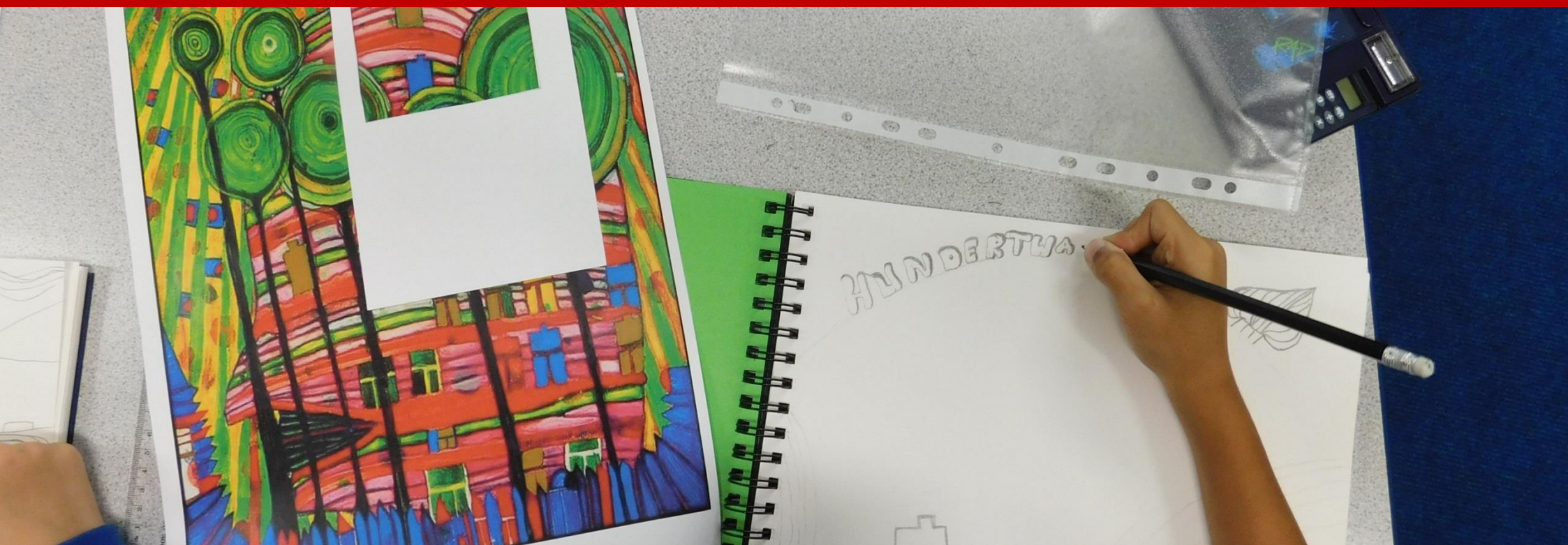


# Sherwood Primary School

## YEAR 5 CURRICULUM



Inspire • Explore • Achieve

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# Curriculum Vision

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We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

