



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.' Philipians 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 —

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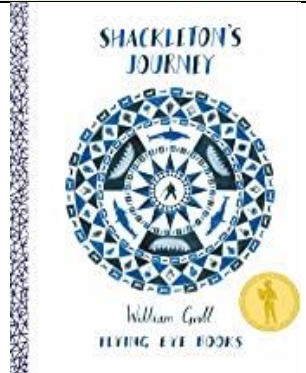
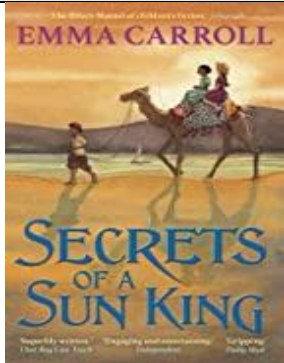
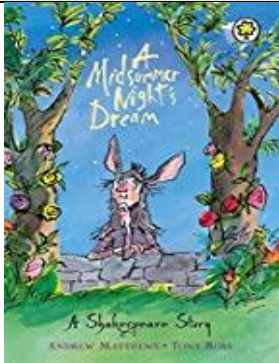
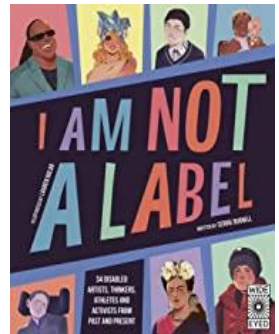
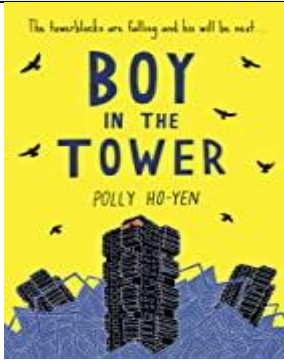
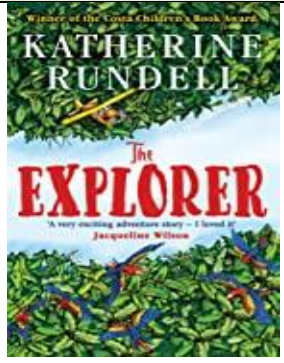
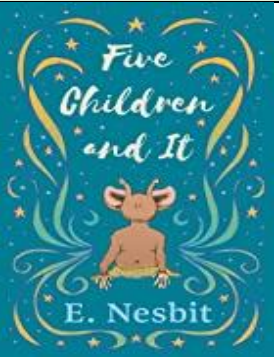
Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Properties and changes of materials Animals, including humans		Forces (Gravity and Galileo) Earth in space		Living things and their habitats Forces continued	
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		Street Food Fiesta		Fashion Waistcoat		Robo Wars (Crumble)
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	Eating 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	Diwali	Easter	Loss, death and Christian hope. How do people of World Faiths mark the end of life?	Jesus
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
The Grand Theatre – Rooftoppers Little Lifesavers / Police / Fire Service		Music, Arts and Drama Festival Tatton Park

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		



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)	<i>Third person stories set in another culture</i>	Playscripts (Shakespeare retelling)	<i>Playscripts</i>	<i>Balanced argument</i>
Formal letters of application	Poems which explore form	<i>Formal letters of application</i>	Biography	<i>Dialogue in narrative (first person myths and legends)</i>	<i>Biography</i>
Poems that use word play	Balanced argument	Playscripts (Shakespeare retelling)	<i>Poems that use word play Enrichment</i>		<i>Poems which explore form Enrichment</i>



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



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	
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 Properties and changes of materials  INTRODUCE Y5 Properties and changes of materials CUSP	Chemistry* the study of the composition, behaviour properties of matter	Y1 Everyday materials Y2 Uses of everyday materials Y3 Rocks Y3 Light Y4 States of matter	Properties, mixtures and solutions What properties do materials have? How do we use them? What is a mixture? What is a solution? (Solubility) Separation of materials How can we separate materials from a mixture? (Sieving and filtration) How can we separate materials from a solution? (Evaporation) Reversible and irreversible change What changes are reversible? What changes are irreversible?	property particle separate combine recover comparative	atom molecule chemical (changes) physical (changes) reversible reaction

Science



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 Animals, including humans I  INTRODUCE Y5 Animals, including humans Identify the changes as humans develop to old age CLIPPA	Biology I The study of living things Lifespan and life cycle Change and growth	Y1 Animals, including humans Y2 Animals, including humans Y3 Animals, including humans Y4 Animals, including humans	Life What is the human timeline? Growth How do we change into adults? Compare How do human and animal lifespans compare?	development diverse unique generation mature equipped	adolescence puberty gestation embryo foetus womb

