



# Year 5

## Learning Journey

Spelling

Reading

Writing

Mathematics

Science

Computing

D-STEM

Humanities

RE

PSHE-RHE

Art

PE

MFL

Music

# Spelling

<b>Autumn 1</b>	<u>/a/</u> e.g. <u>acropolis</u>	<u>/ay/</u> e.g. <u>accommodate</u>	<u>/e/</u> e.g. <u>experience</u>	<u>/ee/</u> e.g. <u>proceed</u>	<u>/i/</u> e.g. <u>position</u>	<u>/ie/</u> e.g. <u>cyclone</u>	<u>/o/</u> e.g. <u>competition</u>
<b>Half Term</b>							
<b>Autumn 2</b>	<u>/oe/</u> e.g. <u>impose</u>	<u>/u/</u> e.g. <u>pronunciation</u>	<u>/ue/</u> e.g. <u>volume</u>	<u>/ar/</u> e.g. <u>bargain</u>	<u>/er/</u> e.g. <u>concur</u>	<u>/or/</u> e.g. <u>morning</u>	
<b>Christmas Holidays</b>							
<b>Spring 1</b>	<u>/ow/</u> e.g. <u>aloud</u>	<u>/f/</u> e.g. <u>profit</u>	<u>/g/</u> e.g. <u>category</u>	<u>/j/</u> e.g. <u>prejudice</u>	<u>/k/</u> e.g. <u>compliment</u>	<u>/l/</u> e.g. <u>principle</u>	
<b>Half Term</b>							
<b>Spring 2</b>	<u>/m/</u> e.g. <u>mischievous</u>	<u>/p/</u> e.g. <u>competition</u>	<u>/r/</u> e.g. <u>remember</u>	<u>/s/</u> e.g. <u>prophecy</u>	<u>/t/</u> e.g. <u>recent</u>	n/a	
<b>Easter Holidays</b>							
<b>Summer 1</b>	<u>/w/</u> e.g. <u>wary</u>	<u>/z/</u> e.g. <u>buzz</u>	<u>/ch/</u> e.g. <u>achieve</u>	<u>/sh/</u> e.g. <u>brochure</u>	<u>/ay/</u> e.g. <u>exaggerate</u>	<u>/ee/</u> e.g. <u>wary</u>	
<b>Half Term</b>							
<b>Summer 2</b>	<u>/er/</u> e.g. <u>adverb</u>	<u>/s/</u> e.g. <u>serial</u>	<u>/t/</u> e.g. <u>knot</u>	<u>/sh/</u> e.g. <u>parachute</u>	<u>/s/</u> e.g. <u>correspond</u>	<u>/sh/</u> e.g. <u>profession</u>	
<b>End of the Year</b>							

# Reading

<u>Autumn 1</u>	Cosmic	Cosmic Roald Dahl – non-fiction/narrative	Cosmic Space – non-fiction	Cosmic Tudor – non-fiction	Cosmic Personal interests - fiction	Cosmic BHM - poems	Cosmic BHM – non-fiction
<u>Half Term</u>							
<u>Autumn 2</u>	Cosmic Mountains – non-fiction	Cosmic	Cosmic Remembrance Day - fiction	Cosmic Forces – non-fiction	Cosmic Personal interest - poetry	Cosmic Christmas - poetry	Cosmic Christmas - fiction
<u>Christmas Holidays</u>							
<u>Spring 1</u>	Romeo and Juliet – play/performance	Shakespeare – narrative	Songs - poetry	Renewable energy – non-fiction	Shakespeare - poetry	Mental health week - fiction	
<u>Half Term</u>							
<u>Spring 2</u>	Non fiction- Fairtrade	Poetry focus	St David’s Day, Non fiction	First News – Newspapers	Biographies, Modern Myths	Fiction and Poetry Songs	
<u>Easter Holidays</u>							
<u>Summer 1</u>	Kensuke’s Kingdom  Fiction extracts (compare to Kensuke)	Kensuke’s Kingdom Comics - fiction	Kensuke’s Kingdom  Songs - poetry	Kensuke’s Kingdom  Myths - fiction	Kensuke’s Kingdom  livings things – fiction	Kensuke’s Kingdom  Personal interest	Kensuke’s Kingdom
All VIPERS skills							
<u>Summer 2</u>	A different boy	A different boy	A different boy	A different boy	A different boy	A different boy	A different boy
<u>End of the Year</u>							