# Year 5 Long Term Map

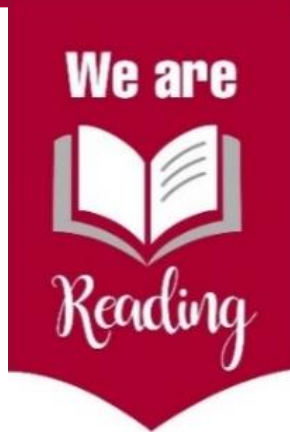
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GLP Themes	Human Rights • Sustainability • Social Justice					
English	New Legend	Stories with a historical setting	Narrative Sci-Fi story.	Narrative short story	Novel on a Theme	Narrative
	Persuasive arguments	Fiction	Information booklet	Magazine article	Balanced argument	Newspaper article
Class Texts	Beowulf	Oliver Twist	Aquila	Hugo Cabret	The Explorer	Melt!
			GLP Theme: Rights The Long Walk to Freedom			
Maths	Please see the Lancashire Mathematics Planning Overview					
Science	Material Properties – Reversible and Irreversible changes		Earth and Space	Forces and Falling Objects	Living things and their Habitats	Animals including humans
	Non-negotiables: Identify and name a variety of common British Flora and Fauna (Common aquatic species)					
Physical Education	Year 5/6 Invasion Games- Football	Year 5/6 Dance-Food, Glorious Food	Year 5 Dance Earthlings	Year 5/6 Gymnastics 2	Year 5/6 Athletics	Year 5/6 Striking and Fielding- Rounders
	Year 5 Gymnastics Activities 1	Year 5/6 Invasion Games- Netball	Year 5/6 Invasion Games- Rugby 1	Swimming- Spring 2	Year 5/6 Net and Wall Tennis	OAA Teamwork and Problem Solving
Art and Design	Drawing	Painting	Printing	Collage	Textiles	3D
Computing	We are game developers	We are cryptographers		We are artists	We are Musicians	We are vloggers
Digital Literacy	Managing Online Information	Health, Wellbeing and Lifestyle	Online Bullying	Privacy and Security	Online Relationships	Copyright and Ownership
PSHE	Self Image and Identity	Make makes us enterprising?	What does discrimination mean?	What choices help health?	How can we be safe using social media?	How do we grow and change?
Religious Education	Christianity (God	Islam	Hindu dharma	Christianity (Jesus)	Christianity (Church)	Judaism
Humanities	Britain's settlement by Anglo-Saxons and Vikings	Britain's settlement by Anglo-Saxons and Scots	The United Kingdom Countries, Cities, Land use	Passport to Europe with a focus on Greece	Contrasting region - Amazon Basin, rainforest, biomes.	Ancient Greece
DT	Food- Pasta Bolognese		Mechanical Systems- Automata Toy		Textiles- Patterns, seam allowance, combining fabrics	
Music	Classroom Jazz 1 (Supplement with Livin' on a Prayer'		Make you feel my love		Dancing in the Street	
MfL	Le cirque	Les animaux	Salut Gustave	e weekend	Le Sport	Les transports

# Reading in Year 5

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum. We work with other schools, our local library and other partners to promote reading as a life-long skill.

Pupils in Year 5 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- Beowulf
- Oliver Twist
- Hugo Cabret
- The Explorer
- Aquila
- Melt!
- Viking Voyagers
- Untamed. The Wild Life of Jane Goodall
- Children's Encyclopaedia of Space



# Year 5 Writing Map

	Outcome	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	1	New Legend based on Gelert	New chapter for a story with a historical setting – Oliver Twist	Narrative Sci-Fi story.	Narrative short story about an invention – 3 options provided	Narrative short story based in Amazon Rainforest	Narrative based on a myth/ figurative poem
	2	New Legend – different setting used.	New chapter with a new setting for Oliver Twist	Sci -Fi story from different characters point of View	Short story about another invention. 1 option provided	Desert setting – explorer’s journey.	Second narrative – Jabberwocky as a narrative –action scene
Poetry	1		Additional verse of a narrative poem based on ‘A Visit from St Nicholas’ - Santa	Limerick linked to Space topic.	Diamante poem based on setting description		2 verses based on Jabberwocky structure – own creature
	2		1 additional verse about the reindeers	Limerick on a different area of Space.	Diamante poem – Hugo/old man		1 additional verse – own creature.
Non-fiction	1	Persuasive arguments – persuasive advert for visiting a UK country	Fiction - Turn narrative into a play script- The Lion, the Witch and the Wardrobe	Information booklet - Non-chron report of planet and explanation of Night and Day	Hybrid text based on inventions including persuasive advert, explanation text and Q&A	Balanced argument based on deforestation.	Newspaper article reporting the Jabberwocky sighting
	2	Persuasive advert – Visit Blackpool Pleasure Beach	Fiction - Write a new scene for a recognised story – The Lion, the Witch and the Wardrobe	Information booklet – based on a second planet. Non-chron report and explanation of the phases of the moon	Magazine article including explanation text –Gravity and Forces. Q&A with Sir Isaac Newton	Balanced argument based on eating less meat	Newspaper article reporting own creature sighting.
Cross-curricula	3	Recount of the Lindisfarne raids - letter from a surviving monk to the Bishop.	Information poster - Viking Village life for display	Persuasive letter to Flat Earth Society	Magazine article – persuasive ad - Greek Isles and non-chron report - Greek city.	Linked to English balanced argument.	Biography of a famous naturalist.

