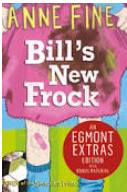
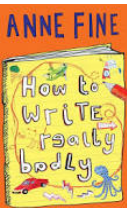





“Everyone valued, everyone challenged, everyone achieving.”

YEAR 5 CURRICULUM						
DRIVERS	WELLBEING		COMMUNICATION	POSSIBILITIES	CULTURE	ENTERPRISE
BIG IDEAS	IDENTITY Identity is who you are. The identity of a person or place is the characteristics that they have that distinguish them from others. Erasmus project - Unblocking Limits Together.	DIVERSITY Diversity is how people, places or things are different from each other. The diversity of something is the fact that it contains many different elements.	SPACE TIME Space and time are interlinked and connect everything that is in our past, present and future world, universe or creation.	TECHNOLOGY Technology describes the methods, systems and inventions of solving problems using scientific knowledge	INTERDEPENDENCE Interdependence describes how living things and non-living things relate to and depend on one another.	SUSTAINABILITY Sustainability means taking care of our planet and using its natural resources in a way that protects the future.
THEMES	HEROES & WARRIORS Who are our heroes? What is their history? What can we learn from their identity? What did they achieve? How did they impact others? An exploration of heroes in our history, the journeys they made to achieve change and how these changes impacted the world around us.		EUREKA! How has technology progressed over time? Why is creativity important for a progressive society and what consequences does further progress offer? An exploration of change in the complexity of technology and innovations. What problems do we incur in our daily lives and what could we invent to solve these problems? Are inventions drivers of social change?		GREAT DISCOVERIES How have new discoveries affected the world? How have things changed from the past? Who are the great discoverers? What hurdles did they overcome to make their discoveries? How have these discoveries affected how we live today? What might we discover about the future and other worlds? A journey that reveals some of the greatest discoveries of the world, debunking some of the mysteries around them and exploring how these discoveries have impacted on our daily life.	
EVENTS	National Poetry Day Black History Month October National Anti-Bullying Week Remembrance Day World Children’s Day		Holocaust Remembrance Day Remembrance day International Mother Language Day (promoting linguistic and cultural diversity) World Book Day World Poetry Day		World Earth Day World Environment Day Children’s Book Week World Refugee Day	


			National Science & Engineering Week			
ENRICHMENT	Mosque Visit		The Crystal - Natural Resources		Science Museum - Earth and Planets	
ENGLISH Author Focus Anne Fine   	Basic Skills (1 week)	Fiction: Narrative (Myths and legends) The Anglo Saxon myth 'Beowulf' (3 weeks)	Poetry Poetic style Various poems (Poems on a theme) Aspirations and Dreams (2 weeks)	Non-fiction: Explanation Text and News Report: Materials Links to DT and Science (2 weeks)	(Debate/Balanced argument) Museums should return historical artefacts to their country of origin (1 week)	Non - Fiction: (Fact file) Polar Explorer (2 weeks) Survivors David Long - Author
	Fiction: (Author study) Bill's New Frock & other novels by Anne Fine (3 weeks)	Non - fiction (Newspaper report) Highwayman (2 weeks)	Fiction: (Author focus) Ted Hughes How the Whale Became (2 weeks)	Fiction: (Fantasy - assessment week) Stig of the Dump (1 weeks) Shakespeare project 2 weeks	Fiction To rewrite the scene from Grandads perspective Secrets of a Sun King (3 weeks)	Fiction: Older literature (Changing prose into a playscript) The Lion, the witch and the wardrobe (2 weeks including Assessment week) Non-fiction: (Persuasive Letter) The Lion, the witch and the wardrobe (1 week)
	Non-fiction: (Biography) Long Walk to Freedom by Nelson Mandela (3 weeks - Assessment Week)	Non - fiction (Persuasive pitch) (2 weeks including Assessment week)	Fiction: (Radio script) Titanic (2 weeks)	Shakespeare Week Hamlet Diary Entry (1 week)	Non - fiction Instructional text Secrets of a Sun King (2 weeks)	Poetry: Links to Refugee week (1 week) I dream by Sarah Crossan https://clpe.org.uk/poetryline/poems/i-dream-0 Citizen of the World by Dave Calder Refugees by Brian Bilston A house without walls Elizabeth Laird
GUIDED READING Take One	Blackberry Blue	The Promise	Curiosity: The Story of a Mars Rover	William Shakespeare	Race to the Frozen North	Shakleton's Journey

