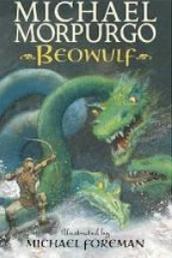
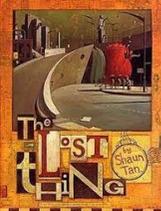
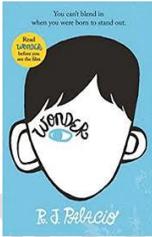
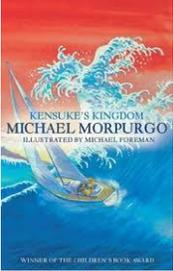


YEAR 5	Autumn	Spring	Summer
<p>English: texts to inspire writing</p>	<p>Hansel and Gretel</p> <ul style="list-style-type: none"> • Settings • Character descriptions • Recounts  <p>Vikings</p> <ul style="list-style-type: none"> • Non-chronological reports <p>Beowulf</p> <ul style="list-style-type: none"> • Myths and legends • Character descriptions • Story retelling  <p>The Lost Thing</p> 	<p>Wonder</p> <ul style="list-style-type: none"> • Diary • Writing in character • Alternative endings • Formal letters  <p>Persuasive Writing</p> <ul style="list-style-type: none"> • Persuasive techniques • Formal debate <p>Ride of Passage</p> <ul style="list-style-type: none"> • Descriptive writing • Diary • Narrative 	<p>Kensuke's Kingdom</p> <ul style="list-style-type: none"> • Scene descriptions • Balanced argument • Informal letters • Diary writing • Recount  <p>Oktapodi</p> <ul style="list-style-type: none"> • Conveying emotions • Creating tension • Narrative  <p>Skellig</p> <ul style="list-style-type: none"> • Descriptive language • Narrative
<p>Guided Reading</p>	<p>Viking Boy - Tony Bradman</p>  <p>War Horse – Michael Morpurgo</p> 	<p>Wonder – R J Palacio</p> <p>Holes – Louis Sachar</p> 	<p>Skellig – David Almond</p> 

<p>Reading for pleasure</p>	<p>The Girl Who Stole an Elephant By Nizrana Farook</p> 	<p>The London Eye Mystery by Siobhan Dowd</p> 	<p>Harry Potter and the Philosopher's Stone by JK Rowling</p> 
<p>Spelling</p>	<ul style="list-style-type: none"> • Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') • Apostrophe for contraction and possession • Words with 'silent' letters • Words with the letter string '-ough' • Words ending in '-able' and '-ible' • Homophones • Use of the hyphen (<i>co-ordinate, co-operate</i>) • Use of a dictionary to support teaching of word roots, derivations and spelling patterns • Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list. 	<ul style="list-style-type: none"> • Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) • Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>) • Morphology/ Etymology - Teach extension of base words using word matrices. • Word endings • Words ending in '-ably' and '-ibly' • Revise words ending in '-able' and '-ible' • Homophones • Use a dictionary to create collections of words with common roots • Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list. 	<ul style="list-style-type: none"> • Homophones • Suffixes • Teach use of dictionary to check words, referring to the first three or four letters • Proofreading - Check writing for misspelt words that are on the Years 5 and 6 word list • Morphology/ Etymology - Teach morphemic and etymological strategies to be used when learning specific words • Learn words from the Years 5 and 6 word list.
<p>Science</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> • To describe the movement of the Earth, and other planets, relative to the Sun in the solar system • To describe the movement of the Moon relative to the Earth 	<p>Forces</p> <ul style="list-style-type: none"> • To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • To identify the effects of air resistance, 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> • To describe the changes as humans develop to old age.

	<ul style="list-style-type: none"> • To describe the Sun, Earth and Moon as approximately spherical bodies • To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Properties & Changes of Materials</p> <ul style="list-style-type: none"> • To 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 • To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • To demonstrate that dissolving, mixing and changes of state are reversible changes • To 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>water resistance and friction, that act between moving surfaces</p> <ul style="list-style-type: none"> • To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Living Things and their habitats</p> <ul style="list-style-type: none"> • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • To describe the life process of reproduction in some plants and animals. 	
<p>Geography</p>	<p>Mountains, Volcanoes and Earthquakes</p>	<p>Renewable Energy</p> <ul style="list-style-type: none"> • To identify whether an energy source is renewable or non-renewable. 	

