

Term 4	
TOPICS	
Literacy – Book focus ideas	Maths- cross curricular
Shakespeare – Romeo and Juliet, Macbeth, The Tempest (link to Tudor theatre and entertainment).	Islamic tessellating patterns (including examples of reflection, rotation and translation) Running total – Charles I decision game Growing and measuring bean plants
Science	Humanities (History)
<p><u>All living things</u></p> <ul style="list-style-type: none"> 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. 	<p><u>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (cont)</u></p> <p><i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> <i>the changing power of monarchs using case studies such as John, Anne and Victoria Rulers and Rebels – power of monarchs 1066 – present day.</i> <i>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 th Century</i> <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i> <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i>

Term 4		
TOPICS		
Computing	Art and design	Design and Technology
<p>Design solutions through abstraction and decomposing of problem. Recognise tasks best completed by humans or computer. Continue to use sequence, selection, repetition, variables and various inputs & outputs. Use logical reasoning to explain how simple algorithms work. Introduce private networks (LAN - Local Area Network) & network types (peer to peer, star & bus).</p>	<p>Islamic tessellating patterns</p>	<p>Tapestry (link to Bayeux Tapestry)</p>
PE	RE ISLAM	PHSE (SEAL themes)
<p>Sport Enrichment Block Sports enrichment chosen by coach and school to enhance curriculum.</p> <p>Swimming</p>	<p>Religion, family and community Mosque Imam Family and community</p> <p>Symbols and religious expression Easter - Victory</p>	<p>5. Good to be me</p> <ul style="list-style-type: none"> • strategies to help me when I feel useless or inadequate. • proud and boastful • mixed feelings • making choices • agreeing and disagreeing • understanding my feelings
Music	French*	Trip ideas
<p>Composition and Performing</p> <ul style="list-style-type: none"> • Use and understand musical notation including rest and Italian musical terms – eg. Allegro, forte, piano. • Using symbols to represent sounds <p>Develop an understanding of musical composition</p> <ul style="list-style-type: none"> • Rhythmic patterns (ostinatos) <p>Instrumental</p>	<p>Y5 Module 7 – My Week Y5 Module 8 – This is the Bear</p>	<p>Mosque visit</p>

• Recorders		
-------------	--	--

Term 5	
TOPICS	
Literacy – Book focus ideas	Maths- cross curricular
A Tale Unfolds	
Science	Humanities (Geography)
<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Southern America – Rainforest</u> – compare and contrast with own region</p> <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region in South America. <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied longitude and latitude use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Term 5		
TOPICS		
Computing	Art and design	Design and Technology
<p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Begin to use simple Search Parameters</p> <p>Select, use and combine a variety of software</p> <p>Recognises the audience when designing and creating digital content.</p> <p>Detect and correct errors in algorithms & programs</p>		
PE	RE - CHRISTIANITY	PHSE - (SEAL themes)
<p>Sports Day Athletics Running, Jumping and Throwing.</p> <ul style="list-style-type: none"> Practice athletic events Achieve personal best Competition involved <p>Swimming</p>	<p>Worship, pilgrimage and sacred places Explore life as a journey Where? Why? Christian pilgrimage to</p> <ul style="list-style-type: none"> - Canterbury - Rome - The Holy Land - Lourdes 	<p>6. Relationships</p> <ul style="list-style-type: none"> people around us embarrassed pick me up, don't put me down don't judge a book by its cover
Music	French*	Trip ideas
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Geography song – What's it worth Planet Earth <p>Develop an understanding of musical composition</p> <ul style="list-style-type: none"> Exploring pitch Exploring 4/4 time signature music and notations 	<p>Y5 Module 9 – Healthy Eating Y5 Module 10 – Café</p>	

Term 6		
TOPICS		
Literacy – Book focus ideas	Maths- cross curricular	
Science	Humanities (History)	
<p><u>Animals including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p><u>The achievements of the earliest civilizations</u></p> <ul style="list-style-type: none"> An overview of where and when the first civilizations appeared and a depth study of one of the following: <ul style="list-style-type: none"> Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China 	
Computing	Art and design	Design and Technology
Analyse and evaluate data and information and recognise that poor quality data leads to unreliable results and inaccurate conclusions. Understand the opportunities [networks] offer for communication and collaboration when computers are networked. Understand two-way selection (if, then & else statements) & poste-tested loop (until) and when to use within programs		
PE	RE CHRISTIANITY	PHSE (SEAL themes)
<p>Striking and Fielding Games – Cricket Batting and fielding tactics and strategies</p> <ul style="list-style-type: none"> Rules of cricket 	<p>The journey of life and death Religion and the individual Marriage</p>	<p>7 Changes</p> <ul style="list-style-type: none"> common responses to change understanding individual differences in our

Year 5 Curriculum plan

<ul style="list-style-type: none"> Competitive play Specific techniques of batting and fielding <p>Swimming</p>	<p>Funerals</p>	<p>responses to change</p> <p>Sex Education</p>
<p>Music</p>	<p>French*</p>	<p>Trip ideas</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression History Sing “Amazing Egyptians” <p>Develop an understanding of musical composition</p> <ul style="list-style-type: none"> Rhythmic patterns (ostinatos) 	<p>Y5 Module 11 - la Fête Nationale Y5 Module 12 – “Peace at Last”</p>	

Science skills

- Pupils should **read, spell** and **pronounce** scientific vocabulary correctly and with confidence.

Working and thinking scientifically:-

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content

- 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, taking repeat readings
- when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, 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 and degree of trust in 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.

They should do this through

Year 5 Curriculum plan

- exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.

At upper key stage 2, they should

- encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.
- begin to recognise that scientific ideas change and develop over time.
- select the most appropriate ways to answer science questions using different types of scientific enquiry, including
 - observing changes over different periods of time, noticing patterns, grouping and classifying things,
 - carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.
- draw conclusions based on their data and observations, use evidence to justify their ideas
- use their scientific knowledge and understanding to explain their findings.

History skills

Pupils should :-

- continue to develop a **chronologically** secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.
-

Geography Skills and fieldwork (KS2)

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six 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

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including
 - sketch maps,
 - plans
 - graphs
 - and digital technologies.

Year 5 Curriculum plan

*French (KS2)

- 2014-15 – Year 3 modules
- 2015-16 – Year 4 modules
- 2016-17 - Year 5 modules