Book						
MATHS	<u>Autumn (58 lessons)</u> 5A *Ch1 - numbers to 1 000 000 (13 lessons) *Ch2 - whole numbers addition and subtraction (12 lessons) *Ch3 - whole numbers multiplication and divisions (20 lessons) *Ch4 - word problems (5 lessons)		<u>Spring (53 lessons)</u> *Ch6 - fractions (19 lessons) *Ch 5 - Graphs (8 lessons) 5B *Ch7 - Decimals (16 lessons) *Ch8 - Percentages (4 lessons) *Ch9 - Geometry (14 lessons)		<u>Summer (47 lessons)</u> *Ch10 - position and movement (6 lessons) *Ch11 - Measurement (15 lessons) *Ch12 - Area and perimeter (12 lessons) *Ch13 - Volume (11 lessons) *Ch14 - Roman Numerals (3 lessons)	
HISTORY	Britain's Settlement by Anglo-Saxons and Scots The process which changed the language and culture ... even Gildas' patria (fellow citizens), cives (indigenous people) and hostes (enemies)—as well as a diversity associated with language. eventually developed a common cultural identity as Anglo-Saxons. This could include: <ul style="list-style-type: none"> • 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. 		Inventors and Inventions Minecraft - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. How do you plan and prepare a pitch? <ul style="list-style-type: none"> • Finding out about important inventions and discoveries from the past • Understanding that inventions often come from finding a solution to a problem • Designing our own creation to solve an everyday problem. • Investigating the impact of modern inventions on the environment. • Finding out about famous people whose ideas and inventions caused social change e.g. Isambard Kingdom Brunel, Steve Jobs and Dyson. 		Ancient Egypt Delving into the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt. Investigating Egypt's location and the importance of the river Nile during the advancements made to human and social development. To order events chronologically on a timeline. Exploring the earliest Egyptian scribes and the complexities of hieroglyphics and the importance of the Rosetta Stone to decode one of the most sophisticated mysteries and unlocking the door to understanding ancient Egyptian life. Was this the origins of modern day medicine? How was farming different then to now? Which gods did they worship and why? <ul style="list-style-type: none"> • Understanding how information was recorded on papyrus and carved into walls • Investigating the importance and ancient secrets of the pyramids. • Pharaohs, their importance both politically and religiously. • Exploring the different stages of mummification and the elaborate coffins in which they are placed. 	
GEOGRAPHY	Water & Rivers Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,		Natural Resources What are natural resources? Where do they come from? Are they in reserve or continuously made from the Earth? Where can natural resources be found?		Mountains/Polar To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges. How is a mountain formed and are they all formed in the same	

	<p>mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Where did the Anglo Saxons come from and where did they choose to settle? What makes a good location for an Anglo Saxon settlement?</p> <p>Types of settlement and land use, economic activity including trade links. River sources and the water cycle.</p> <ul style="list-style-type: none"> • Use a map of Europe and atlases to name the countries of Europe. Use a colour key and arrows to show which countries the Anglo Saxons came from and where they settled • Use a map to locate some of the key rivers of UK and link these to important Anglo-Saxon settlements • Debate which location is the most suitable to build a village • Discuss what settlers might need to look for when deciding where to build a village • Write the journey of a water droplet around the water cycle • Find out, by using the internet, how rivers run from the mountains to the sea • Understand how rivers erode, transport or deposit materials • Observe erosion in action when pouring water to create a river • To find out the cause of river pollution and the effects it has on the environment 	<p>How do we use the land in Britain? What natural resources do we use to produce energy? What renewable natural resources do we use? How are products such as concrete, glass, wood and steel produced and traded?</p> <ul style="list-style-type: none"> • human geography, including: types of land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • identify where natural resources can be found and how they can be used safely • understand how we can use natural resources, to feed us, clothe us, heat our homes and transport us around the world • identify finite and non renewable resources such as coal, natural gas and oil • identify which natural resources can be found in the UK • identify resources that are traded into and out of the UK 	<p>way? Do they all look the same? Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills and mountains) and locate key areas of higher ground in the UK. To describe and understand: climate zones, biomes and vegetation belts, rivers, mountains and volcanoes. What is the climate like on different parts of mountains and how can we benefit from it? What are the risks/benefits of being in the mountains? What impact does tourism have? What can be done to protect mountain environments? Exploring the polar expeditions of Ernest Shackleton and his crew.</p> <ul style="list-style-type: none"> • Use a map to locate some of the key mountains and mountainous regions in the world. compare and contrast some of the most famous mountains in the world and how local populations have benefitted from them • To identify some of the world's physical features on a map • Create bar graphs of the peaks in different mountain ranges. Which is the tallest/smallest? How many are taller than 5000m? • Find the height of a peak on a map • Understand contour altitude, peaks, slopes, plateau, valley, summit and foot • Exploring tectonic plates and magma beneath the earth's surface • Identify ways to limit the damage tourism can cause to an area
SCIENCE	<p>Working Scientifically</p> <ul style="list-style-type: none"> • 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, scatter graphs, bar and line graphs. • Using prior knowledge to set up comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of, 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 using secondary sources. 		

