



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 5</b>						
<b>Topic Title</b>	<b><i>'All around the World'</i></b>	<b><i>'Fog on the Tyne'</i></b>	<b><i>'River Deep Mountain Hlgh'</i></b>	<b><i>'Oh Maya Gods!'</i></b>	<b><i>'A Step Back in Time'</i></b>	<b><i>'Hold Back the River'</i></b>
<b>Reading</b>	<p><i>Hidden Figures - Margot Lee Shetterly</i></p> <p><i>Counting on Katherine - Helaine Becker</i></p> <p><i>Cosmic- Frank Cottrell-Boyce</i></p>	<p><i>Hansel and Gretel - Neil Gaiman</i></p> <p><i>Sleeper and Spindle- Neil Gaiman</i></p>	<p><i>Rumaysa - Radiya Hafiza</i></p>	<p><i>Oh Maya Gods -Maz Evans</i></p>	<p><i>Kensukes's Kingdom - Michael Morpurgo</i></p> <p><i>The Boy at the Back of the Class- Onjali Q. Raúf</i></p>	<p><i>Wonder - R. J. Palacio</i></p>
<b>Writing</b>	<p>The place and value of punctuation and grammar</p> <p>Writing a non-chronological report about a planet- <b>Non-Fiction</b></p>	<p>Writing a recount letter of Hansel's last days- <b>Non-fiction</b></p> <p>Writing a setting description for a dark fairytale- <b>Fiction</b></p>	<p>Writing characterising speech perspectives - <b>Fiction</b></p> <p>Writing a recount-diary entry- <b>Non-fiction</b></p>	<p>Writing a setting description for Lost Jungle city- <b>Fiction</b></p> <p>Writing a persuasive advert to visit Mexico - <b>Non-fiction</b></p>	<p>Writing a narrative based on the music video 'Titanium' - <b>Fiction</b></p> <p>Writing a newspaper report: Michael - back from the dead? <b>Non-fiction</b></p> <p>Writing Instructions - how to care for a creature (Pandora) <b>Non-Fiction</b></p>	<p>Writing a letter to a Y4 pupil- <b>Non-fiction</b></p> <p>Writing a memorial speech - <b>Fiction</b></p>



<p><b><u>Maths</u></b></p>	<p>Place Value Addition and Subtraction</p>	<p>Multiplication and Division A Fractions A</p>	<p>Multiplication and Division B Fractions B</p>	<p>Decimals and Percentages Perimeter and Area Statistics</p>	<p>Shape Position and Direction Decimals</p>	<p>Negative Numbers Converting Units Measurement: Volume</p>
<p><b><u>Science</u></b></p>	<p>Earth and Space  <i>Describe the movement of the Earth, sun and moon and how these effects are observed from Earth.</i></p>	<p>Forces  <i>Developing knowledge of different forces and their effects</i></p>	<p>Properties of materials  <i>What are solids, liquids and gases and what are their properties? What are the properties of different materials and how do we use these properties in everyday life?</i></p>		<p>Living things and their habitats Animals including humans-life cycles  <i>Comparing the life-cycles of plants, amphibians, mammals (including humans), insects and birds</i></p>	
<p><b><u>Humanities</u></b></p>	<p>Locational Geography (geography)  <i>Developing knowledge of the world, global regions and features, continents and countries.</i></p>	<p>Local History - The Tyne (history)  <i>How has the river Tyne Impacted the development of our region and how does it chart industrial development across the UK?</i></p>	<p>Rivers and physical geography of Europe-The Danube (geography)  <i>How are rivers created and how do they change along their course?</i></p>	<p>The Maya (history)  <i>How did the Maya of Central America live and how did their lifestyle differ from ours?</i></p>	<p>Modern British History leisure and entertainment (history)  <i>How has the holiday industry developed since the 20th century?</i></p>	<p>Local geography fieldwork investigation (geography)  <i>How are flood defences impacting wildlife? Fieldwork project to find out the local and national impact of flood defences.</i></p>
<p><b><u>Art</u></b></p>	<p>Colour, form, tone and texture.  <i>Artist: Georgia O'Keeffe The colour wheel, observational drawing and making fruit wrapping paper inspired by Georgia O'Keefe</i></p>		<p>The Maya Clay project  <i>Clay skills, manipulation, rolling, carving and glazing. Making Clay tiles</i></p>		<p>Drawings from the seaside  <i>Artist Joanne Wishart Observational drawing and mixed media collage inspired by the work of Joanne Wishart</i></p>	



