, Lytham, Monarch, leisure, chronology, chronological		
	New Vocabulary: Domesday Book, blacksmith, tailor, Industrial Revolution, mills, bay and sash windows, Flemish bond brickwork, finials, chimneys, inequality		

Year 5

Geography

Year 5			
Term:	**Autumn**	**Spring**	**Summer**
Topic:	Mapping skills	Mountain Ranges	Energy & the Environment
Key Knowledge:	• Knows the location of UK cities, beyond the capitals and their identifying human and physical characteristics. • Knows and can name significant human characteristics and physical features of UK, including the statues of the Angel of the North, Bridges (including Clifton suspension bridge), Forest of Dean and mountains (including Ben Nevis). • Knows the location of countries in Europe (Lyon and Kiev) and North and South America identifying human and physical characteristics (Stavanger, Norway on the coast of the North Sea). • Knows how to find information in an atlas, using the index and simple coordinates. • Knows how to use a key for more complex geographical features on a ordnance survey map (place of worship, parking, gold force, nature reserve, cycle trail, train station, campsite, footpath, motorway, main road). • Knows how to use 4 and 6 figure grid references on a map. • Knows the advantages and disadvantages of digital navigation comparative to use of compass and maps. • Knows and can use the terms; lines of longitude/latitude, including the Tropic of Cancer, Topic of Capricorn, as well as previously learnt terms (Equator and Prime Meridian) and can use these to support explanation of geographical locations, including continents. • Develops knowledge and understanding of worldwide time zones and understands that these are caused by the earth's rotation on its axis.	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges. • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of mountain ranges. • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) in the context of hills and mountain ranges. • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains. • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of mountain tourism.	• To explain what settlers need and identify important features of a settlement site. • To explain how electricity is generated and distributed. • To explain where electricity is generated in the UK. • To explain renewable sources of electricity. • To explain where our food comes from. • To use digital maps to calculate food miles. • To understand the importance of conserving food, water and energy supplies. • To understand that access to natural resources varies in different countries.
Cross Curricular Links	• Maths: Time zones and calculating time differences and recording data in tables.		

Geography

Year 5

	● Science: Understanding the reasons for night and day and worldwide time differences.		
Key Skills:	● Locate and name key lines of latitude and longitude on a map. ● Use the eight points of a compass to build knowledge of the UK and the wider world on a map. * * ● Use four and six figure grid references to build knowledge of the UK and wider world. ● Use atlas to locate places using latitude and longitude references. * * ● To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Develop an understanding of the concept of different time zones through interpretation of time zone maps. ● Use an atlas and a time zone map to identify the time in certain cities in relation to the UK.	● To use atlases to identify where mountain ranges are and predict what their climate will be. ● To give the location of places of geographical interest (including those represented by maps with symbols) using four and six-figure grid references.	● To use an atlas to locate a given place. ● To find a place on a blank map by comparing it to an atlas. ● To label a map using a key.

KS2 Knowledge End Points:

Locational Knowledge

● Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

● Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

● Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

● Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical geography

● Can describe and understands key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

● Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Year 5

Geography

KS2 Skills End Points: Geographical Skills and Fieldwork:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Year 5

Design Technology

Year 5 Design Technology				
Mechanisms/ Mechanical Systems	**Cooking and nutrition**	**Structures**	**Digital world**	**Electrical systems**
Pop-up book	Developing a recipe	Bridges	Monitoring devices	Doodlers

Structures: Bridges			
	Design	**Make**	**Evaluate**
Skills	• Designing a stable structure that is able to support weight. • Creating a frame structure with a focus on triangulation.	• Making a range of different shaped beam bridges. • Using triangles to create truss bridges that span a given distance and support a load. • Building a wooden bridge structure. • Independently measuring and marking wood accurately. • Selecting appropriate tools and equipment for particular tasks. • Using the correct techniques to saws safely. • Identifying where a structure needs reinforcement and using card corners for support. • Explaining why selecting appropriating materials is an important part of the design process. • Understanding basic wood functional properties.	• Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary. • Suggesting points for improvements for own bridges and those designed by others.
Knowledge	**Technical**		**Additional**
	• To understand some different ways to reinforce structures. • To understand how triangles can be used to reinforce bridges. • To know that properties are words that describe the form and function of materials. • To understand why material selection is important based on properties. • To understand the material (functional and aesthetic) properties of wood.		• To understand the difference between arch, beam, truss and suspension bridges. • To understand how to carry and use a saw safely.

Year 5

Geography

Mechanisms/Mechanical Systems: Pop-up book		
	Design	**Make**
Skills	• Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book.	• Following a design brief to make a pop-up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.
	Technical	**Additional**
Knowledge	• To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms.	• To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.