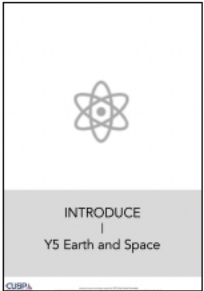
Science



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 Forces  INTRODUCE Y5 Forces CUSP%	Physics Matter Forces and motion Sound, light and waves Electricity and magnetism Earth in Space	Y3 Forces and magnetism Y3 Light Y4 States of matter Y4 Electricity Y4 Sound	Non-contact and contact forces Remember gravity. When is friction helpful and when is it not? Resistance What is the effect of air resistance? Air resistance investigation Inspirational scientist Who was Galileo Galilei? Resistance What's the effect of water resistance? Levers, pulleys and gears How do levers help us? How do pulleys and gears help us?	opposite reaction advantage displace weight mass	pulley gear pivot fulcrum lever upthrust

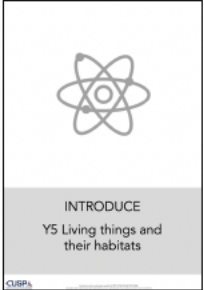
Science



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 Earth and Space 	Physics Matter Forces and motion Sound, light and waves Electricity and magnetism Earth in Space	Y3 Forces and magnetism Y3 Light Y4 States of matter Y4 Electricity Y4 Sound Y5 Forces	Position, relationship / movement of planets / spherical bodies. What are the planets in our solar system? (Planet comparison) How does the view of the Moon change in a solar month? (Moon phases, moon diaries) The effect of the Earth's rotation, tilt and orbit has on day, night and seasons. Why does the rotation of the Earth result in day and night? Why is the Earth's tilt (axis) responsible for the seasons?	luminous phenomenon attraction approximately relative apparent	orbit axis crescent gravitational waxing waning

Science



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 Living things and their habitats 	Biology The study of living things, including Structure Order Life cycles Reproduction	Y1 Plants Y2 Plants Y3 Plants Y3 Living things and their habitats Year 4 Living things and their habitats	Mrs GREN – Recap of life processes <u>Life Cycles</u> What's the difference between a mammal and amphibian? What's the difference between an insect and a bird? What is similar and what is different between the life cycle of a mammal, amphibian, insect and bird? <u>Inspirational scientists</u> Who was Maria Merion and what did she do? <u>Reproduction</u> How do living things reproduce? Plants and animals – what's the life process of reproduction.	deduce process re-form transform adolescence contrast	embryo sexual metamorphosis incubate biochemical fertilisation



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 use dates and historical terms	- 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 changes within and across periods.	- I can produce thoughtful structured work, making appropriate use of sources, dates and terms. - I can make connections and draw some contrasts between different historical events.

History



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.		
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



- 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



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		

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. • Science: Understanding the reasons for night and day and worldwide time differences.		

Geography



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: <u>Locational Knowledge</u> • 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). <u>Place Knowledge</u> • 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. <u>Human and Physical geography</u> • 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. KS2 Skills End Points: <u>Geographical Skills and Fieldwork:</u> • Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			

Geography



- 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.

Design Technology



Year 5 Design Technology		
Cooking and nutrition	Materials/Textiles	Program Systems
Street Food Fiesta	Fashion Waistcoat	Robo Wars (Crumble)

Street Food Fiesta	
Substantive & Technical Knowledge	Practical Knowledge (Skills)
Children will know: - Different types of drawing can be used to help with designing and communicating ideas about a product. - Surveys, interviews and questionnaires are used to find out the needs and wants of clients. - Step-by-step action plans should be created and followed when making complex products. - A range of different finishing techniques and choose ones that are suitable to create a quality product. - To continually reflect on and evaluate their work throughout the stages of designing and making. - As part of the evaluation process, the designer can consider the cost (time and money) of making the finished product. - That evaluating the whole project is an important part of design technology. - About a range of inspirational designs and designers throughout history and use this knowledge to support their own work as designers. Cooking and Nutrition - The importance of correct storage and handling of ingredients using knowledge of micro-organisms to promote hygiene and prevent cross-contamination. - Processed food is food that has undergone multiple changes in a food factory. - People have different food diets for health, religious, cultural, and personal reasons. - Some people are intolerant and/or allergic to certain food substances and that precautions are needed to keep them safe.	Children will know how to: - Carry out different surveys and questionnaires for research and to help with the design process. - Write step by step instructions and recipes to make a product they have designed. - List the materials and tools that will be needed to make a product they have designed. - Work responsibly using guidelines to ensure they keep themselves and others safe. - Write an action plan for the making process including lists of tools, equipment and materials needed. - Accurately assemble, join and combine materials and components to ensure a quality finish to a product. - Apply a range of decorative and finishing techniques following the product design. - Identify strengths and areas for development in their own ideas and products. - List ways of improving a product considering the views of others and intended users. Cooking and Nutrition - Follow a recipe accurately. - Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. - Demonstrate a range of baking and cooking techniques. - Create and refine recipes, including ingredients, methods, cooking times and temperatures. - Choose and adapt recipes for dietary reasons. Food Preparation Skills - Cut higher resistance foods using the claw grip or the bridge grip - Use different weighing scales with increasing accuracy. - Use a measuring jug independently and accurately. - Cook using a range of different methods.