# Outdoor Learning, Educational Visits and Visitors

Year 5	Autumn	Spring	Summer
Outdoor Learning	Forest School	Forest School	Tower Wood Residential visit
Educational Visits	Catalyst Science Museum		
Visitors		Space Science Visitor	Christianity: Visit to St Clare's Church  Judaism: Jewish visitor booked through Building Bridges SLA

## Year 5 Cross Curricular Outdoor Focus

Play/Exploring	Shelter Building	Navigation including geographical skills
<ul style="list-style-type: none"> <li>• Introduction to rules and boundaries</li> <li>• Promotion of free exploration</li> <li>• Promotion of independent learning opportunities/skills.</li> <li>• Appreciation of the Outdoor learning environment.</li> <li>• Carry sticks safely.</li> <li>• Work in a team to co-operate and communicate clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Work successfully as a group, having considered and evaluated each individual's contribution.</li> <li>• Use appropriate knots to successfully erect a tarp shelter.</li> <li>• Use a range of criteria to evaluate the shelter produced such as durability, sturdiness, weatherproofing, and whether it is fit for purpose.</li> <li>• Create a variety of different shelters understanding their particular uses and understand their merits and drawbacks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass and four figure grid references.</li> <li>• Plan a short loop orienteering course for others to follow.</li> <li>• Use six figure grid references.</li> </ul>

## Year 5 Outdoor Project

Using Tools	Use of Knots	Fire Lighting and its use for Cooking
<ul style="list-style-type: none"> <li>• Develop tool use skills appropriate to age group and physical, mental and social development.</li> <li>• Use tools to create more complex items such as mallets, pegs, etc.</li> <li>• Understand fully and can discuss the safety arrangements when using particular tools.</li> <li>• Know the working limitations of tools and when to use them, Loppers for sticks up to two pence in diameter, bow saws for larger thicknesses of wood.</li> </ul>	<ul style="list-style-type: none"> <li>• More complex knots and selecting the right knot for a particular job.</li> <li>• Using a variety of knots independently.</li> <li>• Discussing the merits and limitations of a number of knots.</li> <li>• Produce and then use natural cordage for knotwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the different types of fire and understand how to set up.</li> <li>• Prepare and light a fire using a variety of methods (different tinder) and maintain it for cooking.</li> <li>• Safely assess the environment for safe fire lighting.</li> <li>• Make and tend a fire safely</li> <li>• Describe the essential items when lighting a fire such as fire blanket, Burns first aid kit, Fire gauntlets, etc.</li> <li>• Roast food on a fire with support</li> <li>• Understand first aid implications when lighting and maintaining fires.</li> <li>• Cook a meal over an open fire.</li> </ul>

Children in Year 5 will learn to identify and name a variety of common British Flora and Fauna. Children in Year 5 will be expected to identify key common Aquatic species to include invertebrates, amphibians, reptiles and fish. A number of common British plants/trees and common UK animals will also be included to enhance knowledge fed in through the whole of school.



# Global Learning Themes

Year Group	1	2	3	4	5	6
Global Learning Themes	Interdependence Conflict Resolution	Human Rights Diversity Interdependence	Social Justice Sustainability	Diversity Asylum Seekers Conflict/Bullying	Social Justice Human Rights Sustainability	Human Rights Sustainability Conflict

Year 5	Knowledge and Understanding	Values an Attitudes
Human Rights	<ul style="list-style-type: none"> <li>▪ UN Convention on the Rights of a Child</li> <li>▪ Reasons why some people have their rights denied</li> <li>▪ Those responsible for rights being met</li> </ul>	<ul style="list-style-type: none"> <li>▪ Readiness to think through consequences of words, actions and choices on others</li> <li>▪ Belief that everyone has the responsibility to challenge prejudice and discrimination</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>▪ People's dependencies on the environment</li> <li>▪ The causes and effect of climate change</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils develop a sense of responsibility towards the environment and use of resources.</li> </ul>
Social Justice	<ul style="list-style-type: none"> <li>▪ How fairness may not always mean equal treatment</li> <li>▪ Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils develop offence at unfair treatment of others locally and globally</li> <li>▪ Sense of justice</li> <li>▪ Growing interest in World events and global issues.</li> </ul>

