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| Year 5 | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Heading | | Rebel girls  Tra la la America!  **How amazing is America?** | | Heroes and villains  Exploration and discovery  **Could you be an explorer?** | | One world  Caring for our world  **Do you know how important our world is?** | |
| P2W texts | | * **Queen of the falls by Chris Van Allsburg** * Goodnight Stories for Rebel Girls by Elena Favilli | * **The Lost Happy Endings by Carol Ann Duffy** * Hansel and Gretel by Neil Gaiman | * **Arthur and the Golden Rope by Joe Todd-Stanton** * Myths of the Norsemen by Roger Lancelyn Green | * **The Darkest Dark** * Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond | * **The Paperbag Prince by Colin Thompson** * The Last Wild by Piers Torday | * **The Hunter by Paul Geraghty** * The child’s elephant by Rachel Campbell-Johnston |
| Writing keys | Sentence | Use fronted adverbials | Use expanded noun phrases to convey complicated information concisely | Use expanded noun phrases to convey complicated information concisely  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | Variety of verb forms used correctly and consistently including the present perfect Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions | Use modal verbs to indicate degrees of possibility | Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use adverbs to indicate degrees of possibility |
| Text | Plan writing by identifying audience and purpose  Organise paragraphs around a theme | Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action | Link ideas across paragraphs using adverbials | Link ideas across paragraphs using adverbials  Link ideas using tense choices | Use devices to build cohesion within a paragraph  Choose the appropriate register  Enhance meaning through selecting appropriate grammar and vocabulary | Use a wider range of devices to build cohesion across paragraphs  Link ideas using tense choices |
| Punctuation | Commas after fronted adverbials  Use commas to clarify meaning or avoid ambiguity in writing | Use of inverted commas and other punctuation to punctuate direct speech | Use commas to clarify meaning or avoid ambiguity in writing | Use brackets, dashes or commas to indicate parenthesis | Use brackets, dashes or commas to indicate parenthesis |  |
| P2R texts | | * Goodnight Stories for Rebel Girls by Elena Favilli | * Hansel and Gretel by Neil Gaiman | * Odd and the Frost Giants by Neil Gaiman | * Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film) | * The Last Wild by Piers Torday, Rubbish – a look behind the scenes by The Literacy Company | * African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin |
| Reading keys | Ongoing skills | • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  • Read books that are structured in different ways and read for a range of purposes  • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  • Participate in discussion about books  • Ask questions to improve understanding  • Explain and discuss understanding of reading  • Provide reasoned justifications for views  • Recommend books to peers | | | | | |
| Core skills | Predict: Predict what might happen from details stated and implied  Clarify vocabulary: Explore the meaning of words in context  Retrieve: Retrieve, record and present information  Ask questions to improve understanding | | | | | |
| Mastery focus | Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Make comparisons within and across books | Evaluate authors’ language choice, including figurative language Identify and discuss themes and conventions  Summarise main ideas from more than one paragraph, identifying key details | Make comparisons within and across books  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Summarise main ideas from more than one paragraph, identifying key details  Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning | Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Identify how language, structure and presentation contribute to meaning | Evaluate authors’ language choice, including figurative language  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Identify and discuss themes and conventions |
| Learning behaviour | | Perseverance | Imagining | Enthusiasm | Independence | Reciprocity  (Relationships) | Reasoning |
| Science | | **Animals including humans** (human’s development to old age) | | **Forces** | **Earth and space** | **Properties and changes of materials** | **Living things and their habitats – life cycles** |
| * describe the changes as humans develop to old age. [Partly covered through PSHE Christopher Winters Scheme – Whole school during the Summer term]   **Working scientifically by:**   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments. | | **Working scientifically by:**   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments.   **Forces**   * explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object      * identify the effects of air resistance, water resistance and friction, that act between moving surfaces     recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect | **Working scientifically by:**   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments.   **Earth and Space**   * describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky. | **Working scientifically by:**   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments.   **Properties and Changes of materials**   * compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | **Working scientifically by:**   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments.   **Animals including Humans**   * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals.      * describe the changes as humans develop to old age. [Covered through PSHE Christopher Winters Scheme – Whole school] |
| History | |  | **Non-European society that provides contrasts with British History – Mayan Civilisations c.AD 900** | **The Viking and Anglo-Saxon struggle for the kingdom of England** | **Anglo Saxons** | The Tudors |  |
|  | * Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: * early Islamic civilization, including a study of Baghdad c. AD 900; * Mayan civilization c. AD 900; or * Benin (West Africa) c. AD 900-1300 * Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | * Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | * Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots |  |  |