# Writing

<b><u>Text</u></b>	Description, poetry, letters						
<b><u>Autumn 1</u></b>	Poetry – space	Setting description – battle of Bosworth	Persuasive Letter writing – school issue hook	Persuasive Letter writing – school issue hook	Speaking and listening focus (work celebration assemblies)	Diary writing	
<b><u>Half-Term</u></b>							
<b><u>Text</u></b>	Diary, Instructions, Narrative, Poetry						
<b><u>Autumn 2</u></b>	Diary writing	Diary writing (assessment)	Writing a short narrative	Writing a short narrative	Instructions	Instructions	Winter poetry
<b><u>Christmas Holidays</u></b>							
<b><u>Text</u></b>	Romeo & Juliet: poetry, character descriptions, letter writing and playscripts						
<b><u>Spring 1</u></b>	Writing a prologue (poetry)	Letter writing	Letter writing	Play scripts	Play scripts	Mental Health Week	
<b><u>Half-Term</u></b>							
<b><u>Text</u></b>	Poetry, character descriptions, newspaper report						
<b><u>Spring 2</u></b>	Reading week activities	Reading week activities (e.g. reviews – formal and informal)	Character descriptions	Newspaper reports	Newspaper reports	Filming reports (speaking and listening skills)	
<b><u>Easter Holidays</u></b>							
<b><u>Text</u></b>	Balanced arguments, setting descriptions, biographies						
<b><u>Summer 1</u></b>	Balanced arguments	Balanced arguments	Setting descriptions	Setting descriptions	biographies	biographies	
<b><u>Half-Term</u></b>							
<b><u>Text</u></b>	Instructions, report writing, short story narrative						
<b><u>Summer 2</u></b>	Instructions (healthy school's week)	Instruction writing	Report writing	Report writing	Short story narrative	Short story narrative	
<b><u>End of the Year</u></b>							

# Mathematics

Mathematics			
<b>Autumn 1</b>	Number: Place Value	Number: Addition and Subtraction.	Number: Multiplication and Division A
	To recognise roman numerals to 1000.	To recognise and use appropriate mental strategies.	To recognise multiples and common multiple.
	To identify numbers up to 10,000.	To add whole numbers of 4 or more digits.	To be able to recognise the factors of a number.
	To identify numbers up to 1 million.	To subtract whole numbers of 4 or more digits.	To be able to recognise and find common factors.
	To read and write numbers up to 1 million.	To use rounding to check answers.	To be able to recognise and find prime numbers.
	To understand and recognise powers of 10.	To recognise and use the inverse.	End of unit assessment for multiplication and division.
	To know 10, 100 and 1000 more or less than a number.	To apply my knowledge of addition and subtraction to multi-step problems.	
	To partition numbers up to 1 million.	To compare calculations by applying my knowledge.	
	To place numbers up to 1 million on a number line.	To apply my knowledge to find missing numbers.	
	To compare and order numbers up to 1 million.	End of unit assessment for addition and subtraction.	
	To round to the nearest 10, 100 or 1000.		
	To round within 1 million.		
	End of unit assessment for place value.		

## Half Term

<b>Autumn 2</b>	Number: Multiplication and Division B	Number: Fractions
	To recognise and understand square numbers	To find fractions equivalent to a unit fraction
	To recognise and understand cube numbers	To find fractions equivalent to a non-unit fraction
	To multiply by 10, 100 and 1000	To recognise equivalent fractions
	To divide by 10, 100 and 1000	To convert improper fractions to mixed numbers
	To apply my knowledge of multiples of 10, 100 and 1000	To convert mixed numbers to improper fractions
	End of unit assessment for multiplications	To compare fractions less than 1
		To order fractions less than 1
		To compare and order fractions greater than 1
		To add and subtract fractions with the same denominator
		To add fractions within 1
		To add fractions with total greater than 1
		To add a mixed number
		To add two mixed number
		To subtract fractions
		To subtract from a mixed number
	To subtract from a mixed number fraction, breaking the whole	
	To subtract mixed numbers	
	End of unit assessment for fractions	

# Mathematics

Mathematics			
<b>Spring 1</b>	Number: Multiplication and Division C	Number: Fractions B	
	To multiply up to 4 digit numbers.	To multiply a unit fractions by an integer.	
	To multiply a 2 digit number by a 2 digit number.	To multiply a non-unit fraction by an integer.	
	To multiply a 3 digit number by a 2 digit number (recognising long multiplication).	To multiply a mixed number by an integer.	
	To multiply a 4 digit number by a 2 digit number (recognising long multiplication).	To calculate a fraction of a quantity.	
	To apply my knowledge of multiplication to solve problems.	To find a fraction of an amount.	
	To recognise and use short division.	To find a whole when given the part.	
	To apply short division to 4 digit numbers.	To use fractions as operators.	
	To use short division when there are remainders.		
	To recognise and choose efficient division methods.		
	To apply my knowledge to solve multiplication and division problems.		
End of unit assessment for multiplication and division C.			
Half Term			
<b>Spring 2</b>	Number: Decimals and Percentages	Measurement: Perimeter and Area	Statistics
	To recognise decimal numbers up to 2 decimal places.	To understand how to find the perimeter of rectangles.	To recognise and understand how to draw line graphs.
	To recognise and find equivalent fractions and decimals for tenths .	To understand how to find the perimeter of rectilinear shapes.	To read and interpret line graphs.
	To recognise and find equivalent fractions and decimals for hundredths.	To understand how to find the perimeter of polygons.	To recognise and interpret two-way tables.
	To recognise and find equivalent fractions and decimals.	To understand how to find the area of rectangles.	To read and interpret timetables.
	To recognise thousandths as fractions.	To understand how to find the area of compound shapes.	
	To recognise thousandths as decimals, including on a place value chart.	To apply my knowledge to estimate areas..	
	To order and compare decimals with the same number of decimal places.	End of unit assessment for perimeter and area.	
	To order and compare decimals, up to 3 decimal places.		
	To round to the nearest whole number.		
	To round to 1 decimal place.		
	To recognise and understand percentages.		
	To recognise percentages as decimals.		
	To find equivalent fractions, decimals and percentages.		
End of unit assessment for decimals and percentages.			