	<p>Plants and their habitats - George Washington Carver (first African American to earn a Bachelor of Science degree)</p> <p>Pupils should be taught to:</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>Animals, including humans - Mary Anning</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows 	<p>Earth and Space - James Lovelock https://www.sciencemuseum.org.uk/what-was-on/unlocking-lovelock-scientist-inventor-maverick</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Forces - Albert Einstein (general theory of relativity)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Properties and changes of materials - Alfred Nobel</p> <p>Pupils should be taught to:</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
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RE	<p>Multi Faith</p> <p>What inner forces affect how we think and behave? The meaning and importance of religious stories in Islam, Christianity, Judaism and Buddhism to undestand inner forces that determine people’s actions.</p>	<p>Animal Law-case Unit</p> <p>How is Christmas celebrated around the world? To consider if there is any difference between animals and humans and the treatment of animals. Discovering what different religions teach about the treatment of animals. The differences in the Christmas story in the Gospels of Luke and Matthew, comparing how Christmas is celebrated differently around the world.</p>	<p>Christianity</p> <p>How do Christians try to follow Jesus’ example? Exploring how the story of Jesus affects how Christians live their lives, identifying their own priorities.</p>	<p>Multi Faith</p> <p>What do religions and worldviews believe about God? The beliefs and importance of God in different religions as well as the non-belief in God for those not believing.</p>	<p>Islam</p> <p>Why is Muhammed important to Muslim people? The significance of the Prophet Muhammad’s life and teachings as a role model for Muslims, focusing on revelations, religious experience and the importance of quiet contemplation.</p>	<p>Multi Faith</p> <p>Thankfulness - How do beliefs influence actions? The religious and non-religious thoughts about the power of thankfulness in human life, using P4C for critical thinking.</p>
ART & DESIGN	<p>Decorative Arts</p> <p>Jean Pucelle (Illuminated letters- Medieval)</p> <p>Gothic Art</p> <p>Investigate types of typography and medieval art to then design and make letter- initial (links to English/History Harry Potter)</p> <p>Jean Pucelle - Illuminated letters resources</p> <p>Stained glass window art</p> <p>Skills: Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software), collage, transparency vs opaque. Stained glass drawing.</p> <ul style="list-style-type: none">• Appreciation of Jean Pucelle illuminated letters. Start to design own letter art (links to Harry Potter) - ICT software• Cont. with letter art, exploring different materials and techniques (pastels, inks, pen)• Finish letter art• Appreciation of stained glass window art. Using		<p>Photography - technological leaps forward</p> <p>Anna Atkins - <i>Cyanotype Book of British Algae</i></p> <p>Anna Atkins - first illustrated book of photographs</p> <p>Skills: photography techniques,composition, perspective, camera handling, storytelling through photos, editing, cyanotype prints, macro photography, photo montage analogue to digital</p> <ul style="list-style-type: none">• Introduction to photography - history and importance as innovation in visual arts/ society. Explore cameras & different ways of taking photos. Short games using photography for looking, including composition, perceptive, angles.• Appreciation of Anna Atkins - first book of illustrated photographs. Make cyanotype print using objects, and then using drawing with acetate and pen.• Macro photography• Cyanotype prints continued - photo ‘blueprints’ using own macro photographs from last session (theme: close up pattern and texture)• Photography as storytelling. Explore how a photo tells a		<p>Space - Abstract Circle Paintings</p> <p>Wassily Kandinsky - Several Circles - Expressionism</p> <p>Albrecht Durer - Star Maps - Gothic Art</p> <p>Skills: drawing & painting development exploring space theme through circles, how to draw a circle, repeat print motifs, overlays, light and dark, shading, perspective, synesthesia, colour theory.</p> <ul style="list-style-type: none">• Exploration of Space by different artists. Focus on spheres. globes, planets, maps, constellations. Appreciation of Albert Durer’s astrological maps. Copy a star constellation using pencil, pen and ink. [Links to animals and mythology.]• Appreciation of the circle paintings by Kandinsky. Try to draw a perfect circle by hand with soft pastels, then a 3D globe with pencil grades. Explore the differences.• Create own painting inspired by Kandinsky’s <i>Several Circles</i>. Background paint exploration, washes, depth - trying to paint space.• Cont. painting, focusing on circles, pattern and motif, different ways to create circles with paint and print. Explore depth of field, background and foreground, how to make circles look more 3D in paint, perspective of planets in	