Electrical Systems: Doodlers			
	Design	**Make**	**Evaluate**
Skills	• Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user.	• Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria.	• Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product.
	Technical		**Additional**
Knowledge	• To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function.		• To know that product analysis is critiquing the strengths and weaknesses of a product. • To know that 'configuration' means how the parts of a product are arranged.

Year 5

Geography

Cooking and nutrition: Developing a recipe			
	Design	**Make**	**Evaluate**
Skills	• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients.	• Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step-by-step method carefully to make a recipe.	• Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups
Knowledge	**Technical**		
	• To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To know that coloured chopping boards can prevent cross-contamination. • To know that nutritional information is found on food packaging.		

Digital world: Monitoring devices			
	Design	**Make**	**Evaluate**
Skills	• Researching (books, internet) for a particular (user's) animal's needs. • Developing design criteria based on research. • Generating multiple housing ideas using building bricks. • Understanding what a virtual model is and the pros and cons of traditional and CAD modelling. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD.	• Understanding the functional and aesthetic properties of plastics. • Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range.	• Stating an event or fact from the last 100 years of plastic history. • Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices. • Explaining key functions in my program (audible alert, visuals). • Explaining how my product would be useful for an animal carer including programmed features.
Knowledge	**Technical**	**Additional**	
	• To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record. • To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose. • To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.	• To understand key developments in thermometer history. • To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future. • To know the 6Rs of sustainability. • To understand what a virtual model is and the pros and cons of traditional vs CAD modelling.	

Year 5

Art and Design

Year 5			
Term:	**Autumn**	**Spring**	**Summer**
Topic:	**Yinka Shonibare**	**Blooming Lovely**	**William Morris**
Theoretical Knowledge	**Children will know:** • Children will know about the lives, style and works of art of significant artists, architects, and designers, including **Yinka Shonibare.**	**Children will know:** • Children will know how to use a viewfinder to gain a variety of viewpoints. • Children will know an extended knowledge of colour theory; tones (tints, and shades). • Children will know an extended knowledge of colour theory; complementary and contrasting colours. • Children will know about the lives, style and works of art of significant artists, architects, and designers including **Georgia O'Keefe** • Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.	**Children will know:** • Children will know about the lives, style and works of art of significant artists, architects, and designers including **William Morris** • Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.
Technical Knowledge	*Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)* **Children will be able to:** • Plan and design sculptures from observation or imagination using sketchbook ideas. • Use their sketchbook to detail their personal journey as an artist.	*Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)* **Children will be able to:** • Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork. • Use their sketchbook to detail their personal journey as an artist. • Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone.	*Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)* **Children will be able to:** • Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork. • Use their sketchbook to detail their personal journey as an artist. • Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone.

Art and Design

	• Use a range of tools to shape, cut and add detail to sculpture materials. • Use printing on textiles to create different textural effects. • Embellish textiles using a range of different techniques and materials.	• Explore ways in which surface detail and the effect of light can be added to drawings through applying different patterns and textures. • Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create palettes of colour building on their knowledge of colour theory. • Develop an awareness of composition, scale, and proportion in their paintings. • Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures. • Use a range of media to create collages and other mixed media forms.	• Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create more complex printing blocks using a range of techniques. • Create different printing effects by repeating and overlapping patterns, rotation, and the use of colour overlays. • Use printing on textiles to create different textural effects. Plan and design sculptures from observation or imagination using sketchbook ideas. • Use a range of tools to shape, cut and add detail to sculpture materials. • Develop skills in using clay through making slab pots and relief tiles.
Conceptual Knowledge	**Children will understand the creative process through:** • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Practising techniques, making mistakes, and evaluating their own work and the work	**Children will understand the creative process through:** • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey.	**Children will understand the creative process through:** • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Commenting on artworks with a fluent grasp of visual language.

Art and Design

	of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas.	• Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language.	

Music

Year 5

Y5	**Developing as a musician**	Harvest Songs. Preparing Harvest hymns for Church Service integrated with Years 3,4,6. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6 Ukelele. Learning to play chords on a stringed instrument. Relating vocal pitch to a musical instrument. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	Y2 Nativity Choir. Singing solos, in small ensembles and large groups, integrated with Year 2. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6 Learning traditional Christmas Carols integrated with Years 4,5,6 for Junior Carol Service. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6	Ukelele. Pick out simple tunes and developing aural skills related to other units in the curriculum. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	Garage Band. Learning to use a simple computer programme to create music. Pupils continue to develop their understanding of pulse, rhythm and pitch applied to a computer music programme. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	MAD Festival movement to music, music appreciation, dance and drama activities through music. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6 Composition with percussion Instruments. Pupils use percussion instruments to compose original short film scores alongside a given black and white film clip, utilising their understanding of pulse, pitch, rhythm, timbre and dynamics. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5	Learning Songs for Charter Assembly. Preparing and learning songs for final Year 5 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6 Music History: Mozart, Symphony. Pupils study the biography of Mozart. Pupils learn about instruments in the symphony orchestra through the first movement of a classical symphonic work. NC1.3, NC1.5, NC1.6