# Mathematics

Mathematics			
<u>Summer 1</u>	<a href="#">Geometry: Properties of Shape</a>	<a href="#">Geometry: Position and direction</a>	<a href="#">Number: Decimals A</a>
	To understand degrees and classify angles.	To read and plot coordinates.	Use known facts to add and subtract decimals within 1.
	To use my prior knowledge to estimate angles.	To apply my knowledge of coordinates to solve problems.	To recognise decimal complements to 1.
	To measure angles up to 180 degrees.	To understand translation.	To add and subtract decimals across 1.
	To draw lines and angles accurately using correct equipment.	To apply my knowledge of translation to coordinates.	To add decimals with the same number of decimal places.
	To apply my knowledge to calculate angles around a point.	To recognise lines of symmetry.	To add decimals with a different number of decimal places.
	To apply my knowledge to calculate angles on a straight line.	To be able to reflect shapes in horizontal and vertical lines.	End of unit assessment for decimals A.
	To calculate and measure the lengths and angles within shapes.	End of unit assessment on position and direction.	
	To recognise and distinguish between regular and irregular polygons.		
	To recognise 3D shapes.		
	End of unit assessment on properties of shapes.		

## Half Term

<u>Summer 2</u>	<a href="#">Number: Decimals B</a>	<a href="#">Number: Negative Numbers</a>	<a href="#">Measurement: Converting Units</a>	<a href="#">Measurement: Volume</a>
	To add decimals with the same number of decimal places.	To understand negative numbers.	To recognise and use kilograms and kilometres.	To recognise cubic centimeters.
	To subtract decimals with the same number of decimal places.	To count through zero in 1.	To recognise and use millimetres and millilitres.	To compare the volume of different containers.
	To recognise and use efficient strategies for adding and subtracting decimals.	To count through zero in multiples of a given number.	To convert between units of length.	To apply my knowledge to estimate volume.
	To recognise and understand decimal sequences.	To compare and order negative numbers.	To be able to convert between metric and imperial units.	To apply my knowledge to estimate capacity.
	To multiply decimals by 10, 100 and 1000.	To find the difference with negative numbers.	To convert between different units of time.	End of unit assessment for volume.
	To divide decimals by 10, 100 and 1000.	End of unit assessment for negative numbers.	To apply my knowledge of time to calculate with timetables.	
	To apply my knowledge of multiplying and dividing decimals to find missing values.		End of unit assessment for converting units.	
	End of unit assessment for decimals B.			

# Science

<b>Autumn 1</b>	<b>Space</b>						
<b>EQ: Why does the Earth orbit the Sun, and will this always happen?</b>	To explain how and why the planets, Earth and moon move in their orbits.	To explore the relative sizes of the planets in the solar system.	To understand the phases of the moon.	To understand the life cycle of a star.	To research the lives and contributions of significant people in space exploration	Assessment: Why does the Earth orbit the Sun, and will this always happen?	
<b>Half Term</b>							
<b>Autumn 2</b>	<b>Forces</b>						
<b>EQ: Why doesn't a parachutist simply fall to the Earth?</b>	To identify the forces acting on an object	To know how forces are measured.	To understand the term friction and identify what variables change because of friction	To understand what air resistance is, and to design an investigation to test its impact on an object.	To conduct an investigation to test its impact of air resistance on an object and evaluate the outcome.	Assessment: Why doesn't a parachutist simply fall to the Earth?	
<b>Christmas Holidays</b>							
<b>Spring 1</b>	<b>Forces (Link to D-STEM)</b>						
<b>EQ: How can I use gears, pulleys and levers to solve a problem?</b>	To understand what water resistance is, and to design an investigation to test its impact on an object.	To conduct an investigation into water resistance, and to evaluate the results.	To understand how gears, leavers and pulleys work in a pinball machine.	To understand how gears, leavers and pulleys work to lift a drawbridge.	To apply knowledge of gears, pulleys and levers in order to make a Rube-Goldberg machine.	Assessment: How can I use gears, levers and pulleys to solve a problem?	
<b>Half Term</b>							
<b>Spring 2</b>	<b>Materials and their Properties</b>						
<b>EQ: Which materials would be best for containing food and liquid?</b>	To classify different types of materials according to their properties.	To investigate the properties of insulating materials to keep items hot or cold.	To investigate the best material for packaging food.	To investigate which materials are the toughest and most absorbent.	To investigate which materials are best for keeping us safe from electricity.	Assessment: Which materials are best for containing food and liquid?	
<b>Easter Holidays</b>							
<b>Summer 1</b>	<b>Living things and their Habitats</b>						
<b>EQ: Are the life-cycles of all living things the same?</b>	To investigate how flowering plants reproduce.	To investigate what is meant by asexual reproduction in plants.	To compare the life-cycles of insects and amphibians.	To compare the life-cycles of mammals and birds.	To research the life-cycle of an animal from around the world.	To research and present information about a famous natural scientist.	Assessment: Are the life-cycles of all living things the same?
<b>Half Term</b>							
<b>Summer 2</b>	<b>Living things and their Habitats (Link to PSHE/RHE curriculum)</b>						
<b>EQ: Which changes are the same and different in boys and girls as we grow older?</b>	To explore how gestation periods are different for living things (science).	To understand the process of conception (RHE).	To explore how the foetus develops in the womb (science)	To explain how the bodies of boys and girls change during puberty (RHE).	To explore the changes that happen to the human body as we reach old age (science).	To apply my knowledge of human develop to create a timeline of human life.	Assessment: Which changes are the same and different in boys and girls as we grow older?
<b>End of the Year</b>							