Design Technology



Fashion Waistcoat

Substantive & Technical Knowledge

Pupils should know:

- Creating a prototype of a design is useful for checking ideas and seeing how well they work.
- Different types of drawing can be used to help with designing and communicating ideas about a product.
- How labels and annotated drawings can be used to explain and communicate how a product is made and how it will work.
- Choosing materials, tools and equipment is dependent upon the skills and techniques to be used.
- Step-by-step action plans should be created and followed when making complex products.
- A range of different finishing techniques and choose ones that are suitable to create a quality product.
- To continually reflect on and evaluate their work throughout the stages of designing and making.
- That evaluating the whole project is an important part of design technology.
- About a range of inspirational designs and designers throughout history and use this knowledge to support their own work as designers.

Materials

- The different properties of materials and how they are considered when designing and making a product.

Textiles

- Blanket stitch is used to strengthen edges and when joining to fabrics.
- The importance of using a template (pattern) to accurately mark out a design on a fabric.

Practical Knowledge (Skills)

Pupils should know how to:

- List the materials and tools that will be needed to make a product they have designed.
- Drawing Skills
- Communicate their ideas using cross-sectional drawings and cut-away drawings.
 - Use computer-aided design software to develop and communicate their ideas.
 - Work responsibly using guidelines to ensure they keep themselves and others safe.
 - Write an action plan for the making process including lists of tools, equipment and materials needed.
 - Accurately assemble, join and combine materials and components to ensure a quality finish to a product.
 - Apply a range of decorative and finishing techniques following the product design.
 - List ways of improving a product considering the views of others and intended users.

Materials

- Measure and cut materials with precision and refine the finish with appropriate tools.

Textiles

- Join textiles with a combination of stitching techniques (such as blanket stitch, back stitch for seams and running stitch to attach decoration).
- Create products by joining several fabric pieces that employ a seam allowance.
- Use the qualities of materials to create suitable visual and tactile effects in the decoration of masks and textile products.



Design Technology

Robo Wars (Crumble)	
Substantive & Technical Knowledge	Practical Knowledge (Skills)
Pupils should know: Designing - That creating a prototype of a design is useful for checking ideas and seeing how well they work. - That different types of drawing can be used to help with designing and communicating ideas about a product that is being planned. - How labels and annotated drawings can be used to explain and communicate how their product will be made and how it will work. Making - To choose materials, tools and equipment that are dependent upon the skills and techniques to be used. - A range of different finishing techniques and choose ones that are suitable to create a quality product. Evaluation - To continually reflect on and evaluate their work throughout the stages of design, make and evaluate. - About a range of inspirational designs and designers throughout history and use this knowledge to support their own work as designers. Structures - The different properties of some common materials and how these properties are used when designing and making structures. - How to make frame structures that can support mechanical systems within a product. - Ways of reinforcing structures, including using triangulation techniques. Mechanical Systems - That there are a range of different mechanical systems that are used to produce rotational movement and the ways in which the speed and direction of movement can be altered. Electrical and Program Systems - How a motor can be incorporated into a product to create movement. - That program systems have an input and an output. - That microcontrollers are small computer processors that turn inputs into outputs and are controlled through computer code.	Pupils should know how to: Designing - List the materials and tools that will be needed to make a product they have designed. Drawing Skills - Communicate their ideas using cross-sectional drawings and cut-away drawings. Making - Work responsibly using guidelines to ensure they keep themselves and others safe. - How to accurately assemble, join and combine materials and components to ensure a quality finish to a product. - Apply a range of decorative and finishing techniques following the product design. Evaluation - List ways of improving a product considering the views of others and intended users. - Evaluate a product against specific design specifications. Materials & Structures - Cut materials with precision and refine the finish with appropriate tools. - Consider the different properties of materials, when choosing appropriate tools. - Apply a range of practical skills and techniques to create stable frame structures. Mechanical Systems - Combine a structure with a mechanism to create a product with motion/movement. Electrical and Program Systems - Write procedures and/or computer code to control and monitor models or products. - Make a product that includes an interface that allows the user to control and monitor the device including lights, sounds and motion. - Create a product with a mechanical system that can operate at varying speeds and with changes in direction.

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	<i>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)</i> 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.	<i>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)</i> 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.	<i>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)</i> 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.	
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Music



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
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	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



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 read carefully and show understanding of words, phrases and simple writing.	Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	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	Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	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 appreciate stories, songs, poems and rhymes in the language.	
Spring 1	Eating Out	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 reading aloud familiar words and phrases.		
Spring 2	My World	Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.	Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.		
Summer 1	In the Classroom	Children present ideas and information orally to a range of audiences.	Children describe people, places, things and actions orally.		
Summer 2	Our Past	Children describe people, places, things and actions orally.	Children describe people, places, things and actions in writing.		



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.Respecting 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.			



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. Innovation 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 do 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.