	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 5	On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures. NC2.1	Perform pieces which use offbeat and dotted rhythms and single quaver rests. NC2.1	Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated. NC2.1/ NC2.2/ NC2.3/ NC2.4	Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms. NC2.2/ NC2.5/ NC2.6	Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms. NC2.2/ NC2.5/ NC2.6	Perform 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms. NC2.1	Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts. NC2.1

Year 5

Modern Foreign Languages - Spanish

Year 5					
	Topic	**Listening and Speaking/Oracy**	**Reading and Writing/Literacy**	**Stories, Songs, Poems and Rhymes**	**Grammar**
Autumn 1	All About Me	• Children can listen attentively to spoken language and show understanding by joining in and responding. • Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Children speak in sentences, using familiar vocabulary, phrases and basic language structures. • Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. • Children present ideas and information orally to a range of audiences. • Children describe people, places, things and actions orally.	• Children read carefully and show understanding of words, phrases and simple writing. • Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. • Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Children describe people, places, things and actions in writing.	• Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Children appreciate stories, songs, poems and rhymes in the language.	• Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Autumn 2	The Way We Look				
Spring 1	Easting Out				
Spring 2	My World				
Summer 1	In the Classroom				
Summer 2	Our Past				

Year 5

Personal, Social, Health and Relationships Education

YEAR 5 PSHE and Citizenship (incl. RSE) Medium Term Plan				Health and Wellbeing	Living in the Wider World	Relationships
Term	**Area of the Curriculum**	**Topic/ Unit**	**Lessons**	**About this Unit**		
Autumn 1	Relationships	TEAM	1.Together Everyone Achieves More 2.Communicate 3.Compromise and Collaborate 4.Care 5.Unkind Behaviour 6.Shared Responsibilities	This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lesson addresses collaborative learning and teaches children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.		
Autumn 2	Living in The Wider World	Diverse Britain	1.Identities 2.Communities 3.Respoecting The Law 4.Local Government 5.National Government 6.Making A Difference	This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.		
Spring 1	Relationships	Be Yourself	1.You Are Unique 2.Let It Out! 3.Uncomfortable Feelings 4.The Confidence Trick 5.Do The Right Thing 6.Making Amends	This unit aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. The children will focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. It will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.		

Year 5

Personal, Social, Health and Relationships Education

Spring 2	Health and Wellbeing	It's My Body	1.Your Body Is Your Own 2.Sleep Well, Be Well 3.Taking Care Of Our Changing Bodies 4.Harmful Substances 5.How We Think And Feel About Our Bodies 6.Healthy Choices 7. All About Periods (Girls)	Children will learn how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep and keeping clean, especially as their bodies change during puberty. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have and learn about the support that is available to them. Girls will also have a lesson on menstruation.
Summer 1	Living in The Wider World	Money Matters	1.Look After It! 2.Critical Consumers 3.Value For Money and Ethical Spending 4.Budgeting 5.Borrowing And Saving 6.Money In The Wider World	This unit aims to encourage children to think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. They will also explore what ethical spending means and consider how to identify the impact of our spending choices on the environment around us. Having learnt about ways we can spend money, children will also learn about budgeting and discuss how to prioritise our spending. Children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax and by ethical choices.
Summer 2	Living in The Wider World	Aiming High	1.You Can Achieve Anything! 2.Breaking Down Barriers 3.Future Focus 4.Equal Opportunities 5.Inniovation and Enterprise 6.Onwards and Upwards	The children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to so these jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.

Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	5.1 The Bible: How and Why do Christians read the Bible? Why are sacred texts so important to people of faith?	5.1 continued 5.7 Christmas: How is Christmas celebrated around the world?	5.3 Jesus: Why do Christians believe Jesus was a great teacher?	S8 Lent: Why is Lent a special season in the church calendar? 5.4 Easter: Why do Christians believe that Easter is a celebration of Victory?	5.4 continued 5.6 Loss, death and Christian hope: Is death an ending or a beginning? How do people of World Faiths mark the end of life?	5.5 Old Testament women: Did she make the right choice? Jewish festival of Purim

Computing

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 5	**Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet.	**Video production** Planning, capturing, and editing video to produce a short film.	**Selection in physical computing** Exploring conditions and selection using a programmable microcontroller.	**Flat-file databases** Using a database to order data and create charts to answer questions.	**Introduction to vector graphics** Creating images in a drawing program by using layers and groups of objects.	**Selection in quizzes** Exploring selection in programming to design and code an interactive quiz.