# Computing

<b>Autumn 1</b>	Unit 5.2 – Online Safety			Unit 5.4 - Databases				
	Responsibilities & support when online	Protecting privacy	Citing sources & reliability	Searching a database	Creating a class database	Creating a topic database	Creating a topic database	
<b>Half Term</b>								
<b>Autumn 2</b>	Unit 5.8 – Word Processing							
	Making a document from a blank page	Inserting images: considering copywrite	Editing images	Adding the text	Finishing touches	Sharing files	Presenting information using tables	Writing a letter using a template
<b>Christmas Holidays</b>								
<b>Spring 1</b>	Unit 5.1 - Coding							
	Coding efficiently	Simulating a physical system	Decomposition & abstraction	Friction & functions	Friction & functions	Introducing strings		
<b>Half Term</b>								
<b>Spring 2</b>	Unit 5.3 - Spreadsheets							
	Conversions of measurements	The count tool	Formulae including the advanced mode	Using text variables to perform calculations	Event planning with a spreadsheet			
<b>Easter Holidays</b>								
<b>Summer 1</b>	Unit 5.5 – Game Creator					Unit 5.6 – 3D Modelling		
	Setting the scene	Creating the game environment	The game quest	Finishing & sharing	Evaluation	Introducing 2Design & Make		
<b>Half Term</b>								
<b>Summer 2</b>	Unit 5.6 – 3D Modelling			Unit 5.7 – Concept Maps				
	Moving points	Designing for a purpose	Printing & making	Introducing a concept map	Using 2Connect	2Connect Story Mode	Collaborative concept maps	
<b>End of the Year</b>								

# D-STEM

<u>Autumn 1</u>	Designing and making a moving Mars Rover (Link to Science)
<u>Half Term</u>	
<u>Autumn 2</u>	Designing, making and evaluating a working parachute (Link to Science)
<u>Christmas Holidays</u>	
<u>Spring 1</u>	Designing and making a bridge with a moving element (Link to Science)
<u>Half Term</u>	
<u>Spring 2</u>	Designing, making, evaluating marble run (tennis ball) (Link to Science)
<u>Easter Holidays</u>	
<u>Summer 1</u>	Designing, making and evaluating a tote bag (Link to Art Textiles Unit)
<u>Half Term</u>	
<u>Summer 2</u>	Designing, making and evaluating a healthy meal (Link to Healthy School Week)
<u>End of the Year</u>	

# Humanities

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Autumn 1</b> EQ: How did the Tudors shape modern Britain?	LO: LO: To understand where the Tudors fit in British history, and explore how the Tudor dynasty began.	LO: To understand how Tudor monarchs portrayed power	LO: To understand the significance of Henry VIII's separation from Rome on modern Britain	LO: To explore the legacy of Britain's defeat of the Spanish Armada, and how it shaped Britain today	To understand what life was like during the Tudor era and how it has changed Modern Britain.	LO: To demonstrate my understanding of how the Tudors helped to shape modern Britain
<b>Half term</b>						
<b>Autumn 2</b> EQ: Are all mountains the same around the world?	LO: To be able to locate mountains on a map.	LO: To be able to locate the key mountains and mountain ranges in the UK.	LO: To identify and describe the main features of a mountain.	LO: To understand how different types of mountain are formed.	LO: To explore the types of climate found in mountains across the world, and assess the impact tourism is having on mountain ranges.	LO: To demonstrate my understanding of whether all mountains are the same around the world.
<b>Christmas</b>						
<b>Spring 1</b> EQ: Did early Islamic civilisations invent it all first?	LO: To understand what is meant by Early Islamic civilisation and discover what we already know	LO: To explore the founding and significance of the House of Wisdom	LO: To be able to explain significant discoveries and concepts developed by Early Islamic scholars	LO: To understand and explain the significance of geometric patterns in the Early Islamic civilisation	LO: To identify reasons why the early Islamic civilisation became a major power- Silk Road	LO: To demonstrate my understanding of whether early Islamic civilisations invented lots of things before anyone else.
<b>Half term</b>						
<b>Spring 2</b> EQ: How has our need for energy changed over time?	LO: To understand what energy demands humans need in order to live.	LO: To understand where our power comes from.	LO: To identify renewable and non-renewable sources of energy.	LO: To understand where our food comes from, and what energy is used in this journey.	LO: To understand the significance of the scarcity of natural resources and why they need protecting.	LO: To demonstrate my understanding of how our energy needs have changed over time.
<b>Easter</b>						
<b>Summer 1</b> EQ: Why is the British Museum not returning the Benin Bronzes?	LO: To use prior knowledge to place the Benin Kingdom on a timeline.	LO: To understand what the people of the Benin Kingdom believed in.	LO: To investigate the significance of art in the Benin Kingdom.	LO: To understand how people came to power in the Benin Kingdom.	LO: To understand the story of the Benin Bronzes, and how they ended up in the British Museum.	LO: To demonstrate my understanding of why the British Museum is not returning the Benin Bronzes.
<b>Half term</b>						
<b>Summer 2</b> EQ: How does our local environment impact on our lives and health?	LO: To explore how the geography of our local area can impact our daily routine.	LO: To explore the impact of population growth in our local area.	LO: To explore the potential health risks from the human geography of our local area.	LO: To conduct an investigation into the amount of traffic near to our school.	LO: To investigate the impact of air pollution on our health, and what is being done in our local area to tackle it.	LO: To demonstrate my understanding of how our local school environment might impact on our lives and health.

