



Castle View Primary School

Overview Year 5

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	Autumn		Spring		Summer	
Topic name	Who would be a Greek?	Why is Britain Great?	Who was most successful – Vikings or Anglo-Saxons?	Where do you want to live Brazil or the UK?	Would you survive as a Victorian child?	What's the weather like to
English	<p>FICTION (Year 5 Unit 1) A Myth <i>Prometheus and Pandora by Janey Pursglove</i></p> <p>develop an awareness of familiar and key elements of traditional stories</p> <p>make links and connections with other stories and their own experiences</p> <p>keeping a personal log of notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing</p> <p>develop their skills of argument and discussion</p> <p>increase their knowledge of and application of synonyms and to examine how writers use language for effect</p> <p>learn the meaning of rarer vocabulary</p> <p>clarify their understanding of the story</p> <p>infer meaning from the text and to be able support their own views and ideas</p> <p>consider how character, setting and plot affect each other</p> <p>develop their awareness of the narrative voice in a text</p> <p>develop their awareness of the differences between oral and written stories</p> <p>see an example of writing that will provide a model for their own writing</p> <p>develop skills in story planning</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p>	<p>FICTION (Year 5 Unit 2) A modern retelling of a myth/dilemma <i>Bling! By Jon Blake</i></p> <p>understand what a dilemma is</p> <p>make links and connections with other stories</p> <p>empathise with the main character</p> <p>develop skills of argument and discussion</p> <p>link the story to the myth on which it is based</p> <p>create a written or drawn representation of the story</p> <p>visualise strong descriptive phrases and think about how they help the reader engage with a story</p> <p>clarify their understanding of the story</p> <p>contextualise and discuss descriptive language they have explored in the text</p> <p>understand how the author gives clues in the text about how a character is feeling</p> <p>explore the imagery in the story</p> <p>explore synonyms for 'walked'</p> <p>link the way a character moves to how they are feeling</p> <p>understand that actions have consequences and that these take the plot forward</p> <p>understand Billy's dilemma from his point of view</p> <p>create a vivid image using description and comparison</p> <p>develop their awareness of the differences between oral and written stories</p> <p>generate and record ideas for their story</p> <p>understand the main character's motivation to predict how they might act</p>	<p>FIC FICTION (Year 5 Unit 3) Poetic style <i>Goodnight Stroud by Pie Corbett</i> <i>Last Night, I Saw The City Breathing by Andrew Fusek Peters</i></p> <p>develop an awareness of how poets use language to recreate real or imagined experiences</p> <p>make links and connections with other poems and their own experiences</p> <p>develop their skills of argument and discussion</p> <p>increase their knowledge of and application of synonyms and to examine how writers use language for effect</p> <p>develop their visualisation and predictive skills</p> <p>hear and enjoy the full version of the poem</p> <p>develop their thinking and recording skills by logging their initial response to the whole poem</p> <p>develop their skills of argument and discussion</p> <p>learn the meaning of rare vocabulary</p> <p>revise some poetic features</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>identify and explore the power of personification</p> <p>identify and explore the impact of writers' choices on the reader</p> <p>develop their awareness of the writer's voice in a text and how similar themes can be presented in different forms</p> <p>explore a writer's distinctive style through dramatic reconstruction</p>	<p>FICTION (Year 5 Unit 4) Story by a significant children's author <i>This is NOT a Fairy Tale by Jeremy Strong</i></p> <p>understand who Jeremy Strong is and to contextualise the main themes of his work</p> <p>make links and connections with other Jeremy Strong stories</p> <p>make a prediction about the story ending</p> <p>develop their skills of argument and discussion</p> <p>link the story to their understanding of Jeremy Strong's style</p> <p>understand the chronology and main points of the story</p> <p>create a written or drawn representation of the story that can be used as an aide memoire</p> <p>visualise strong descriptive phrases and think about how they help the reader engage with a story</p> <p>compare and contrast the openings of stories by the same author</p> <p>use dialogue when recalling an episode from the story</p> <p>develop their awareness of the narrative voice in a text</p> <p>identify the dilemma faced by the main characters</p> <p>consider how character, setting and plot each affect the other</p> <p>compose dialogue that reveals information about a character and about what's happening</p> <p>generate ideas for their story</p> <p>see an example of writing that will provide a model for their own writing</p>	<p>FICTION (Year 5 Unit 5) A story from another culture <i>Dragon Slayer by Gill Howell</i></p> <p>understand the features of some stories from