# Geography in Year 5

Year 4 - Study of the Ribble Valley	Year 5 Land use in the UK and Trade Links	Mapping Skills - Plas Menai
<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom in locality of the Ribble Valley and River Ribble and surrounding areas.</li> <li>Identify the source and mouth of the river Ribble and identify what settlements it passes through.</li> <li>Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism.</li> <li>To name and locate famous rivers in other countries and compare and contrast to the River Ribble.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom – identify land use, study importation, exportation and global links.</li> <li>Study 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>To understand some of the reasons for geographical similarities and differences between countries.</li> <li>Explain how locations in the UK are changing and explain some of the reasons for change.</li> <li>To begin to understand and explain geographical diversity in the UK and further afield.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom.</li> <li>Locate the regions in Wales and main features in close locality to Plas Menai.</li> <li>Explain and discuss a range of reasons for geographical similarities and differences between countries: Wales, Greece, Brazil, Indonesia.</li> <li>Explain and discuss a range of reasons for geographical similarities and differences between small areas of Plas Menai, Lake District, Ribble Valley, Beacon Fell, school grounds.</li> <li>Explain how Wales has changed over time.</li> <li>Collect and analyse statistics and other information in order to draw clear conclusions about Plas Menai.</li> </ul>
Geographical enquiry		Geographical Skills
<ul style="list-style-type: none"> <li>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li> <li>Make predictions and test simple hypotheses about people and places.</li> <li>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li> <li>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li> </ul>		<ul style="list-style-type: none"> <li>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li> <li>Create maps of small areas with features in the correct place.</li> <li>Use plan views.</li> <li>Make a simple scaled drawing e.g. of the classroom.</li> </ul>

<p style="text-align: center;">Year 4 Counties and Cities of the UK Environmental Study</p>	<p style="text-align: center;">Year 5 Focus on Greece and Ancient Greece (Linked to History)</p>	<p style="text-align: center;">Year 6 Countries of the World - Indonesia and Natural Disasters</p>
<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom and describe and understand key aspects of: human geography, including: types of settlement and land use and how this effects environmental factors.</li> <li>• Describe and understand key aspects of environmental change through a study of rubbish and recycling: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• To know how climate issues effect the local and global environment and identify the main effects, such as floods, droughts, storms, melting ice.</li> <li>• To identify key renewable power sources and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate Greece and countries of Europe.</li> <li>• Locate significant areas of Greece and discuss their human and physical geography.</li> <li>• Identify some characteristics of Greece and how these have changed over time from ancient times.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>• To understand some of the reasons for geographical similarities and differences between Greece and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate Indonesia and surrounding countries.</li> <li>• Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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>• 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).</li> <li>• To name and locate countries and some significant cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>
<p>Geographical enquiry</p>		<p>Geographical Skills</p>
<ul style="list-style-type: none"> <li>• Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li> <li>• Make predictions and test simple hypotheses about people and places. • Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>• Use wider range of labels and measuring tools on digital maps.</li> <li>• Start to explain satellite imagery.</li> <li>• Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.</li> </ul>		<ul style="list-style-type: none"> <li>• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>• Relate different maps to each other and to aerial photos.</li> <li>• Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li> <li>• Choose the most appropriate map/globe for a specific purpose.</li> <li>• Follow routes on maps describing what can be seen.</li> <li>• Understand that purpose, scale, symbols and style are related.</li> </ul>

<p>Year 2 Contrasting Non-European Country - Brazil</p>	<p>Year 5 The Amazon Rainforest, rainforest biomes.</p>	<p>Year 6 Countries of the World - Indonesia and Natural Disasters</p>
<ul style="list-style-type: none"> <li>To locate Brazil and identify some countries in the direct locality.</li> <li>To locate Rio De Janerio, Sau Paulo, Amazon Rainforest in Brazil.</li> <li>To identify and compare seasonal weather patterns in the UK and Brazil in relation to the equator.</li> <li>To talk about people and places and their similarities and differences beyond my local environment and compare to my local environment.</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts of The Amazon Basin.</li> <li>To understand and describe the sustainability of the Amazon – what impact is action today going to have in the future? What are my views on this?</li> <li>To name and locate the countries of North and South America.</li> <li>To identify and describe the layers of the rainforest including key vocabulary: emergent, canopy, understorey, forest floor.</li> <li>To identify and track the Amazon river, describing geographical factors.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate Indonesia and surrounding countries.</li> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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>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).</li> <li>To name and locate countries and some significant cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>
<p>Geographical enquiry</p>		<p>Geographical Skills</p>
<ul style="list-style-type: none"> <li>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li> <li>Make predictions and test simple hypotheses about people and places.</li> <li>Use more precise geographical language relating to the physical and human processes e.g. tundra, coniferous/deciduous forest when learning about biomes.</li> <li>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li> <li>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li> </ul>		<ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Relate different maps to each other and to aerial photos.</li> <li>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li> <li>Choose the most appropriate map/globe for a specific purpose</li> <li>Recognise different map projections.</li> <li>Use latitude/longitude in a globe or atlas.</li> <li>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> <li>Interpret data collected and present the information in a variety of ways including charts and graphs.</li> </ul>

# History in Year 5

## Year 5 History

In Year 5, the children will continue their journey through the history of Britain. They will build upon their understanding of invasion and settlement from the previous units on Romans and Anglo Saxons. They will learn about the Viking and Angler Saxon struggle for the Kingdom of England. They will then build upon their understanding of ancient civilisations studying Ancient Greece making comparisons and contrasts with the Ancient Egyptian topic studied in Yr4.

