

Year 5	Autumn 2022	Autumn 2022	Spring 2023	Spring 2023	Summer 2023	Summer 2023
<b>Collective Worship</b>	Harvest	Christmas	Epiphany, Candlemas	Lent, Easter	Pentecost	
<b>Events Trips Experiences Festivals</b>	Scholastic Book Fair	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Hexagon Performance Sports Day Summer Fair
<b>Literacy</b>	Setting and character description, procedural text, letters, newspaper reports, memoir and speeches.		Story writing – suspense , explanation texts, narrative poetry, diaries, play scripts, story writing, different viewpoints and Greek mythology.		Biography, setting description, character description and persuasive writing.	
<b>Numeracy</b>	Number and place value (including negative numbers and Roman numerals), addition and subtraction. Statistics including drawing and interpreting graphs, tables, timetables.) Multiplication and division. Measurement (perimeter and area)		Perimeter and area, multiplication and division, fractions, decimals and percentages		Decimals, properties of shape, converting units, position and direction.	
<b>Science</b>	<b>Animals including humans</b> - The circulatory system, transportation of nutrient and water; impact of diet, exercise and drugs. <b>Earth and Space</b> – the size, shape and relative position of the Earth; movement of the Earth, Sun and Moon; movement of the Earth and other planets relative to the Sun; movement of the Moon relative to the Earth; explanation of day and night and why the sun appears to move across the sky.		<b>Properties and changes of materials</b> – grouping of materials according to their properties; use of materials according to their properties; dissolving solids to form solutions; recovery of substances from solution; separation of mixtures; reversible and irreversible changes. <b>Forces</b> – gravity and its effect; identify the effects of air and water resistance and friction; investigate mechanisms (levers, pulleys and gears.)		<b>Living things and their habitats</b> – how plants reproduce; flowers and fertilisation,; similarities and differences in life cycles of mammals, amphibians, insects and birds; the work of naturalists David Attenborough and Jane Goodall. <b>Animals including humans</b> – describe the changes as humans develop to old age (sex education).	
<b>French</b>	Introducing yourself, age and where you live, comment ça va ? Je suis/'ai with extended feelings phrases. School subjects, using 'il/elle', opinions with 'car', discussing the school day. Buildings and town, where is/there is with shops, directions, activities in town, 'je voudrais', buying a gift.		Epiphany, market shopping, 1-50 and euros, healthy recipe. Clothes -opinions and descriptions, 'porter', adj agreement, Easter		Personal info, passports, countries, transport, adjectives, dialogues, writing with conjunctions, la Pentecôte. Using modal verbs + jouer, manger, porter	
<b>Music</b>	<b>Steel Panning Lessons</b> <b>Cycle 1</b> –Film Music (Graphic Scores) <b>Cycle 2</b> – The Planets by Gustav Holst, Graphic scores (C20th)		<b>Steel Panning Lessons</b> <b>Cycle 1</b> – Early Music – Baroque Concerto <b>Cycle 2</b> – Requiem - a study of Mozart and his contemporaries (Classical)		<b>Steel Panning Lessons</b> <b>Cycle 1</b> – Music in the theatre <b>Cycle 2</b> – Jazz (20th Century) & Rock 'n' Pop Learning songs for the summer production.	
<b>Computing</b>	<b>Online safety</b> – Understanding the importance of being safe online, including personal data and sharing concerns about things online, downloading software and apps, the need for being healthy. <b>Coding</b> – designing and creating games that make use of timers and variables.		<b>Spreadsheets</b> – writing formulae to resolve age-appropriate mathematical problems (e.g calculate area of triangles) <b>Data Handling</b> – exploring and creating databases		<b>Writing and Presenting</b> – Choosing appropriate fonts, styles and layouts for different text types <b>3d Modelling</b> – understanding the real world applications and different stages of 3d computer design.	
<b>PE</b>	<b>Gymnastics:</b> vaulting to feet using spring board. Paired balance work. <b>Football;</b> close control, long passing, interception, mini games. <b>Tag Rugby:</b> accurate passing, increased speed and fluency during a game.		<b>Gymnastics:</b> Individual key steps competition. <b>Cross Country.</b> Interval running, peer target settings, increased speed and distance. Health and Fitness.		<b>Athletics.</b> Peer moderating of individual targets in running and throwing. <b>Hockey.</b> Close control, short passing, team work.	
<b>Dance</b>	Step ball change. Front kicks. Split runs.		Tendu. Pas de bouree. Turning technique.		Flick kicks. Arms. Isolation.	
<b>Drama</b>	Improvisation. Use of stimulus.		History of Theatre and character portrayal. Study of Russian Theatre Practitioner Stanislavski. How to develop a character.		Status and stereotypes. Line learning techniques. Audition preparation.	
<b>Outdoor Ed</b>						
<b>Life Skills</b>	<b>Cycle 1</b> - Individual Liberty; Career and Finance <b>Cycle 2</b> - Democracy and diversity		<b>Cycle 1</b> - Mutual respect and relationships  <b>Cycle 2</b> – Mutual respect and relationships		<b>Cycle 1</b> - The Environment; A healthy, Balanced Lifestyle.  <b>Cycle 2</b> - Career and finance; Identity; Risk	