Chinese culture and contextualise the main themes</p> <p>make links and connections to the landscape of China and the setting of the story</p> <p>make a prediction about the story ending</p> <p>develop their skills of argument and discussion</p> <p>link Dragon Slayer to their understanding of Chinese customs and attitudes explored in other stories</p> <p>understand the chronology and main points of the story</p> <p>create a written or drawn representation of the story that can be used as an aide memoire</p> <p>visualise strong descriptive phrases about the setting of the story</p> <p>investigate how the setting affects how a character acts</p> <p>deepen their understanding of a story by increasing familiarity with the text</p> <p>use inference and deduction to gather information about Yen from the text</p> <p>write questions to elicit more information about a character (Mai-ling)</p> <p>consider how character, setting and plot affect each other</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>develop their awareness of the narrative voice in a text</p>	<p>FICTION (Year 5 Unit 6) A playscript, dramatic convention <i>Father's Day by Lou Kuen</i></p> <p>develop an awareness of different scripts and their purpose</p> <p>revise the conventions of the formal playscript</p> <p>increase their knowledge of and application of synonyms and to examine how use language for effect</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>develop their skills of argument and discussion</p> <p>hear and enjoy the full version of the playscript for the first time</p> <p>gain a deeper understanding of the formal and informal language in scripts</p> <p>make links and connections with other stories and their own experiences</p> <p>develop their ability to interpret text sub-text</p> <p>consider how character, setting and plot affect each other</p> <p>develop their understanding of the formal and informal language in scripts</p> <p>identify scripted and non-scripted elements in broadcasts</p> <p>develop their understanding of the relationship between audience and purpose in broadcasts</p> <p>develop their empathetic response to characters</p> <p>use details to begin to build a character to explore ways of developing characterisation by showing, rather than telling</p>

	<p style="text-align: center;">NON-FICTION <i>Instructions</i> How to write instructions How to write a Greek Myth Have a go at... Choc Chip Ice Cream</p> <p>revise existing knowledge of instructional texts</p> <p>become familiar with some words associated with instructional texts</p> <p>recognise the basic structure and features of instructional texts</p> <p>recognise that the basic structure and language of instructional texts will vary to suit different audiences and purposes</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>see an example of writing that will provide a model for the planning of their own writing</p> <p>develop their confidence and skills in planning an instructional text</p> <p>use their planning grid to help them to write a full length instructional text</p> <p>write a recipe for others to try out</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>follow a recipe and to evaluate its success</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p style="text-align: center;">GRAMMAR SKILLS</p> <p>develop their ability to recognise different devices that build cohesion within a paragraph.</p> <p>develop their ability to recognise how ideas can link across paragraphs using adverbs and adverbials</p>	<p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>see how to plan a diary entry using the story text for information</p> <p>see an example of the text they will be writing</p> <p>plan a diary entry</p> <p>develop sentences and description in their diary entry</p> <p>write a diary entry for Billy's point of view that concludes the story</p> <p>read and share their diary entry</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p style="text-align: center;">NON-FICTION <i>Recounts</i> Bravery Award for Fire Hero Boy Newshound Beach Bonanza</p> <p>make links between the story text and the non-fiction text</p> <p>explore the point of view an article is written from</p> <p>become familiar with some words and synonyms associated with recount texts</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>see an example of writing that will provide a model for the planning of their own writing</p> <p>understand and locate examples of the key features of a recount text</p> <p>explore how complex sentences and use of detailed information can convey a formal tone</p> <p>develop their confidence and skills in planning a recount text</p> <p>use their planning grid to help them to write a full length recount text</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p>	<p>develop a confident response to poems orally as a preparation for their own writing</p> <p>experiment with language and to consider the impact of changes made to a text</p> <p>see an example of writing that will provide a model for their own writing</p> <p>develop their confidence and skills in poetry planning and development</p> <p>developed and write their own poem</p> <p>read and share their full poems</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p style="text-align: center;">NON-FICTION <i>Persuasive Writing</i> Meet the Monster Meet the Future</p> <p>become familiar with some words and synonyms associated with persuasive texts</p> <p>recognise the basic structure and features of persuasive texts</p> <p>recognise that the form of persuasive texts will vary to suit different audiences and purpose</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>see an example of writing that will provide a model for the planning of their own writing</p> <p>develop their confidence and skills in planning and creating an advert using an example of writing that will provide a model for their own writing</p> <p>identify facts and opinions in a text and analyse how they can be used to manipulate and persuade</p> <p>investigate the use of persuasive language in a text and to use it as a model for their own writing</p> <p>write a persuasive text</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>understand how persuasive language can be adapted for different audiences and settings.</p>	<p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>develop sentences and dialogue for their episode</p> <p>write their episode</p> <p>read and share their episode</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p style="text-align: center;">NON-FICTION <i>Biography and Autobiography</i> Jeremy Strong biography and autobiography Anthony Horowitz biography</p> <p>make links between the story text and the non-fiction text</p> <p>understand the context for the study of the non-fiction biography text</p> <p>distinguish between biography and autobiography</p> <p>evaluate the usefulness of biography and autobiography as sources</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>see an example of writing that will provide a model for the planning of their own writing</p> <p>understand and locate examples of the key features of a biographical text</p> <p>compose the key questions that they want to answer in their biography</p> <p>take notes from a range of sources and use these to make a plan</p> <p>evaluate the effectiveness of layout, organisation and clarity</p> <p>use their planning and notes to help them to write a biographical text</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p style="text-align: center;">GRAMMAR SKILLS</p> <p>understand the word 'parenthesis' and explore how it can be expressed with brackets, dashes and commas</p>	<p>compose a description that reveals information about a character and creates an atmosphere</p> <p>practise an oral retelling of a story</p> <p>generate ideas for their story</p> <p>see an example of writing that will provide a model for their own writing</p> <p>plan a new episode</p> <p>develop different sentence types</p> <p>write their episode</p> <p>read and share their episode</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p style="text-align: center;">NON-FICTION <i>Non-chronological reports</i> The Kraken A Dragon Spotter's Guide to the Chinese Lung Dragon</p> <p>make links between the story text and the non-fiction text</p> <p>understand the context for the study of the non-fiction text</p> <p>understand and be able to identify the terms 'causal language' and 'generic', which are key features of a non-chronological text</p> <p>understand the difference between generic and specific</p> <p>recognise that the basic structure of non-chronological texts will change to suit different audiences and purposes</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>see an example of writing that will provide a model for the planning of their own writing</p> <p>understand and locate examples of the key features of a text</p> <p>compose the key questions that they want to answer in their non-chronological report</p> <p>take notes from a range of sources and use these to make a plan</p> <p>use their planning and notes to help them to write a non-chronological text</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p>	<p>revise the conventions of writing s a script</p> <p>see an example of writing that will model for their own writing</p> <p>develop their ability to evaluate the effectiveness of a piece of writing</p> <p>plan and develop a script</p> <p>use the speeches and stage directions have already developed to write a extra scene</p> <p>look critically at their writing</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p style="text-align: center;">NON-FICTION <i>Discussion</i> The Big Debate</p> <p>revise their existing knowledge of discussion texts</p> <p>become familiar with some words and synonyms associated with discussion texts</p> <p>recognise bias and balance in issue-based texts</p> <p>recognise personal and impersonal language in issue-based texts</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>identify the conventions of oral delivery</p> <p>practise using clear language to express a point of view</p> <p>develop their public speaking skills</p> <p>see an example of writing that will model for their own writing</p> <p>use a variety of resources to make a plan for a piece of writing</p> <p>develop their ability to use appropriate language, form and content to present an issue in a discussion text</p> <p>develop their ability to summarise arguments</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p>