Area of Study	The Viking and Anglo Saxon struggle for the Kingdom of England	The Ancient Greeks
NC	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Concept	Invasion, Settlement	Civilisation, society

Concept Progression	Yr 3	Yr 4	Yr 5	Yr 6
Settlement	Stone Age Romans	Anglo Saxons and Scots	Vikings	Mayans
Invasion	Romans	Anglo Saxons and Scots	Vikings	World War 2
Civilisation	Stone Age	Ancient Egypt	Ancient Greece	Mayans

## Year 5 History – Invasion/Settlement

Year 4 – Britain’s settlement by the Anglo Saxons and Scots	Year 5 - The Viking and Anglo Saxon struggle for the Kingdom of England	Year 6 Key events of World War 2
<p>In this unit, we will find out what happened to Britain once the Romans had left. Children will:</p> <ul style="list-style-type: none"><li>• Learn of the invasion of the Angles, Saxons and Jutes from modern day Denmark and Germany around 450 AD.</li><li>• Learn that initially small numbers of invaders settled but due to better farming conditions numbers began to increase. To start with they faced little resistance but as different Anglo Saxon groups settled in different areas of the country battles and conflicts between rival kingdoms became common especially when the Anglo Saxons faced the Scots and Celts.</li><li>• Learn about the meaning of the names of Angle Saxon Settlements where the Anglo Saxons settled ( Birmingham and Oxford) and then meaning behind these names.</li><li>• Learn that by 650 AD there were 7 kingdoms which by 850 AD had been consolidated to 3 the largest being Northumbria.</li><li>• Investigate what it was like to live in an Angle Saxon village and how rules and conflicts were discussed within this community.</li><li>• Learn the key events of the life of Alfred the Great and find out why he is great. He became king in AD 871 and is most renowned for guarding the coast from Viking raiders.</li></ul>	<p>In this unit, we will continue our learning about British history with a study of this medieval period. Children will:</p> <ul style="list-style-type: none"><li>• Continue to explore the concepts of invasion and settlement by revisiting their learning in the previous topics of the Romans in Yr3 and Anglo Saxons in Yr4.</li><li>• Learn that the first Viking ships landed in Dorset from Denmark, Norway and Sweden. They were excellent sailors.</li><li>• Learn that The Vikings were also ferocious fighters, believing that if they died in battle then would go to Valhalla with the king of the gods named Odin.</li><li>• Learn that the Vikings plundered monasteries and raided any settlements they could find.</li><li>• Learn that after the initial invasion they started to settle, finding the land more suited to farming than their Danish homeland. Jorvik was a large Viking Kingdom around York the last King of Jorvik was Eric Bloodaxe.</li><li>• Learn about the impacts of the Vikings at a local level by studying the Cuerdale hoard which was discovered on the banks of the River Ribble.</li></ul>	<p>In this unit, we will continue to develop our understanding our understanding of the term invasion. Building upon the knowledge gained in the Roman, Anglo Saxon and Viking units. Children will:</p> <ul style="list-style-type: none"><li>• Discuss the events leading up to the beginning of the Second World War.</li><li>• Learn about the invasion of France by Nazi Germany in 1939 and then the evacuation of British and French troops at Dunkirk 26th May to 4th June 1940 as a result of this successful invasion.</li><li>• Learn of the key details of the Battle of Britain from 10th July – 31st October 1940 where battles fought in the skies above the south of England between the British RAF and the German Luftwaffe.</li><li>• Discuss the decisions of Winston Churchill and the impacts they had on the Battle.</li><li>• Find out what it would have been like to have been involved in the battle and the resolve of the British people meant another invasion was prevented.</li></ul>