	<ul style="list-style-type: none"> • To research and present information about the Vikings. • To explain why and how the Vikings first raided Great Britain. • To explain how the Viking and Anglo Saxon struggle formed the UK. • To compare the lives of people living in Viking Britain. • To explain the Viking's religious beliefs. • To explain why the Viking era ended. 	<ul style="list-style-type: none"> • To explain the advantages and disadvantages of fossil fuels. • To understand the impact of sustainable energy. • To understand how I can be more sustainable. • To understand how we can be more sustainable. • To understand the long term impact of energy production. 	
History	<p style="text-align: center;">Viking Struggle for Britain</p> <ul style="list-style-type: none"> • To research and present information about the Vikings. • To explain why and how the Vikings first raided Great Britain. • To explain how the Viking and Anglo Saxon struggle formed the UK. • To compare the lives of people living in Viking Britain. • To explain the Viking's religious beliefs. • Explain why the Viking era ended. 		<p style="text-align: center;">Ancient Maya</p> <ul style="list-style-type: none"> • To research and present information about the Mayans. • To compare life in Ancient Maya to modern day. • To explain the Mayans religious beliefs. • To understand why and how the Spanish invaded. • To explain why the Spanish invasion was successful. • To explain how Mayan civilisation has impacted life today.
RE	<p style="text-align: center;">If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> • Recall and name some key features of places of worship studied. • Select and describe the most important functions of a place or worship for the community. • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. 	<p style="text-align: center;">What would Jesus do?</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live. • Of interpretations of two of Jesus' parables and say what they might teach Christians about how to live. • Explain the impact Jesus' example and teachings might have on Christians today. • Express their own understanding of what 	<p style="text-align: center;">How can the life of a Christian show us the meaning of grace?</p> <ul style="list-style-type: none"> • Describe what Ahimsa, Grace or Ummah mean to religious people. • Make connections between beliefs and behaviour in different religions. • Outline the challenges of being a Hindu, Christian or Muslim in Britain today. • Consider similarities and differences between beliefs and behaviour in different

	<p>Why do people believe God exists?</p> <ul style="list-style-type: none"> • Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. • Outline clearly a Christian understanding of what God is like, using examples as evidence. • Give examples of ways in which believing in god is valuable in the lives of Christians, and ways it can be challenging. • Enquire in to what some atheists, agnostics and theists say about God. 	<p>Jesus would do in relation to a moral dilemma from the world today.</p> <ul style="list-style-type: none"> • Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. 	<p>faiths.</p> <ul style="list-style-type: none"> • Explain similarities in ways in which key beliefs make a difference to life in two or three religions.
<p>Computing</p>	<p>We are game developers</p> <ul style="list-style-type: none"> • create original artwork and sound for a game • design and create a computer program for a computer game, which uses sequence, selection, repetition and variables • detect and correct errors in their computer game • use iterative development techniques • making and testing a series of small changes) to improve their game. 	<p>We are Artists</p> <ul style="list-style-type: none"> • develop an appreciation of the links between geometry and art • become familiar with the tools and techniques of a vector graphics package • develop an understanding of turtle graphics • experiment with the tools available, refining and developing their work as they apply their own • criteria to evaluate it and receive feedback from their peers • develop some awareness of computer-generated art, in particular fractal-based landscapes. <p>We are a Architects</p> <ul style="list-style-type: none"> • understand the work of architects, designers and engineers working in 3D • develop familiarity with a simple CAD (computer aided design) tool • develop spatial awareness by exploring 	<p>We are Cryptographers</p> <ul style="list-style-type: none"> • be familiar with semaphore and Morse code • understand the need for private information to be • encrypted • encrypt and decrypt messages in simple ciphers • appreciate the need to use complex passwords and to keep them secure • have some understanding of how encryption works on the web.

		<p>and experimenting with a 3D virtual environment</p> <ul style="list-style-type: none"> • develop greater aesthetic awareness. 	
PE	<p>Dance Basketball</p>	<p>Football Gymnastics Swimming</p>	<p>Athletics Cricket</p>
	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
ART	<p>London</p> <ul style="list-style-type: none"> • Study of skyline as depicted by different artists with reference to key architects 	<p>Portraits</p> <ul style="list-style-type: none"> • Using shadow to make features • 3D/ create movement - Shading, creating light PICASSO • Create Cubist image in a similar style • Oil pastels • Enlarging images 	<p>Maya</p> <ul style="list-style-type: none"> • Masks (Clay, papier-mâché) <p>Animals</p> <ul style="list-style-type: none"> • Tingatinga Paintings