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<p>Maths</p>	<p>Number: Place Value</p> <ul style="list-style-type: none"> To know that a 4-digit number is made up of 1000s, 100s, 10s and 1s To represent numbers up to 10,000 in different ways To be able to round numbers to the nearest 10 To be able to round numbers to the nearest 100 To be able to round to the nearest 10, 100 and 1000 To represent numbers to 100,000 on a place value grid and a numberline To compare and order numbers to 100,000 To be able to round numbers up to 100,000 To be able to read, write and represent numbers to 1,000,000 To be able to count forwards and backwards in powers of 10 To be able to compare and order numbers up to 1,000,000 To be able to round numbers within 1,000,000 To explore negative numbers and their position on a numberline To explore Roman Numerals to 1000 <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To be able to add two 4-digit numbers (one exchange) To be able to add two 4-digit numbers (more than one exchange) 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To know that the multiple of a number is the product of the number and another whole number To know that factors are the whole numbers you multiply together to get another whole number To find common factors of two numbers To establish whether a number is prime up to 100 To know what square numbers are and use the correct notation To know what cubed numbers are and use the correct notation To be able to multiply numbers by 10 To be able to multiply numbers by 100 To be able to multiply numbers by 10, 100 and 1000 To be able to divide by 10 To be able to divide by 100 To be able to divide by 10, 100 and 1000 To solve problems with multiples of 10, 100 and 1000 <p>Measurement: Perimeter and Area</p> <ul style="list-style-type: none"> To be able to measure the perimeter of rectilinear shapes To calculate the perimeter of rectangles To calculate the perimeter of rectilinear shapes 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To multiply a 2-digit number by a 1-digit number To multiply a 3-digit number by a 1-digit number To multiply a 4-digit number by a 1-digit number To multiply a 2-digit number by a 2-digit number using the area model To multiply a 2-digit number by a 2-digit number using a formal method To multiply a 3-digit number by a 2-digit number To multiply a 4-digit number by a 2-digit number To divide a 2-digit number by a 1-digit number by sharing into equal groups To divide 2-digit numbers by 1-digit numbers involving remainders To divide 3-digit numbers by 1-digit numbers To divide 4-digit numbers by 1-digit numbers To be able to solve division questions with remainders in context <p>Number: Fractions</p> <ul style="list-style-type: none"> To explore fractions in different representations To investigate and record equivalent fractions To use multiplication and division to find equivalent fractions 	<p>Number: Fractions Continued</p> <ul style="list-style-type: none"> To be able to add more than 2 fractions where two denominators are a multiple of the other To add two or more fractions where the total is greater than 1 To be able to add two fractions where one or both are mixed numbers or improper fractions To be able to subtract fractions with different denominators To be able to subtract proper fractions from mixed numbers To be able to subtract two fractions where one is a mixed number To use different strategies to subtract two mixed numbers To be able to multiply unit fractions by a whole number To be able to multiply non-unit fractions by a whole number To be able to multiply a mixed number by a whole number To be able to find non-unit fractions of a quantity To be able to find unit and non-unit fractions of amounts, quantities and measures To be able to use fractions as operators <p>Number: Decimals and Percentages</p> <ul style="list-style-type: none"> To make numbers with up to two decimal places To explore the relationship between decimals and fractions 	<p>Number: Decimals</p> <ul style="list-style-type: none"> To be able to add decimals within one whole To subtract decimals using a variety of different methods To find complements which sum to make 1 To be able to add decimals that cross the whole by bridging To be able to add numbers greater than one with the same number of decimal places To be able to subtract numbers with the same number of decimal places To be able to add numbers with different numbers of decimal places To be able to subtract decimals with different numbers of decimal places To be able to add and subtract numbers with decimals from whole numbers To look at decimal sequences and create simple rules To multiply numbers with decimals by 10, 100 and 1000 To divide numbers with decimals by 10, 100 and 1000 <p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> To develop an understanding of obtuse and acute angles by comparing with a right angle To compare and order angles in ascending and descending order 	<p>Geometry: Properties of Shape continued</p> <ul style="list-style-type: none"> To classify triangles using 'isosceles', 'scalene' and 'equilateral' To name quadrilateral and describe their properties To reason about the size of lines and angles in shapes drawn on grids To be able to distinguish between regular and irregular polygons To be able to reason about shapes <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> To be able to use coordinates to describe positions in the quadrant To plot given points on a grid To be able to plot coordinates in the first quadrant To be able to translate shapes on a grid To translate coordinates to describe translations of coordinates To find and identify lines of symmetry within 2-D shapes To use knowledge of symmetry to complete 2-D shapes and patterns To reflect objects using lines that are parallel to the axes To explore what happens to points when they are reflected in lines parallel to the axes