## Year 5 History – Invasion/Settlement

### Vocabulary

**axe** – a tool used for chopping wood. Usually made from steel with an iron edge and wooden handle

**hoard** – a collection of valuable objects usually discovered by archaeologists

**long boat** – a long, narrow ship, powered by both oar and sail with many rowers, used by the Vikings.

**Medieval** – the periods of history relating to the period between 500 to 1500 AD

**Monastery** – a building for housing monks.

**Monks** – a man who has devoted his life to religious service

**oar** – a pole with a flat blade, used to row or steer a boat through the water

**proW** – the creature carved into the front of the ship to scare enemies away

**raider** – a person who attacks their enemy in their territory

**Scandinavia** – Norway, Sweden and Denmark. The countries the Vikings sailed from before they settled in Britain

### Historical Skills

**Chronology** – Establish clear chronological narratives across periods and within themes

**Communication** – Discuss and debate historical issues acknowledging contrasting evidence and opinions

Use appropriate vocabulary when discussing and describing historical events and concepts

**Enquiry** – Use a wide range of sources as a basis for research to answer questions and to test hypothesis

Recognise how our knowledge of the past is constructed from a range of different sources

# Year 5 History – Civilisation/Society

Year 4 Ancient Egypt	Year 5 – The Ancient Greeks	Year 6 Mayans
<p>In this unit, we will travel back 3,000 years to Ancient Egypt. Children will:</p> <ul style="list-style-type: none"> <li>• Learn that this civilisation is famous for its pyramids, pharaohs, mummies and tombs and lasted over 3000 years.</li> <li>• Pharaohs ruled with absolute power. Discover that the pyramids were actually tombs made by pharaohs in which they would be eventually be buried.</li> <li>• All of their belongings would be sealed in the tomb to travel with them to the afterlife.</li> <li>• Study the contents of Tutankhamun’s tomb and discuss what we can learn about him.</li> <li>• Discover the origins of the Ancient Egyptian civilisation and the importance of the River Nile. Egyptians were skilled in agriculture, art, mathematics and engineers.</li> <li>• The Egyptians developed hieroglyphics.</li> <li>• Consider the similarities and differences with their places in the Stone Age.</li> </ul>	<p>In this unit, we will explore the rich legacy of this empire and its historical significance. Children will:</p> <ul style="list-style-type: none"> <li>• Find influences from Ancient Greece in architecture and literature.</li> <li>• Learn that when we celebrate the Olympic Games or vote in democratic elections, we can trace their origins back thousands of years to the Greek empire.</li> <li>• Learn about the conflicts between the different city states, such as Athens and Sparta as well as the importance of religion to the whole empire.</li> <li>• Make comparisons between the Roman Empire they have learned about in Year 3 and also what life was like in Britain at this time.</li> <li>• Learn all about daily life in Ancient Greece.</li> <li>• Investigate the lives and teachings of the Ancient Greek scholars and philosophers.</li> <li>• Appreciate how significant it was in shaping the world as we know it today.</li> </ul>	<p>This unit refers to the classical Mayan period, which stretches from 250 – 950AD. Children will:</p> <ul style="list-style-type: none"> <li>• Learn that the society became more organised around urban areas.</li> <li>• Learn that the general centre point of a settlement was a temple which was a symbol of both grandeur and a route to the heavens above.</li> <li>• Make clear comparisons and contrasts to all the other ancient civilisations and their beliefs about religions and settlement.</li> <li>• Learn that advances were made in astronomy, maths and language.</li> <li>• Learn that the Mayans created their own language of hieroglyphs containing phonetic symbols. Trade was hugely important between settlements and advancements in agriculture allowed links to be made through the Central American continent.</li> <li>• Understand why in around AD 900 the centres of the Mayan settlements became less important and the civilisation itself became less widespread.</li> </ul>
Vocabulary	Historical Skills	
<p><b>Ancient Olympics</b> – a sporting festival held every four years of the Plain of Olympia in Southern Greece in honour of Zeus</p> <p><b>architecture</b> – the art and science of designing and managing the construction of buildings and other structures</p> <p><b>democracy</b>- a government under the direct rule of the people</p> <p><b>literature</b> – the collective, creative writing of a nation. A body of written works</p> <p><b>revolt</b> – to rebel against authority, may lead into full revolution.</p> <p><b>trade</b> – the buying and selling of goods and services</p> <p><b>unified</b> – a whole state together under one rule</p> <p><b>Zeus</b> – supreme ruler of all the other Greek gods</p>	<p><b>Chronology</b> – Identify where people, places and periods fit into a chronological framework by analysing connections changes, trends and contrasts over time</p> <p><b>Communication</b> – Describe and explain significant aspects of non – European societies as well as settlements in Britain</p> <p><b>Enquiry</b> – Evaluate sources and make inferences</p>	