<p>DT</p>	<p>Picasso Head Sculptures – Link to Art Topic</p> <ul style="list-style-type: none"> • Cut accurately, use craft knives and rulers under supervision, join, layer materials, cut internal shapes, decorate. 	<p>Viking figureheads</p> <ul style="list-style-type: none"> • Cam systems. Crank turn, use sheet materials, nets, cut accurately, join, assemble, decorate. 	<p>Computers – ‘We are architects’</p> <ul style="list-style-type: none"> • Use computing to create a 3D working model, understand nets. <p>Cooking - Cottage Pie</p> <ul style="list-style-type: none"> • Chopping techniques, using local produce, sustainability, seasonality, food hygiene, meat-free options.
<p>PSHE</p>	<p>Family and Friends</p> <ul style="list-style-type: none"> • be able to identify the special people in their networks and to recognise how their networks have changed and developed. • have developed ways of beginning new friendships and of maintaining existing ones during times of change. • recognise and value differences between people and how that can be a positive aspect of their friendships. • have strategies for managing some of the pressures in relationships. • understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations. • know how to get support from people they trust and how they can support other people. <p>Anti-bullying</p> <ul style="list-style-type: none"> • Can I define bullying? 	<p>Managing Risks</p> <ul style="list-style-type: none"> • be able to describe a positive and negative consequence of taking a risk. • be able to give an example of a physical, social and emotional risk. • be able to evaluate how risky something is and explain their reasoning. • be able to describe a situation where they are responsible for their own safety and talk about the influence of others. • understand and use the ‘Stop, Decide, Do’ strategy. • be able to name some people in their network they would approach for help and describe how they might do this. • be able to name some organisations where people can get help and support. • know how to respond supportively when someone shares a problem with them. • know how to put someone in the recovery position and make an 	<p>Healthier Lifestyles</p> <ul style="list-style-type: none"> • understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity. • be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important. • be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves. • understand the benefits of physical activity for promoting health. • understand that behaviour, routines and a variety of influences affect their lifestyle choices. • explain that a healthy lifestyle includes

- Do I understand why a person or group of people may feel the need to have power over another person or group of people?
- Can I respond to bullying and seek support where necessary?
- How can bullying affect people's behaviour and wellbeing?
- How might people's responses to bullying improve or worsen a situation?
- Can I identify ways of preventing bullying in school and the wider community?

Working together

- be able to identify their own strengths and skills, those of others and know how these can complement each other.
- be able to talk about skills they would like to develop and hopes for the future.
- understand that the ability to learn is a valuable skill.
- know some skills which might be useful in a range of jobs.
- communicate effectively, using listening, negotiation, debating and chairing skills.
- recognise influences on their decision making, including the media.
- know how to persevere.
- use evaluation and feedback to inform future work.

emergency call.

Personal Safety

- be able to contribute to discussions about personal safety by listening to other view points and looking beneath the surface.
- be able to review trusted adults on their Network of Support.
- be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty.
- be able to define what risk and peer group pressure are and how to respond to them using safety planning.
- be able to contribute to discussions around problem solving.
- be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.

Diversity and Communities

- be able to recognise aspects of their identity and understand how other people can influence their perception of themselves.
- be able to describe the ethnic make-up of their community and different groups that live in Britain.
- recognise the negative effects of stereotyping and prejudice.
- know about how they and others, including volunteers, contribute to the community.

physical, social and emotional health and how they can take responsibility for their own health.

Sex & Relationships

- be able to describe the main stages of how a baby is made, using some scientific vocabulary.
- be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.
- understand that puberty affects people in different ways both physically and emotionally.
- understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.
- describe some characteristics of a loving trusting relationship.
- understand some basic reasons why a couple might choose to have children.
- show awareness of some family arrangements which are different from theirs.

		<ul style="list-style-type: none"> • understand about the role of the media and its possible influences. • understand some ways of caring for the environment and the contribution they can make. 	
French	<p>What's on the high street Directions</p>	<p>Weather/ Seasons Numbers</p>	<p>Food Conversations</p>
Music	<p>Cyclic Patterns</p> <ul style="list-style-type: none"> • Compose and perform – link to rainforests. • Using graphic scores • Read music from scores 	<p>Boomwhackers in Action!</p> <ul style="list-style-type: none"> • Pitch and rhythm • Reading music and graphic notation. • Investigating pitch and note lengths through reading scores 	<p>Steel Pans WCET</p> <ul style="list-style-type: none"> • workshop with instruments • dynamics, tempo, timbre, texture and silence • Multi-layered music