	<ul style="list-style-type: none"> To be able to add whole numbers with more than 4-digits To be able to subtract two 4-digit numbers (one exchange) To be able to subtract two 4-digit numbers (more than one exchange) To be able to subtract whole numbers with more than 4-digits To be able to round to estimate and approximate To be able to use inverse operations for addition and subtraction To be able to solve multi-step addition and subtraction problems <p style="text-align: center;">Consolidation</p> <p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> To be able to interpret data from a range of different charts To solve comparison, sum and difference problems using discrete data with a range of scales To understand that line graphs are used for continuous data To be able to read and interpret line graphs To be able to draw line graphs To be able to use line graphs to solve problems To be able to read and interpret tables To be able to read a range of two-way tables To be able to interpret timetables 	<ul style="list-style-type: none"> To use knowledge of perimeter to calculate unknown side lengths To calculate the area by counting squares To be able to find the area of rectangles using a formula To be able to find the area of compound shapes To be able to find the area of irregular shapes <p style="text-align: center;">Consolidation</p>	<ul style="list-style-type: none"> To know that a fraction can be split into wholes and parts To be able to convert improper fractions into mixed numbers To be able to convert mixed numbers into improper fractions To be able to count up or down in a given fraction To compare and order fractions less than 1 To compare and order fractions greater than 1 To be able to add and subtract fractions with the same denominator To be able to add fractions with different denominators 	<ul style="list-style-type: none"> To represent numbers greater than 1 as decimals and fractions To recognise thousandths To explore the link between tenths, hundredths and thousandths To be able to round to the nearest whole number and the nearest tenth To be able to order and compare numbers with up to three decimal places To know that per cent relates to the number of parts per hundred To represent percentages as fractions To recognise simple equivalent fractions and represent them as decimals and percentages <p style="text-align: center;">Consolidation</p>	<ul style="list-style-type: none"> To recognise full, half and quarter turns in terms of degrees To use a protractor to measure angles less than 90° To use a protractor to measure obtuse angles To draw lines to the nearest millimetre and draw angles of a given size To recognise that two right angles are equivalent to a straight line and that a straight line is half of a turn To know that there are 360° in a full turn 	<p style="text-align: center;">Measurement: Volume</p> <ul style="list-style-type: none"> To understand that volume is the amount of solid space something takes up To compare and order the volumes of solids that are made of different materials To estimate the volume and capacity of different solid objects To estimate capacity using practical equipment <p style="text-align: center;">Consolidation</p>
<p style="text-align: center;">Science</p>	<p style="text-align: center;">Living things and their habitats</p> <p>Pupils should study and raise questions about their local environment throughout the year. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p>	<p style="text-align: center;">Animals including humans</p> <p>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 should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p style="text-align: center;">Living things and their habitats</p> <p>They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p>	<p style="text-align: center;">Earth in space</p> <p>Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p>	<p style="text-align: center;">Forces</p> <p>Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might</p>	<p style="text-align: center;">Properties and change of material</p> <p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4.</p>	<p style="text-align: center;">Properties and change of material</p> <p>They should explore reversible changes, including, evaporation, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.</p> <p>Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions. For example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials. For example, Spencer Silver, who invented the glue for sticky notes or Benerito, who invented wrinkle-free cotton.</p>

				find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.		