# Science in Year 5

## Key Knowledge in Year 5

Prior Learning	Year 5 Properties and Changes of Materials
<ul style="list-style-type: none"><li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <b>(Y2 - Uses of everyday materials)</b></li><li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>(Y2 - Uses of everyday materials)</b></li><li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. <b>(Y3 - Forces and magnets)</b></li><li>• Compare and group materials together, according to whether they are solids, liquids or gases. <b>(Y4 - States of matter)</b></li><li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). <b>(Y4 - States of matter)</b></li><li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <b>(Y4 - States of matter)</b></li></ul>	<ul style="list-style-type: none"><li>• Materials have different uses depending on their properties and state (liquid, solid, gas).</li><li>• Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.</li><li>• Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment.</li><li>• Mixtures can be separated by filtering, sieving and evaporation.</li><li>• Some changes to materials such as dissolving, mixing and changes of state are reversible. Some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible (Irreversible)</li></ul>

## Key Knowledge in Year 5

Prior Learning	Year 5 Animals Including Humans
<ul style="list-style-type: none"><li>Notice that animals, including humans, have offspring which grow into adults. <b>(Y2 - Animals, including humans)</b></li></ul>	<ul style="list-style-type: none"><li>When babies are young, they grow rapidly.</li><li>Babies are very dependent on their parents.</li><li>As babies develop, they learn many skills.</li><li>At puberty, a child's body changes and develops primary and secondary sexual characteristics. These characteristics enable the adult to reproduce.</li></ul>

## Key Knowledge in Year 5

Prior Learning	Year 5 Earth and Space
<ul style="list-style-type: none"><li>Explore the natural world around them. <b>(Reception – Earth and space)</b></li><li>Describe what they see, hear and feel whilst outside. <b>(Reception – Earth and space)</b></li><li>Observe changes across the four seasons. <b>(Y1 - Seasonal changes)</b></li><li>Observe and describe weather associated with the seasons and how day length varies. <b>(Y1 - Seasonal changes)</b></li></ul>	<ul style="list-style-type: none"><li>The Sun is a star.</li><li>The Sun is at the centre of our solar system.</li><li>There are 8 planets (can choose to name them, but not essential).</li><li>The 8 planets travel around the Sun in fixed orbits.</li><li>Earth takes 365¼ days to complete its orbit around the Sun.</li><li>The Earth rotates (spins) on its axis every 24 hours.</li><li>As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night).</li><li>As the Earth rotates, the Sun appears to move across the sky.</li><li>The Moon orbits the Earth.</li><li>The Moon takes about 28 days to complete its orbit around Earth.</li><li>The Sun, Earth and Moon are approximately spherical.</li></ul>

## Key Knowledge in Year 5

Prior Learning	Year 5 Forces
<ul style="list-style-type: none"> <li>• Compare how things move on different surfaces. <b>(Y3 - Forces and magnets)</b></li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance. <b>(Y3 - Forces and magnets)</b></li> <li>• Observe how magnets attract or repel each other and attract some materials and not others. <b>(Y3 - Forces and magnets)</b></li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. <b>(Y3 - Forces and magnets)</b></li> <li>• Describe magnets as having two poles. <b>(Y3 - Forces and magnets)</b></li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing. <b>(Y3 - Forces and magnets)</b></li> </ul>	<ul style="list-style-type: none"> <li>• A force causes an object to start moving, stop moving, speed up, slow down or change direction.</li> <li>• Gravity is a force that acts at a distance.</li> <li>• Everything is pulled to the Earth by gravity.</li> <li>• Gravity causes unsupported objects to fall.</li> <li>• Air resistance, water resistance and friction are contact forces that act between moving surfaces.</li> <li>• An object may be moving through the air or water, or the air and water may be moving over a stationary object.</li> <li>• A mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement.</li> <li>• The small force moves a long distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover.</li> <li>• Pulleys, levers and gears are all mechanisms, also known as simple machines.</li> </ul>


