

## YEAR 5 PLANNING

Topic - taught through Literacy and foundation subject lessons

Science - taught weekly and may or may not link to topic  
(Working Scientifically objectives to be covered within each unit)

Other subjects

RE/ Computing - Each subject will have a terms worth of weekly lessons that again, may or may not link to topic

French - weekly lessons with French specialist using the 'Early Start' scheme

Music – Musical Futures

PE – See separate long term PE plan

SRE – Teaching SRE with confidence scheme of work

**Curriculum Objectives**

**WOW moments  
/ trips**

**High quality  
texts / writing  
opportunities**

## Running Wild

<u>Topic</u>			
<b>Autumn 1</b>	<p><b><u>Geography</u></b></p> <p><b>Ge2/1.1 Locational Knowledge</b></p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1c identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</b>, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Ge2/1.2 Place Knowledge</b></p>	<p>Save the rainforest charities – community event to raise money</p> <p>Cook fair trade dishes</p> <p>Compare rainforest animals with our animals on the school farm</p>	<p><i>Running Wild</i> by Michael Morpurgo</p> <p>Discussion text</p> <p>Poetry</p>

Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

### **Ge2/1.3 Human and Physical Geography**

Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Ge2/1.3b describe and understand key aspects of 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

### **Design Technology**

#### **DT2/2.1 Cooking & Nutrition**

DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients

### **Art & Design**

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

### **Science**

#### **Sc5/2.1 Living Things and their habitats**

Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

	<p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p> <p><b>Sc5/2.2 Animals, including humans</b></p> <p>Sc5/2.2a describe the changes as humans develop to old age.</p>		
	<p><b>Computing</b></p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		
<b>Raiders or Traders?!</b>			
A u	<u>Topic</u>		

<p><b><u>History</u></b></p> <p><b>Hi2/1.3 Anglo-Saxons &amp; Scots</b></p> <p>Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>b. Scots invasions from Ireland to north Britain (now Scotland)</li> <li>c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>d. Anglo-Saxon art and culture</li> <li>e. Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>Hi2/1.4 Anglo-Saxons &amp; Vikings</b></p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. Viking raids and invasion</li> <li>b. resistance by Alfred the Great and Athelstan, first king of England</li> <li>c. further Viking invasions and Danegeld</li> <li>d. Anglo-Saxon laws and justice</li> <li>e. Edward the Confessor and his death in 1066</li> </ul>	<p>Trip to the Time and Tide Museum</p> <p>Family learning – making long boats</p>	<p><i>I-Hero Viking Blood</i> by Steve Skidmore and Steve Barlow</p> <p><i>How to train your dragon</i> by Cressida Cowell</p>
<p><b><u>Geography</u></b></p> <p><b>Ge2/1.1 Locational Knowledge</b></p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>– Viking landing in Norfolk / evidence of settlements in the local area</p>		

**Art & Design**

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- Anglo-Saxon weaving / textiles

**Design Technology**

**DT2/1.2 Make**

DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately

- Make Viking Long Boats

**Science**

**Sc5/2.1 Living Things and their habitats**

Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Sc5/2.1b describe the life process of reproduction in some plants and animals.

**Sc5/2.2 Animals, including humans**

Sc5/2.2a describe the changes as humans develop to old age.

**R.E**

**Hinduism**

**Computing**

	<p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> <li>- Animations of longboats</li> </ul>		
<p><b>I'm a survivor</b></p>			
<p>Spring 1</p>	<p><b>Topic</b></p> <hr/> <p><b>Geography</b></p> <p><b>Ge2/1.1 Locational Knowledge</b></p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-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</p> <p>Ge2/1.4c 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.</p>	<p>Outdoor adventure / forest schools</p>	<p>Extracts from <i>Mad, bad and dangerous to know</i> by Ranulph Fiennes</p> <p><i>Lord of the flies</i> by William Golding</p> <p>Class book: <i>The Goldfish Boy</i> by Lisa Thompson</p>

**Design Technology**

**DT2/1.2 Make**

DT2/1.2a select from and use a wider range of tools and equipment to **perform practical tasks accurately**

- *Make model volcanoes*

**Science**

**Sc5/1 Working Scientifically**

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision

Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs

Sc5/1.4 using test results to make predictions to set up further comparative and fair tests

Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations

Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.