Computing	<p>Using Search Technologies & Word Processing</p> <p>To locate information on the search results page.</p> <p>To use search effectively to find out information.</p> <p>To assess whether an information source is true and reliable.</p> <p>To know how search results are selected and ranked.</p> <p>To be efficient and confident users of word processing skills.</p> <p>To create documents for a specific purpose using a range of word processing skills.</p> <p>Including: *presentations *explanations *leaflets *narratives *instructions</p>	<p>Data – Databases</p> <p>To learn how to search for information in a database.</p> <p>To contribute to a class database.</p> <p>To create a database around a chosen topic.</p>	<p>Game Creator</p> <p>To set the scene.</p> <p>To create the game environment.</p> <p>To create the game quest.</p> <p>To finish and share the game.</p> <p>To evaluate their and peers' games.</p>	<p>Coding – 2Code A</p> <p>To review coding vocabulary.</p> <p>To use a sketch or storyboard to represent a program design and algorithm.</p> <p>To use the design to create a program.</p> <p>To design and write a program that simulates a physical system.</p> <p>To create a playable, competitive game.</p> <p>To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code.</p> <p>To read code so that it can be adapted, personalised and improved.</p> <p>To explore the launch command and use buttons within a program that launch other programs or open websites.</p> <p>To create a program to inform others.</p> <p>To explore the options for getting text input from the user in 2Code.</p> <p>Scratch</p>	<p>3D Modelling</p> <p>To be introduced to the skills of computer aided design.</p> <p>To explore the effect of moving points when designing.</p> <p>To understand designing for a purpose.</p> <p>To understand printing and making.</p>	<p>Blogging</p> <p>To identify the purpose of writing and its key features.</p> <p>To plan the theme and content and write the content.</p> <p>To consider the effect on audience of changing the properties of the blog.</p> <p>To understand the importance of regularly updating the content.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blogs are approved by the teacher.</p>
History / Geography	<p>HISTORY</p> <p>Unit 3: Ancient Greece – a study of Greek life and achievements and their influence on the western world (7 hours)</p> <p>The children explore ancient Greece and its many wonders. They will discover the people, the inventions, the art, the technology and the mythology of the ancient Greeks, all through fully-prepared lessons that are ready to download and teach.</p>	<p>GEOGRAPHY</p> <p>Y5: United Kingdom Y5</p> <p>What is unique about each of the UK's countries? What are the main human and physical features of each of the UK's countries? Where do people live in the UK? What are the main physical features of the UK? How do human activities affect the UK's landscape? What work do people in the UK do? Why do tourists visit the UK? How can the UK manage its energy needs?</p>	<p>HISTORY</p> <p>Unit 1: Viking vs Anglo Saxons (7 hours)</p> <p>The Children journey back in time as they find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. They will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. Along the way, they will also find out what life was like for everyday people living in Anglo-Saxon and Viking Britain, exploring things such as Viking runes and Anglo-Saxon stories like Beowulf.</p>	<p>GEOGRAPHY</p> <p>Y5: South America (Brazil and Rio)</p> <p>Where is South America and what is it like? What time is it in different parts of South America? Why do the UK clocks go one hour forward in Spring? How can French Guiana, in South America, also be part of France? How does Brazil compare with my country? What's special about Rio de Janeiro? How is my life linked to south-east Brazil? Were the 2016 Olympic Games good for Brazil?</p>	<p>HISTORY</p> <p>Unit 2: Children in Victorian Britain. (6 hours)</p> <p>The children journey back to the Victorian era as they discover what life would have been like for them if they had been born in the 19th century. They will compare their modern lifestyles to the lifestyles of both poor and rich Victorian children and give them the chance to find out about different aspects of life for people in Victorian Britain</p>	<p>GEOGRAPHY</p> <p>Y5: Climate Zones</p> <p>Why does a place's location in the world affect its climate? How do the shape of the world affect our climate? What on earth is a climate zone? How is the climate in the UK different from that in the tropics? How does the climate vary around the world? What is the weather like on a typical day for places in different climate zones? What is special about each climate zone?</p>