# KS2 History

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum 2

## Pupils should be taught about:

### Changes in Britain from the Stone Age to the Iron Age

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

### The Roman Empire and its impact on Britain

- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudicca
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

### Britain's settlement by Anglo Saxons and Scots

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

### The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

### A local history study

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

### A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- The changing power of monarchs using case studies such as John, Anne and Victoria
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- A significant turning point in British history, for example, the first railways or the Battle of Britain

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; Benin; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Ancient Greece- a study of Greek life and achievements and their influence on the western world.

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; Benin (West Africa) c. AD 900-1300.

# Religious Education

<b>Islam – Is charity important today, and how important is it to a follower of Islam?</b>						
<b>Autumn 1</b>	To reflect on why people are charitable in today's world.	To understand why being charitable (Zakat) is important to followers of Islam.	To research examples of Zakat in the world today and the work of the Islamic Relief UK.	To compare the idea of charity in Islam (Zakat) to that of charity in Christianity.	To reflect on being charitable for religious reasons, compared to non-religious reasons.	Assessment: Is charity important today, and how important is it to a follower of Islam?
<b>Half Term</b>						
<b>Dharma (Buddhism) – What guides us to make good choices in our lives?</b>						
<b>Autumn 2</b>	To reflect on my knowledge of the Dharmic tradition and the significance of the Eightfold Path.	To understand the idea of being responsible for our actions, and how this links to the Dharmic principle of 'karma'.	To explore ways in which followers of the Dharmic tradition promote living a life full of good karma.	To reflect on how beliefs in good karma influences the choices made by someone of the Dharmic tradition.	To reflect on what guides me to make good choices in my life.	Assessment: How is the Eightfold Path relevant today?
<b>Christmas Holidays</b>						
<b>Humanism &amp; Judaism – Why do people believe different things about how the world was created?</b>						
<b>Spring 1</b>	To reflect on my own beliefs of how the world began.	To explore Jewish views of creation.	To explore a Humanist view of how the Earth was created, and compare this to the Jewish view.	To reflect on whether it is possible to hold both a religious and non-religious belief of how the world began.	To reflect on whether it is important that we all agree on how the world was created.	Assessment: Why do people believe different things about how the world was created?
<b>Half Term</b>						
<b>Gurmat (Sikhism) – What difference do the teachings of Guru Nanak and Gobind Singh have in the world today? – Trip</b>						
<b>Spring 2</b>	To reflect on what I already know is important to people who follow the Dharmic tradition.	To learn about the lives of Guru Nanak and Gobind Singh.	To understand how the teachings of Guru Nanak and Gobind Singh are important to followers of the Gurmat tradition.	To understand how Sikhs care for their Holy Book, containing the teachings of Guru Nanak and Gobind Singh.	To reflect on my view of what impact the teachings of Guru Nanak and Gobind Singh have had on the world.	Assessment: What difference do the teachings of Guru Nanak and Gobind Singh have in the world today?
<b>Easter Holidays</b>						
<b>Christianity – What is the true meaning of the Lord's prayer?</b>						
<b>Summer 1</b>	To reflect on what I already know is important to followers of Christianity.	To explore the Lord's Prayer, and to reflect on the message it is saying to Christians.	To understand the significance of the Lord's Prayer to Christians.	To explore the meaning of other significant prayers in other religions, and compare these to the message of the Lord's Prayer.	To reflect on my own view of the true message of the Lord's Prayer, and consider whether this message is just for Christians or for everyone?	Assessment: What is the true meaning of the Lord's Prayer?
<b>Half Term</b>						
<b>Sanatama Dharma (Hinduism) – What does it mean to 'exist'?</b>						
<b>Summer 2</b>	To reflect on my view of what it means to 'exist' on this Earth.	To understand the meaning of the Hindu greeting 'Namaste' and how this connects to the divine.	To consider the Sanatama Dharmic view of respecting all life on Earth, and this implications of this on the everyday lives of Hindus.	To explore modern views of environmentalism and animal rights, and how this compares to the views held by the Sanatama Dharmic tradition.	To consider my own view on the idea that we may lead multiple lives on this Earth, and therefore should treat all forms of life as being sacred.	Assessment: What does it mean to exist?
<b>End of the Year</b>						