**Computing**

Co2/1.5 **use search technologies effectively**, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, **evaluating and presenting data and information**.

	<p><b><u>Music</u></b></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p> <p>- <i>Musical Futures</i></p>		
<b>Meet the Greeks</b>			
<b>Spring 2</b>	<p><b><u>Topic</u></b></p>		Myths
	<p><b><u>History</u></b></p> <p><b>Hi2/2.4 Ancient Greece</b></p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p>Ancient Greek Day</p> <p>Link to the Olympics / sporting event</p>	<p>Persuasive writing – Athenians vs Spartans</p> <p>Wooden Horse at Troy – diary entry</p>
	<p><b><u>Geography</u></b></p> <p><b>Ge2/1.1 Locational Knowledge</b></p> <p>Ge2/1.1a locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, <b>countries, and major cities</b></p>	<p>Theatre company to perform Pegasus and Medusa</p>	<p>Aesop’s fables</p>

	<p><b><u>Art &amp; Design</u></b></p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with <b>a range of materials</b></p> <p>Ar2/1.3 about great artists, <b>architects</b> and designers in history.</p> <p><b><u>Science</u></b></p> <p><b>Sc5/3.1 Properties and Changes of Materials</b></p> <p>Sc5/3.1a <b>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</b></p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p><b><u>R.E</u></b></p> <p><b>Christianity</b> – The Old Testament stories with Andy from Hope Church</p>		<p><i>The Iliad and the Odyssey</i> by Marcia Williams</p> <p><i>Fleeced</i> by Julia Wills</p>
<b>Harry Potter</b>			
<b>Summer 1</b>	<p><b><u>Topic</u></b></p> <p><b><u>Art &amp; Design</u></b></p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with <b>a range of materials</b></p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>- <i>Children create their own 'fantastic beasts'</i></p>	<p>Trip to Harry Potter world</p> <p>Performances to parents</p> <p>Green screen animations of</p>	<p><i>Harry Potter and the Philosopher's Stone</i> by JK Rowling</p> <p><i>The Witches</i> by Roald Dahl</p>

<p><b><u>Design Technology</u></b></p> <p><b>DT2/2.1 Cooking &amp; Nutrition</b></p> <p>DT2/2.1c become <b>competent in a range of cooking techniques</b> [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c <b>understand the source</b>, seasonality and characteristics of a broad range of ingredients</p> <ul style="list-style-type: none"> <li>- <i>Link to science – reversible / irreversible changes</i></li> </ul>	<p>children in a Quidditch match</p> <p>Magic vs computer technologies</p> <p>Harry Potter film - special effect technologies</p>	<p><i>George's Marvelous Medicine</i> by Roald Dahl</p> <p>Poetry / spells</p>
<p><b><u>Music</u></b></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>- <i>Chn create their own Harry Potter youtube songs</i></li> </ul>		
<p><b><u>Science</u></b></p>		
<p><b>Sc5/3.1 Properties and Changes of Materials</b></p> <p>Sc5/3.1a 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</p> <p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>		

	<p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f 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>		
	<p><b>Computing</b></p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		
<b>Who dunnit?!</b>			
S 3	<b>Topic</b>		

<p><b>Design Technology</b></p> <p><b>DT2/1.1 Design</b></p> <p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>DT2/1.2 Make</b></p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>DT2/1.3 Evaluate</b></p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p><b>DT2/1.4 Technological Knowledge</b></p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use mechanical systems in their products</p>	<p>Theatre company – Macbeth</p> <p>Set up a crime scene / invite police in</p> <p>Spy academy</p> <p>Mini performances of Macbeth to parents</p> <p>Science museum –gadgets of the future</p>	<p><i>Storm Breaker</i> by Anthony Horowitz</p> <p>Macbeth</p>
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## Geography

### Ge2/1.1 Locational Knowledge

Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

- *Link to science*

## History

### Hi2/2.2 Extended chronological study

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

*For example:*

- 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 20th 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*

## Science

**Sc5/4.1 Earth and Space**

Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Sc5/4.1b describe the movement of the Moon relative to the Earth

Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies

Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.

**Sc5/4.2 Forces**

Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

**R.E**

Buddhism (festivals based around the moon)

**PATHS / PSHE**

Drugs and Alcohol – Teaching with confidence scheme of work

