



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



<p><u>Maths</u></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><u>Science</u></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><u>Humanities</u></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><u>Art</u></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><u>Technology</u></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</i> <i>Designing recipes and cooking with the vegetables and fruit grown</i></p>	
<p><u>Music</u></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. Listening to, composing and performing beats and bars to develop understanding of rhythm.</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 percussion instruments.</i></p>	<p>Animal Crackers-</p> <p><i>Introduction of musical notation and perform a range of scales and melodic phrases on a keyboard, using music inspired by Camille Saint-Saëns' "Carnival of the Animals"</i></p>
<p><u>PE</u></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 & 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 & field-apply attack/defend principles-CRICKET/ROUNDERS</p>



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