# PSHE-RHE

<b>Half Term</b>							
<p><b>Autumn 1</b> <b><u>Being Me in My World</u></b></p> <p>EQ: What are the rights of a British citizen, and how can they help me in school?</p>	To face a new challenge positively and to know how to set a goal	To understand my rights as a British citizen	To understand my rights as a British citizen in my school	To make choices about my behaviour and understand reward and consequence	To understand how an individual's behaviour can affect the group	To understand how democracy and having a voice benefit the school community	Assessment: What are the rights of a British citizen, and how can they help me in school?
<b>Half Term</b>							
<p><b>Autumn 2</b> <b>December</b> <b><u>Celebrating Difference</u></b></p> <p>EQ: How would you define bullying?</p>	To understand that cultural differences can cause conflict	To understand what racism is	To understand how rumour-spreading and name-calling can be bullying	To explain the difference between direct and indirect bullying	To compare my life with people in the developing world	To enjoy the experience of another culture than my own	Assessment: How would you define bullying?
<b>Christmas Holidays</b>							
<p><b>Spring 1</b> <b><u>Dreams and Goals</u></b></p> <p>EQ: What do I aspire to be, and how can I help to inspire others to reach their goals?</p>	To understand that I will need money to help me achieve my dreams	To know about a range of jobs I would like to do when I grow up	To identify a job I would like to do when I grow up and be motivated to achieving it	To describe the dreams and goals of people in different cultures to me	To understand the importance of speaking to people from different cultures	To encourage my peers to support young people abroad to achieve their dreams	Assessment: What do I aspire to be, and how can I help to inspire others to reach their goals?
<b>Half Term</b>							
<p><b>Spring 2</b> <b><u>Healthy Me</u></b></p> <p>EQ: How can I maintain a healthy lifestyle and perception of myself?</p>	To know the health risks of smoking and how tobacco affects the body	To know some of the risks with misusing alcohol on behaviour and the body	To put into practice first aid procedures in emergency situations	To understand how the media and celebrity culture promote certain body types	To describe different roles food play in peoples' lives, including eating disorders	To know what a healthy lifestyle is, including making healthy choices	Assessment: How can I maintain a healthy lifestyle and perception of myself?
<b>Easter</b>							
<p><b>Summer 1</b> <b><u>Relationships</u></b></p> <p>EQ: How can I keep myself and my friends safe online?</p>	To develop an accurate picture of who I am and my self-esteem	To recognise how friendships change and how to manage with falling out	To understand how it feels to be attracted to someone and what having a girlfriend/boyfriend means	To understand the term 'jealousy' and how this might develop from girlfriends/boyfriends	To understand how to stay safe when using communication technology	To explain how to stay safe when using communication technology	Assessment: How can I keep myself and my friends safe online?
<b>Half Term</b>							
<p><b>Summer 2</b> <b><u>Changing Me</u></b></p> <p>EQ: What changes are the same and different in boys and girls as we grow older?</p>	To be aware of my own body image	To explain how girls' and boy's bodies changes during puberty	To understanding the process of conception	To understand what contraception and IVF mean	To identify what I am looking forwards to about becoming a teenager	To reflect on Year 5 and to identify what I'm looking forwards to about Year 6	Assessment: What changes are the same and different in boys and girls as we grow older?
<b>End of the Year</b>							

# Art

<b>Autumn 1</b> <b>Drawing</b>	To develop my observational skills using contour drawing	To create ink drawings inspired by still life	To use natural form as inspiration for an imaginative drawing	To select and enlarge drawings, using a variety of mark makers	To use erasers to explore negative technique work	To use negative technique to produce work inspired by Frank Auerbach
<b>Half Term</b>						
<b>Autumn 2</b> <b>Painting</b>	To explore colour through the work of Yelena Revis	To explore the style of Fauvism and experiment using bold colours	To produce a piece of work inspired by John Singer Sargent	To produce a piece of work in the Fauvist style, using hot and cold colours	To produce a piece of work in the Fauvist style	To develop a piece of work in the Fauvist style
<b>Christmas</b>						
<b>Spring 1</b> <b>Collage</b>	To investigate and combine visual materials inspired from an artist	To investigate and combine visual materials inspired from an artist	To investigate and combine visual materials inspired from an artist	To investigate mixed media to create a layered collage inspired by an artist	To create a layered collage using mixed media	To create a layered collage using mixed media
<b>Half Term</b>						
<b>Spring 2</b> <b>Printing</b>	To explore press-print mono-printing	To develop a press print to add layers to an image	To further develop a press print by adding a third layer.	To create a press print inspired by the work of Delita Martin.	To develop a press print inspired by the work of Delita Martin.	To further develop a press print inspired by the work of Delita Martin.
<b>Easter</b>						
<b>Summer 1</b> <b>Textiles</b>	Covered in DT planning					
<b>Half Term</b>						
<b>Summer 2</b> <b>3D Sculpture</b>	To explore ideas for a recycled material hanging sculpture inspired by Dale Chihuly.	To develop a recycled materials sculpture inspired by Dale Chihuly.	To create a recycled material sculpture inspired by Dale Chihuly.	To explore the work of Alberto Giacometti and Louis Bourgeois to inspire a sculpture.	To develop a sculpture inspired by Alberto Giacometti and Louis Bourgeois.	To create a sculpture inspired by Alberto Giacometti and Louis Bourgeois.
<b>End of the Year</b>						