<b>Geography*</b>	<b>Cycle 1 –</b> Volcanoes <b>Cycle 2 –</b> Hills, Mountains and Earthquakes	<b>Cycle 1 -</b> North American Study (Focus on Industry and Land Use) <b>Cycle 2 –</b> Rivers of the UK	<b>Cycle 1 -</b> A comparative study with Britain (Eg India or Egypt) <b>Cycle 2 –</b> Equatorial Studies (climate zones comparisons)
<b>History*</b>	<b>Cycle 1 -</b> Anglo-Saxons (and Scots) 410 – 1066 <b>Cycle 2 -</b> The Assyrians 1055BC – 609BC	<b>Cycle 1 -</b> Vikings in Britain 793 – 1066 <b>Cycle 2 -</b> Ancient Greece 800BC -323BC: democracy, mythology	<b>Cycle 1 –</b> Victorian Britain and the Industrial Revolution <b>Cycle 2 -</b> The Romans and Local Study 31BC – 476 AD
<b>Art*</b>	<b>Cycle 1 - Architectural Adventures</b> - Study a range of local, national and international architecture. Consider the role of the architect, structural engineer and landscape artist. Design and create a reflective/spiritual space for the school. <b>Cycle 2 - Self-portraits</b> – learn about proportion, colour mixing and using watercolour paint. Explore using different colour and marks to show emotions.	<b>Cycle 1 - North American Art and Craft</b> - Create patterns, pots and prints inspired by the traditional crafts. <b>Cycle 2 - Art from around the world – India</b> - Students will learn about art and craft produced in a different country. They will create collagraph prints inspired by Indian pattern and decoration.	<b>Cycle 1 - Beetle Boy</b> - Become an entomologist for the term and study a range of insects. Create prints inspired by your observation drawings. Design imaginary creatures and create 3d models of your ideas. <b>Cycle 2 - Journeys</b> - Investigate how artists in history have been inspired by journeys. Produce a range of mixed media work in response to our research.
<b>DT*</b>	<b>Cycle 1 - Architectural Adventures</b> - Structures. Research, design and make a model of a spirituality space for the school environment. <b>Cycle 2 – Identity</b> - Design and Make a freestanding frame.	<b>Cycle 1 - North American Art and Craft</b> - Textiles Design and make a weaving inspired by Native American designs. <b>Cycle 2 - Art from around the world – India – Mechanisms.</b> Students will research, design, create and perform a Shadow Puppet play inspired by traditional Indian stories.	<b>Cycle 1 - Beetle Boy</b> - Food and Nutrition - Bake a bug <b>Cycle 2 - Journeys – Structures –</b> Frame structures/ Bridges
<b>RE*</b>	<b>Cycle 1 –</b> How important is the role of symbols in Christianity? What is the most significant part of the nativity story for Christians today? (Christianity) <b>Cycle 2 –</b> How significant to Sikhs is their sacred text? (Sikhism) Is the Christmas story true? (Christianity)	<b>Cycle 1 –</b> How do beliefs and traditions give Jewish people a sense of belonging? (Judaism) Is forgiveness always possible for Christians? (Christianity) <b>Cycle 2 –</b> Are Sikh stories important today? (Sikhism) How significant is it for Christians to believe that God intended Jesus to die? (Christianity)	<b>Cycle 1 –</b> What is the best way for Jewish people to show commitment to God? (Judaism) Do people need to go to church to show that they are Christians? (Christianity) <b>Cycle 2 –</b> Do Christians have a duty to God and his creations? How does faith shape a Christians identity and way of life? (Christianity)

\*These subjects are taught on a two-year cycle in their class groups (FS2/YR1)