

## 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** – Charanga

**PE** – See separate long term PE plan by C Stratton

**SRE** – Teaching SRE with confidence scheme of work

	Curriculum Objectives	WOW moments / trips	High quality texts / writing opportunities
<b>Running Wild</b>			
<b>Autumn 1</b>	<b><u>Topic</u></b>	Writing to prime minister about the impact of deforestation	The Explorer by Katherine Rundell
	<p><b><u>Geography</u></b></p> <p><b>Ge2/1.1 Locational Knowledge</b>            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</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>Ge2/1.2 Place Knowledge</b>            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</p> <p><b>Ge2/1.3 Human and Physical Geography</b>            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</p>	<p>Writing to Gnow about impact of deforestation</p>	<p>Learn a poem – There is a rang-tun in my bedroom</p> <p>Writing a persuasive letter to the prime minister/Gnow</p>

	<p><b>Art &amp; Design</b></p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>		
	<p><b>Science</b></p> <p>Sc5/2.1 Living Things and their habitats</p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>		
	<p><b>RE</b></p> <p>Commitment</p> <p>To understand what commitment means and how it can be demonstrated in different ways.</p> <p>To explain how commitment is demonstrated in coming-of-age rituals.</p> <p>To understand and explain why people make sacrifices</p> <p>To summarise the importance of fasting in Islam.</p> <p>To identify how commitment is shown through marriage ceremonies.</p> <p>To reflect on how I show commitment in my own life</p>		
<b>Raiders or Traders?!</b>			
<b>Autumn 2</b>	<b>Topic</b>	PP and GD children to West Stow	<i>Beowulf – Michael Morpurgo and Kevin Crossley-Holland versions</i>
	<p><b>History</b></p> <p><b>H12/1.3 Anglo-Saxons &amp; Scots</b></p> <p>Pupils should be taught about Britain’s settlement by Anglo-Saxons</p> <p><i>This could include:</i></p> <p>a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p>	Singing carols at care homes	<i>Writing a suspense story</i>

- b. Scots invasions from Ireland to north Britain (now Scotland)
- c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- d. Anglo-Saxon art and culture
- e. Christian conversion – Canterbury, Iona and Lindisfarne

#### Hi2/1.4 Anglo-Saxons & Vikings

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

*This could include:*

- a. Viking raids and invasion
- b. resistance by Alfred the Great and Athelstan, first king of England
- c. further Viking invasions and Danegeld
- d. Anglo-Saxon laws and justice
- e. Edward the Confessor and his death in 1066

#### **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 shields

#### **Design Technology**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

#### Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

	<p><b>Science</b></p> <p><b>Sc5/4.2 Forces</b></p> <p>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</p> <p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>		
<b>Crime and Punishment</b>			
<b>Spring 1</b>	<p><b>History</b></p> <p><b>Hi2/2.2 Extended chronological study</b> Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>For example:</i></p> <ol style="list-style-type: none"> <li>a. <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></li> <li>b. <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 20th Century</i></li> <li>c. <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></li> <li>d. <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></li> </ol> <p><b>Science</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>School trip to Tolhouse gaol</p> <p>CSI day</p>	<p>Nowhere Emporium by Ross Mackenzie</p> <p>Macbeth by Shakespeare</p> <p>Write own narrative</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

Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

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

Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes

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.

## **RE**

Forgiveness

To explore the concept of forgiveness

To explore and discuss what Jews believe about forgiveness.

To explore the significance of Yom Kippur for Jews

To explore what Buddhists believe about forgiveness.

To compare forgiveness in Buddhism and Judaism.

To create and explain a symbol for forgiveness.

## **Computing**

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

I'm A Survivor

Spring 2	<p><b><u>Geography</u></b></p> <p>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 describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul>	<p>Forest schools – survival skills</p> <p>Outdoor Adventure PE</p>	<p>Polar Bear Explorer’s Club – Alex Bell</p> <p>Writing a biography about a famous explorer</p>
	<p><b><u>Art &amp; Design</u></b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>		
	<p><b><u>Science</u></b></p>		
	<p>Earth and space</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>• describe the movement of the moon relative to the Earth</li> <li>• describe the sun, Earth and moon as approximately spherical bodies</li> <li>• use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>		
	<p><b><u>R.E</u></b></p>		

<ul style="list-style-type: none"> <li>• I can explain the meaning of the word 'peace'.</li> </ul> <p>I can explain how different religions view peace.</p> <ul style="list-style-type: none"> <li>• I can state the similarities and differences between each religion's view on peace</li> <li>• I can explain how some religions use inner peace to find peace and can reflect on this technique.</li> </ul> <p>I can explain how religions focus on community cohesion to bring about peace.</p> <ul style="list-style-type: none"> <li>• I can recognise key peace symbols.</li> </ul>		
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**Meet the Greeks**

<b>Summer 1</b>	<u><b>History</b></u>	Ancient Greek Day	Who Let the Gods Out? Maz Evans
<ul style="list-style-type: none"> <li>- the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	Ancient Greece Exhibition	Non-chronological report	
<u><b>Design Technology</b></u> <u><b>Design</b></u> <ul style="list-style-type: none"> <li>- ♣ 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</li> <li>- ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <u><b>Make</b></u> <ul style="list-style-type: none"> <li>♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>♣ 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</li> </ul> <u><b>Evaluate</b></u> <ul style="list-style-type: none"> <li>♣ investigate and analyse a range of existing products</li> <li>♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>♣ understand how key events and individuals in design and technology have helped shape the world</li> </ul> Technical knowledge <ul style="list-style-type: none"> <li>♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>			

	<ul style="list-style-type: none"> <li>♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>♣ apply their understanding of computing to program, monitor and control their products.</li> </ul>		
	<b>Computing</b>		
	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		
	Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output		
	Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		
<b>Harry Potter</b>			
<b>Summer 2</b>	<b>Science</b>	Warner Bros. Studio Tour.	Harry Potter – JK Rowling
	Animals, including humans <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul>		

## Design Technology

### Design

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### Make

- ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
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### Evaluate

- ♣ investigate and analyse a range of existing products
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- ♣ understand how key events and individuals in design and technology have helped shape the world  
Technical knowledge
- ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
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## PATHS / PSHE

Drugs and Alcohol – Teaching with confidence scheme of work