Art / DT	<p>DT: Food- Bread</p> <ul style="list-style-type: none"> ▪ Prepare food products taking into account the properties of ingredients and sensory characteristics. ▪ Weigh and measure using scales. ▪ Select and prepare foods for a particular purpose. ▪ Work safely and hygienically. ▪ Show awareness of a healthy diet (using the eatwell plate). ▪ Use a range of cooking techniques. ▪ Know where and how ingredients are grown and processed. ▪ Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh 	<p>ART: Drawing</p> <ul style="list-style-type: none"> • To do large charcoal / soft pencil '1-minute sketches' of classmates to capture the line and form speedily. Use newsprint to capture 5 or 6 sketches and choose a favourite. • To use viewfinders to do quick sketches. Select media to capture what they see • To look at drawings that use obvious perspective eg train tracks or roads going to the horizon etc and discuss how it is created • To experiment with drawings using perspective, using line and pattern 	<p>ART: Textiles</p> <ul style="list-style-type: none"> • To experiment with tie dyeing fabrics to create patterns and using more than one colour to investigate the effects • To investigate batik / wax resist to create different colour effects and pattern on fabric • To develop needle control, using different sizes of needles and different thicknesses of threads appropriate to the task • To extend the range of stitches used, selecting some for a specific 	<p>DT: CAMS- Moving Toys</p> <ul style="list-style-type: none"> ▪ Use mechanical systems such as cams, pulleys and gears. ▪ Build frameworks to support mechanisms. ▪ Cut strip wood, dowel, square section wood accurately to 1mm. ▪ Join materials using appropriate methods. ▪ Stiffen and reinforce complex structures 	<p>DT: Textiles- Keyrings</p> <ul style="list-style-type: none"> ▪ Use the correct vocabulary appropriate to the project. ▪ Create 3D products using patterns pieces and seam allowance. ▪ Understand pattern layout. ▪ Decorate textiles appropriately (often before joining components). ▪ Pin and tack fabric pieces together. ▪ Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). ▪ Combine fabrics to create more useful properties. ▪ Make quality products. 	<p>ART: Painting</p> <ul style="list-style-type: none"> • Experiment with watercolour blending colours on the page • Create a watercolour wash, dry, then work over the top with watercolour or different media to create mixed media artwork • Looking at art movements • Looking at mood in painting, Picasso's blue period/ Leonardo Vinci's Mona Lisa, then think about how the artist created and creating their own paintings that reflect a mood • Looking at different

	Fearnley-Whittingstall and sustainable fishing etc.	<ul style="list-style-type: none"> To look at optical art such as the work of Bridget Riley eg 'Movement in Squares' 1961 and discuss her techniques To create their own black and white op art pictures in the style of Bridget Riley To evaluate their own work and that of others using the language of art. To be able to express preferences explaining their thinking and suggesting improvements and relating their work to that of other artists 	<p>purpose and others for decorative effect</p> <ul style="list-style-type: none"> To use fabric they have dyed, painted or printed to realise a self-generated design items using a variety of stitches, appliques and decorative embellishments To evaluate their own work and that of others using the language of art. To be able to express preferences explaining their thinking and suggesting improvements and relating their work to that of other artists 			<ul style="list-style-type: none"> To evaluate their own work that of others using the language of art. To be able to express preferences explaining their thinking and suggesting improvements and relating work to that of other artists
RE	Christianity (God) Sin Adam and Eve's disobedience Temptation and morality	Islam The Qur'an The Night of Power	Hindu dharma Krishna Holi	Christianity (Jesus) Miracles of Jesus Pilgrimage	Christianity (Church) The Trinity Use of symbols and metaphors The Worldwide Church	Judaism The Torah The synagogue