| Geography | | Locational and place knowledge – a region in North America (The Great Lakes and Niagara) Can you plan the route for Annie’s tour? |  | UK countries and cities in Britain – How did places get their names? (from Anglo-Saxons) | Fair trade – understanding trade routes and what makes something fairtrade |  | Maps including compass points and 6 figure grid references |
| * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * understand 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 in North or South America | * describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * 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) |  | * 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 | * 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 | * use the 8 points of a compass, 4 and 6-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 |
| D&T | | Look at events and individuals in DT who have shaped the world (barrels, boats) | Look at famous women who have been inventors? Research about these women.  Children to design their own invention | Create a Viking leather-style pouch using faux suede material |  | **Designing and making a Fairtrade chocolate bar with wrapper** |  |
| * understand how key events and individuals in design and technology have helped shape the world |  | * Select from and use a wider range of tools and equipment to perform practical tasks accurately. * Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. |  | * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * investigate and analyse a range of existing products * understand and apply the principles of a healthy and varied diet * become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] |  |
| Art | | **Create a Mayan mask** | **Painting a scene from ‘Lost Happy endings’**  **Create an Andy Warhol inspired piece of artwork** |  | Use of Sketchbooks  Local Artist   Painting  Abstract artist – Peter Thorpe | Sketching a cocoa bean and printing |  |
| * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * about great artists, architects and designers in history. | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | * about great artists, architects and designers in history. | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials |  |
| RE | | What do Christian believers believe about how they should care for the world? How is Christianity a diverse and global faith? Why is it important to Christians to believe God came to Earth as a human being? | [Christmas activities – Church visits etc] | **Hinduism** | How did God demonstrate his love for humanity through Jesus? Why is important to Christians to believe God came to earth as a human being? | Islam | Free Choice |
|  |  |  |  | * What does it mean to belong to an Islamic faith community? * Why are the 5 pillars important to Islam? * How do Muslims express being part of the Ummah? * Open ended enquiry choice. Take a concept and explore its relevance in religious/non-religious world views. E.g What are different viewpoints on life after death? | * Open ended enquiry choice. Take a concept and explore its relevance in religious/non-religious world views. E.g What are different viewpoints on life after death? |
| Computing | | Using technology safely.  Use of variety of software. | | Algorithms  Program writing | | Computer networks | |
| * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and indicate grammatical and other features by: * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | |
| MFL | | **Talking about us and school subjects** | **In the city, shopping and festive jumpers** | **Healthy eating, going to the market and fruit salad** | **Clothes, colours, fancy dress** | **Out of this world** | **Going to the seaside** |
| AT focuses covered:  *5, 7, 9 & 10* | AT focuses covered:  *3, 5, 6, 9, 11 & 12* | AT focuses covered:  *4, 7, 10, 11 & 12* | AT focuses covered:  *2, 5, 10 11, & 12* | AT focuses covered:  *6, 7, 9, 10 & 11* | AT focuses covered:  *1, 6, 7, 8, 9 & 12* |
| PE | | Multi-Skills  Invasion games (tag rugby) | Dance/Gymnastics  Invasion games (hockey) | Multi-skills  Invasion games (basketball/netball) | Multi-skills  Net and wall (tennis) | Sports Day/athletics  Invasion games (team games) | Athletics  Strike and field (cricket/rounders) |
| -use running, jumping, throwing and catching in isolation and in combination  -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  -develop flexibility, strength, technique, control and balance  -perform dances using a range of movement patterns  -compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | - use running, jumping, throwing and catching in isolation and in combination  -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  -develop flexibility, strength, technique, control and balance  -take part in outdoor and adventurous activity challenges both individually and within a team | | -use running, jumping, throwing and catching in isolation and in combination  -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  -develop flexibility, strength, technique, control and balance  -take part in outdoor and adventurous activity challenges both individually and within a team | |
| Citizenship | | Volunteering at school events, village events and around the school. | | | | | |
| * Developing an interest in and commitment to volunteering. |  | * Equipped with financial skills to manage money on a daily basis and plan for future financial needs. |  | * Role of the law and the justice system in society  [Coverage through British Value] |  |
| Music | | Brass lessons with LMT | Brass continued | Samba | Music around the world | Getting Loopy | Performance poetry |
| Theme Days | | Mayan football day. [A day in the life of a Mayan] |  |  |  | Bikeability  Railway Officers – Train line safety |  |
| Enterprise | |  | Creating something to sell at the Christmas craft fayre. |  |  |  |  |
| Community and Awareness | | Firework Night  Anti Bullying Week  Christmas Jumper Day  Children in Need  Rock Steady  Harvest Celebration  Christmas Carols Remembrance Event | Christmas craft fayre | Children’s Mental Health Week  Safer Internet Day  Pancake Day  Comic Relief / Sport Relief  British Science Week  Rock Steady  Easter  Mother’s Day |  | World Day  Summer Fayre  Rock Steady  Sports Day  Father’s Day  Sponsored Walk  Key Stage 2 Performance |  |
| Outdoor Education | |  |  |  |  |  |  |
| Visits and Visitors | | Maya visit from an archaeologist |  | Safety central |  | Residential |  |