	tracing, transfer letter design onto clear plastic. Add embellishments to design. <ul style="list-style-type: none"> Glass painting & drawing - mixing glue and paint, adding black outline, exploring opaque vs transparent. [Extension using coloured gels as collage elements] Finish work adding colour & detail. Exhibition & Evaluation 		narrative, create own photo collage from found images, inspired by a line or word (links to literacy, poetry, vocabulary) <ul style="list-style-type: none"> Evaluation 		space. Listen to 'space' music whilst doing this! (Links to Kandinsky's synesthesia- seeing sound through art). <ul style="list-style-type: none"> Evaluation 	
DT	Metalwork, clay moulding, jewellery and packaging (links to History and Enterprise week) <ul style="list-style-type: none"> generate innovative ideas, drawing on research accurately measure, mark out, cut and shape materials and components accurately assemble, join and combine materials and components accurately apply a range of finishing techniques, including those from art and design 		Explore and design robots - Bristle Bots, Build a bristle Bot Structures – bridges & tunnels (links to History) <ul style="list-style-type: none"> generate innovative ideas, drawing on research how more complex electrical circuits and components can be used to create functional products accurately assemble, join and combine materials and components Be able to explain how particular parts of their products work 		Leonardo Da Vinci - inventions Explore Da Vinci innovations for moving vehicles and also space. Water propulsion rockets- design, make and test (links to science) propulsion water rockets <ul style="list-style-type: none"> generate innovative ideas, drawing on research learn how systems create movement how to use learning from science/maths to help design and make products that work select materials and components suitable for the task and explain their choice of materials and components according to functional properties and aesthetic qualities Be able to explain how particular parts of their products work 	
COMPUTING	Computing systems and networks - Systems and searching	Creating media - Video production	Programming A - Selection in physical computing	Data and information - Flat file databases	Creating Media - Introduction to vector graphics	Programming B - Selection in quizzes
MUSIC	Musical Theatre - Popular ABBA, Elton John, Judy Garland, Les Miserables Kapow Unit Musical Theatre Introducing musical theatre through singing, acting and dancing. These can be combined to give an overall performance.		Percussion - Classical - Popular Latin Groove Kids, Beethoven Kapow Unit Looping and Remixing Learning about how dance music is created, focusing particularly on the use of loops. <u>Ludwig van Beethoven</u> Rhythm and Pulse The sounds of inventions https://docs.google.com/document/d/10RFues72hRym_eEKCYjm7Ct2c8P5fUAbNR7Ps7TEBYeA/edit		Popular - Baroque The Bangles, Henry Purcell Kapow Unit Compositional Notation Ancient Egypt Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	

PE	Basketball (Outdoors) Gymnastics (Indoors)		Tag Rugby (Outdoors) Hockey (Indoors)	Football (Outdoors) Gymnastics (Indoors)	Tennis (Outdoors) Badminton (Indoors)		Cricket (Outdoors) Athletics (Indoors)	Athletics (Outdoors) Athletics (Indoors)	
PSHCE	Healthy lifestyles	Growing & Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Differences	Rights and Responsibilities	Environment	Money
French	<ul style="list-style-type: none"> • Use a bilingual dictionary. • Learn adjectives, adverbs of place and conjunctions. • Likes and dislikes with reasons. • Prepare and practise simple conversation. • Compare objects, products etc. with others from France e.g. Xmas presents. • Phonics • Learn a poem 			<ul style="list-style-type: none"> • Recognise and use simple negatives. • Extend vocabulary of adverbial sentence starters. • Use of pronouns. • Respond to dictation. • Recognise clock times. • Learn a poem. • Write sentences from a model / memory. • Naming food/ sports. • Phonics 			<ul style="list-style-type: none"> • Naming and giving opinions about food/ sports. • Tell the time in hours and half hours. • Numbers 49-60. • Naming body parts. • Learn a poem. • Prepare and practise a short presentation on a familiar topic e.g. food, sports, etc. • Phonics 		
END OF DAY READING	Archaic Black Beauty Anna Sewell Tell-Tale Heart Edgar Allen Poe The Secret Garden Frances Hodgson Burnett The Listeners (poem) Walter de La Mare		Non-linear sequences An Eagle in the Snow Michael Morpurgo	Narratively Complex The Pebble in My Pocket Meredith Hooper When My Name Was Keoke Linda Sue Park	Symbolic Text The Girl of Ink and Stars Kiran Millwood Hargrave Where the Mountains Meets the Moon Grace Lin Daffodils (poem) William Wordsworth In Flanders Fields (poem) John McCrae Dreams (poem) Langston Hughes Fog (poem) Carl Sandburg	Resistant Text The Arrival Shaun Tan Jabberwocky (poem) The Pobble Who Had No Toes (poem) Edward Lear	Class Choice		