PSHE	Managing friendships and peer influence. Physical contact and feeling safe. Responding respectfully to a wide range of people; recognising prejudice and discrimination.		Protecting the environment; compassion towards others. Black Lives Matters. How information online is targeted; different media types, their role and impact. Game content. Identifying job interests and aspirations; what influences career choices; workplace stereotypes.		Healthy sleep habits; sun safety; medicines, vaccinations, immunisation allergies. Personal identity; recognising individuality and different qualities; mental wellbeing. Keeping safe in different situations, including responding in emergencies and FGM. <i>Human reproduction and birth, increasing independence, marriage transition (Y6 content only)</i>	
PE	Hockey To dribble a ball with their head up. To perform a variety of dribbling techniques well. To shield a ball from a defender. To perform a jab tackle safely. To develop attacking skills and work with a partner. To play in a formation and develop skills in different positions.	Dance- Through the Ages To develop a 48-64 count motif based on dance from 20s/30s. To focus on good timing and performing motif in unison. To understand dance of the 1950s- Rock and Roll. To use changes of levels and direction. To understand 1970s dance. To include changes in formation, dynamics, unison, direction and level. To effectively use chance choreography.	Gym- mirroring and contrast To support own body weight in front and back supports. To travel under and over a partner supporting own body weight. To travel in lots of creative ways over benches, showing fluent controlled sequences. To demonstrate agility, balance, coordination and precision.	Netball To send and receive a netball in different ways. To land on different feet and pivot to pass and receive the ball. To create space and develop some attacking principles including how to shoot. To participate purposely in a netball match. To demonstrate specific tactical/performance awareness.	Team building OAA To communicate effectively and listen to others. To work effectively with a partner. To understand the importance of planning. To demonstrate leadership. To be self-motivated and physically confident. To actively engage in competitive situations.	Dodgeball To develop dodging techniques develop effective throwing techniques and catching skills. To understand to work alongside others and defend others when attacking and defend. To officiate a game. To demonstrate understanding and interpretation of rules and accept decisions.
Music	Livin on a Prayer Rock Anthems. Copy back using instruments. Use 1 note: G. Question and Answer using instruments. Use 1 note in your answer: G. Take it in turns to improvise using 1 note: G.	Jazz1 Jazz and Improvisation. Bossa Nova B, A + G Swing D, E, G, A + B	Dancing in the Street Motown. Copy back using instruments. Use 2 notes: D and E. Question and Answer using instruments. Use 2 notes in your answer: D and E. Take it in turns to improvise using 2 notes: D and E	Jazz 2 Jazz, improvisation and composition. Bacharach Anorak C, D, E, F, G, A, B + C Meet the Blues C, Bb, G, F + C.	Reflect Rewind Replay This is a consolidation unit of all the skills and knowledge learnt in the previous units during the year. It will be based around classical music and will provide a good end of year summary of all learning that has taken place.	Performance An end of year production will take place and be shared with the public.
MFL	À l'école (At school) To name different school subjects To talk about likes and dislikes at school To respond to the question 'what time is it?' To state what time a subject is	Le café (Café) To ask politely for food items To respond to the question 'are you hungry/ thirsty?' To know the name of various café foods and drinks	Ma ville (My town) To name places in a town To ask the way and give simple directions	Ma maison (My house) To respond to the question 'where do you live?' To describe their house and their bedroom.	En vacances (On holiday) To ask and respond to the question 'where are you going on holiday?' To state what they might do on holiday. To state their opinions	Encore (again!) To listen and understand a simple story. (Boucle d'Or – Goldilocks) To review and revise the French they've learnt this year