<p><b>Technology</b></p>	<p>Local foods from the North East</p> <p><i>Taste testing traditional foods from the North East. Design and make a recipe inspired by traditional North East foods</i></p>		<p>Textiles</p> <p>Creating textile pieces inspired by the Danube.</p> <p><i>Sewing skills, threading a needle, tying a knot, finding off, cutting skills using felt and threads to create colour and texture.</i></p>		<p>Gardening</p> <p><i>Planting seeds and growing vegetables. Designing recipes and cooking with the vegetables and fruit grown</i></p>	
<p><b>Music</b></p>	<p>Journey into space -</p> <p><i>Elements of music, tempo, tone, dynamics focussing on Holst's 'The Planets'. Recording music and composing music and orchestra organisation.</i></p>	<p>Great British music heritage -</p> <p><i>History and origins of folk music from around the UK. Singing folk songs, Christmas music and performing traditional ceilidh dances.</i></p>	<p>Water music-</p> <p><i>Musical texture, creating melodies using a pentatonic scale on instruments such as the glockenspiel. Performing duets, harmonies and rounds.</i></p>	<p>The Music of Ancient Mexico-</p> <p><i>Compose and perform rhythms inspired by Aztec music. Use a range of percussion instruments and drums to create cyclic rhythms. Develop understanding of beats and bars to work as a team.</i></p>	<p>20th Century music-</p> <p><i>Appreciate high quality live and recorded music from the 20th century, develop understanding of the history of music. Perform in solo and ensemble contexts using singing and a range of instruments.</i></p>	<p>Lion King</p> <p><i>An introduction to musical theatre. Develop stage craft, voice projection and facial expression to perform scenes from the Lion King. Sing with expression and confidence and move to music while maintaining a rhythm.</i></p>
<p><b>PE</b></p> <p>(One year 5 class will swim each half term)</p>	<p>Swimming-stroke technique and personal survival</p> <p>Multi-skills - ABC of movement</p> <p>Games- invasion apply attack/defend principles- BASIC SKILLS</p>	<p>Swimming-stroke technique and personal survival</p> <p>Dance-British Values</p> <p>Games- invasion apply attack/defend principles-BASKETBALL</p>	<p>Swimming-stroke technique and personal survival</p> <p>Gymnastics- Partner Work, Over &amp; Under -strength, flexibility, control and balance</p> <p>Games- invasion apply attack/defend principles-TAG RUGBY</p>	<p>Swimming-stroke technique and personal survival</p> <p>Outdoor Adventurous Activities- personal and team challenge</p> <p>Games- invasion apply attack/defend principles-HOCKEY</p>	<p>Swimming-stroke technique and personal survival</p> <p>Athletics-running, jumping and throwing</p> <p>Games- net/wall- apply attack/defend principles-TENNIS</p>	<p>Swimming-stroke technique and personal survival</p> <p>Games- strike &amp; field-apply attack/defend principles-CRICKET/ROUNDERS</p>



<b><u>Computing</u></b>	Basic Network Skills <i>Programming and selection in quizzes</i>	Creating media <i>Vector drawing</i>	Programming <i>Crumble- Using physical computing to explore selection</i>	Systems & Searching <i>Develop understanding of computer systems and how information is transferred between systems and devices.</i>	ICT Skills <i>Using Google to create a poster that uses a range of ICT skills and links with another subject for topic.</i>	Game making <i>Kodu - Using sequence, selection, repetition and variables.</i>
<b><u>French</u></b>	Me and my friends <i>Introducing myself and talking about feelings. School Subjects - likes and dislikes with reasons.</i>	Time in the City <i>Places in town; directions and buying tickets; shopping; describing a festive jumper</i>	Out of this world <i>Personal identity, space and planets descriptions</i>	Clothing <i>Description; writing sentences using the verb 'to wear'</i>	Going to the seaside <i>Descriptions, persuasive sentences</i>	Healthy Eating and going to the market <i>Fruits and vegetables; likes and dislikes; numbers; recipes</i>
<b><u>RE</u></b>	What does it mean for Christians to believe that God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe that Jesus is the Messiah?	Why is the Torah so important to Jewish people?	How do Christians decide how to live? 'What would Jesus do?'	What matters most to Humanists and Christians?
<b><u>PSHE</u></b>	Be Yourself and Zones of Regulation <i>Developing positive self image, emotional well being and managing challenges</i>	Diverse Britain <i>Local and national government, the range of faiths and ethnicities that make up modern Britain and making positive contributions to our community</i>	Safety First <i>Making safe decisions and managing hazards and risks both inside and outside the home.</i>	VIPs <i>Healthy and unhealthy relationships and conflict resolution.</i>	Growing Up <i>Physical and emotional changes, including positive body images and stereotypes.</i>	One World <i>Making choices as global citizens and exploring the ideas of sustainability and biodiversity.</i>