# Physical Education

<b><u>Autumn 1</u></b>	Running, Jumping, Catching & Throwing (Tag Rugby)
	Team Games (Handball)
<b><u>Half Term</u></b>	
<b><u>Autumn 2</u></b>	Competitive Game Play (Hockey)
	Competitive Game Play (Football)
<b><u>Christmas</u></b>	
<b><u>Spring 1</u></b>	Flexibility, Strength & Technique (Gymnastics)
	Developing a Range of Movement (Dance)
<b><u>Half Term</u></b>	
<b><u>Spring 2</u></b>	Competitive Game Play (Tennis)
	Health & Exercise
<b><u>Easter</u></b>	
<b><u>Summer 1</u></b>	Athletics – linked to Sports Day
	Throwing & Catching (Rounders)
<b><u>Half Term</u></b>	
<b><u>Summer 2</u></b>	Attacking & Defending (Cricket)
	Multi Sports (Team Games)
<b><u>End of the Year</u></b>	

# MFL - Spanish

<b>Autumn 1</b>	To recap on my learning in Spanish from Year 4.	To be able to pronounce and memorise the names of buildings/places you might find in a town/city	Revision of 'a' and 'some': Un - unos Una - unas To be able to understand/say: En mi calle hay ... On my road there is/are...	To be able to use adjectives : grande, pequeño, and to know when and how to change them depending on the nouns grammatical gender.	To be able to use directions: A la izquierda, a la derecha, en el centro. Introduction of Una catedral, Una panadería.	To be able to translate simple sentences using adjectives and directions. En mi calle hay dos tiendas grandes a la derecha y un banco a la izquierda.	To be able to and answer: ¿Hay un mercado aquí? Sí, a la derecha/ izquierda. No, no hay. To be able to use a sentence builder to construct more complex sentences.
<b>Half Term</b>							
<b>Autumn 2</b>	Revision of days of the week. Introduction of time expressions Por la mañana, por la tarde, por la noche.	To be understand when to use the 2 ways of saying it is X o'clock. Es la una Son las dos - doce	To be able to understand the word order of telling the time in Spanish.	To be able to say it is quarter/ half past X Es la una y cuarto/media Son las dos y cuarto/media	To be able to use a bilingual dictionary to find 4 more adjectives and be able to adapt them: masc/fem sing/plur	Assessment: Recapping learning from the Autumn term.	To be able to use a bilingual dictionary to fill in the gaps of a Christmas themed text.
<b>Christmas Holidays</b>							
<b>Spring 1</b>	To revise how to talk about our hobbies. To use a Spanish dictionary describe our hobbies in more detail.	To be able to correct the word order of short sentences which include hobbies, opinions and connectives.	To be able to use the Simple future tense Voy a... I'm going to...	To be able to say which activities do you, when and for how long.	To be able to use a sentence builder to create more complex sentences. Use of the verbs: Juego - I play Hago - I do Voy a - I am going to...	To be able to spell numbers and complete simple calculations in Spanish +, -, x, /, =	
<b>Half Term</b>							
<b>Spring 2</b>	To revise how we describe the food we eat.	To be able to recognise patterns regarding grammatical gender sing/plur To revise expressing opinions and being able to adapt them - sing/plural nouns.	To be able to organise words into the correct order to create sentences using food, opinions and connectives.	To be able to read and translate short texts linked to food.  To be able to write a similar text with their own opinions.	Assessment: Recapping learning from the Spring term.	LO: To learn about the Easter Procession in Saville.	
<b>Easter Holidays</b>							
<b>Summer 1</b>	To be able to write a simple restaurant menu, starter, main course and dessert. To learn the Spanish words for different types of cutlery.	To complete menus and work in pairs ¿Quieres ? Quisiera...	To be able to describe what I am having for breakfast, and which utensils I need to use.	To be able to use role play to order breakfast in a restaurant.	To follow a recipe in Spanish (How to make Guacamole).	To revise from Year 4 how to say the days, weeks and months of the year. To revise how to describe the weather.	
<b>Half Term</b>							
<b>Summer 2</b>	To be able to spell the seasons in Spanish and describe typical weather for each En otoño, en invierno, en primavera, en verano	To be able to write short sentences about seasons and weather with a template and incorporating new connectives: Normalmente, en general, a veces.	To be able to describe where I live, using directions. Vivo en + town en el norte en el sur en el oeste en el este ...de Inglaterra	To be able to write a short personal presentation about myself.	To revise our learning in Year 5.	Assessment: Recapping learning from the Summer term.	LO: To learn about Spanish holiday destinations
<b>End of the Year</b>							

# Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Focus Areas	Performing: Reading Notation - Rhythm	Performing: Reading Notation - Pitch	Performing: Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship: Singing and Listening
Year 5	Reading Notation 3: Time Signatures	Developing Sight Reading Skills 1: Melodies (Glockenspiel)	Pop Music 1: Arrangements and Improvisation (Glockenspiel OR Ukulele)	Creating Music for Film and TV: Character, Atmosphere and Environment	Exploring Classical Music 2: Ensemble Performance	Becoming Musicians 3: Chords and Triads

## Overview

Year 5 focuses on refining musical skills. Pupils read notation confidently, interpret rhythmic scores, and expand their pitch notation range. Singing becomes more expressive and harmonious, with an emphasis on phrasing and style.

Instrumental performance evolves as pupils play melodies in a broader range, engage in ensemble playing, and develop their ability to play by ear.

Composition and improvisation work advances, with pupils extending their improvisation skills and creating music with multiple sections where they explore character, atmosphere and environment.

## Expected Standard

Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> <li>Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and crotchet rests.</li> <li>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> <li>Understand and apply knowledge of different time signatures (e.g. 2/4, 3/4, 4/4).</li> </ul>	<ul style="list-style-type: none"> <li>Confidently read and perform pitch notation within an octave range (e.g. C-C).</li> <li>Begin to develop sight reading skills by recognising short melodies to play and perform from the stave.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, observing phrasing, accurate pitching, and style.</li> <li>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> </ul>	<ul style="list-style-type: none"> <li>Play a melody following staff notation written on one stave and using notes within an octave range (do-do).</li> <li>Begin to understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards.</li> <li>Perform simple, chordal accompaniments to familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise freely over a drone, creating musical shapes and character using tuned percussion and melodic instruments.</li> <li>Compose melodies made from pairs of phrases, in a key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment.</li> <li>Compose music with contrasting elements to evoke specific atmospheres, moods, or environments.</li> </ul>

# Music

## Reading Notation 3: Time Signatures (Autumn 1)

Year 5 begins with a focus on time signatures, where students delve deeper into the rhythmic complexities of different metres. This unit aligns with the curriculum's emphasis on reading rhythmic notation. Building upon their previous knowledge of 2, 3 and 4 time, pupils explore new time signatures and more intricate rhythms, setting the stage for more complex rhythmic notations and ensemble performances in the coming terms and years.

## Developing Sight Reading Skills 1: Melodies (Glockenspiel) (Autumn 2)

In the second half term of Year 5, students work on developing their sight-reading skills, specifically for melodies on the glockenspiel. This unit corresponds with the curriculum's goal of enhancing instrumental performance. Pupils build upon their ability to read and play melodies fluently, preparing them for more advanced sight-reading challenges and ensemble playing in future units.

## Pop Music 1: Arrangements and Improvisation (Glockenspiel OR Ukulele) (Spring 1)

Year 5 students explore the world of popular music, focusing on arrangements and improvisation using either the glockenspiel or ukulele. This unit aligns with the curriculum's objective of nurturing composition and improvisation skills. Pupils begin creating their arrangements and experimenting with improvisation, gaining valuable experience that prepares them for more intricate composition and performance tasks in subsequent years.

## Creating Music for Film and TV: Character, Atmosphere, and Environment (Spring 2)

During the spring term, Year 5 students embark on a creative journey, composing music for film and television. This unit corresponds to the curriculum's goal of fostering composition skills. Pupils learn to evoke specific emotions, character traits, atmospheres, and environments through music, providing them with a solid foundation for more complex composition projects in Year 6.

## Exploring Classical Music 2: Ensemble Performance (Summer 1)

In the summer term, Year 5 students focus on ensemble performance within the realm of classical music. This unit aligns with the curriculum's emphasis on collaborative music-making. Pupils expand their ensemble skills, understanding the intricacies of performing as a group. This development prepares them for more advanced ensemble notation and performance tasks in the future.

## Becoming Musicians 3: Chords and Triads (Summer 2)

The summer term marks a significant milestone as Year 5 students delve into chords and triads, essential elements of music theory. This unit corresponds to the curriculum's goal of fostering musicianship development. Pupils refine their understanding of harmonic structures, preparing them for more intricate tonal explorations and musical analysis in Year 6.

### Keywords

- Pulse
- Crotchet rest
- Ostinato
- Strong beat
- Rhythm
- Rhythm names
- Lullaby
- Semiquaver
- Time signature
- 2/4, 3/4, 4/4
- Bar and bar lines
- Singing names
- Pitch
- Stave
- Structure
- Ostinato
- Harmony
- Phrases

### Listening

- 20th century
- 90s Pop
- 80s Synth/Pop
- Nigeria (Drumming)
- South Africa (Choral)
- Italian Folk
- Verdi
- Bronski Beat
- Björk
- Britten
- Coleridge-Taylor
- Vaughan Williams
- Jona Lewie
- Shostakovich
- Oasis