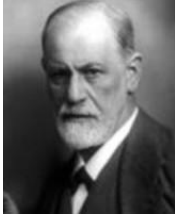



## Key Knowledge in Year 5

Prior Learning	Year 5 Living Things and their Habitats
<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults. <b>(Y2 - Animals, including humans)</b></li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <b>(Y3 - Plants)</b></li> </ul>	<ul style="list-style-type: none"> <li>• As part of their life cycle, plants and animals reproduce.</li> <li>• Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg.</li> <li>• Animals, including humans, have offspring which grow into adults.</li> <li>• In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults.</li> <li>• In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults.</li> <li>• Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.</li> <li>• Plants reproduce both sexually and asexually.</li> <li>• Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent.</li> <li>• Gardeners may force plants to reproduce asexually by taking cuttings.</li> </ul> <p>Sexual reproduction occurs through pollination, usually involving wind or insects.</p>

# Year 5 Scientific Enquiry

Questioning and Research		Planning and Recording	
<ul style="list-style-type: none"> <li>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>I am beginning to explore and talk about ideas, ask my own questions about scientific phenomena and analyse functions, relationships and interactions more systematically.</li> <li>I am beginning to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</li> <li>I am beginning to recognise scientific ideas change and develop over time.</li> <li>I am beginning to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)</li> <li>I can explore ideas and ask my own questions about scientific phenomena.</li> <li>I can plan different types of scientific enquiry to answer questions.</li> <li>I can decide which variables to control.</li> <li>I can recognise which secondary sources will be most useful to research their ideas.</li> <li>I can begin to carry out research independently.</li> </ul>		<ul style="list-style-type: none"> <li>I can begin to make my own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.</li> <li>I can choose the most appropriate equipment and explain how to use it accurately.</li> <li>I can make a set of observations and say what the interval and range are. Graphs – pie, line. I can decide what to observe, how long to observe for and whether to repeat them. I can take accurate and precise measurements using standard units N, g, kg, mm, cm, mins, seconds, cm<sup>2</sup>V, km/h, m per sec, m/ sec.</li> <li>I am beginning to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</li> <li>I am beginning to decide how to record data from a choice of familiar approaches.</li> <li>I can choose how best to present data.</li> </ul>	
Equipment and Measurement	Communicating and Presenting	Considering Evidence and Evaluating	
<ul style="list-style-type: none"> <li>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</li> <li>I can identify patterns that might be found in the natural environment.</li> <li>I can select equipment on my own and can explain how to use it accurately.</li> <li>I can take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm<sup>2</sup>V, km/h, m per sec, m/ sec.</li> </ul>	<ul style="list-style-type: none"> <li>I am using relevant scientific language and illustrations to discuss, communicate and justify scientific ideas. I can confidently use a range of scientific vocabulary.</li> <li>I can report and present findings from enquiries.</li> <li>I can use scientific ideas when describing simple processes.</li> <li>I am beginning to explain my ideas with scientific reasons.</li> <li>I am beginning to talk about how scientific ideas have changed over time.</li> <li>I am beginning to use and develop keys and other information records to identify, classify and describe living things and materials.</li> </ul>	<ul style="list-style-type: none"> <li>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>I can identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>I am beginning to draw conclusions based on my data and observations, use evidence to justify my ideas, using scientific knowledge and understanding to explain my findings.</li> <li>I am beginning to use test results to make predictions to set up further comparatives and fair tests.</li> <li>I can begin to look for different causal relationships in data and identify evidence that refutes or supports my ideas.</li> <li>I know which evidence proves a scientific point.</li> <li>I am beginning to use test results to make predictions to set up further comparative and fair tests.</li> </ul>	

# Scientists and Careers Across Science- Year 5

Living things and their habitats	Animals, including humans	Properties and changes of materials	Earth and space	Forces
<b>Scientists</b>				
 <p><a href="#">Malaika Vaz</a> (National Geographic explorer)</p>	 <p><a href="#">Sigmund Freud</a> (Created psychoanalysis)</p>	 <p><a href="#">Becky Schroeder</a> (Inventor of the glow sheet)</p>	 <p><a href="#">Dr. Sheila Kanani</a> (Space Scientist)</p>	 <p><a href="#">Isaac Newton</a> (Discovered gravity)</p>
<b>Careers</b>				
<p>Farmer (grows crops and raises animals for food) Oceanographer (studies the physical and biological aspects of the ocean)</p>	<p>Physiotherapist (helps people affected by illness, injury or disability through movement and exercise) Psychiatrist (a doctor who specializes in mental health)</p>	<p>Chemical engineer (solves problems involving chemicals) Biochemist (investigates chemical processes that take place inside living things)</p>	<p>Astronaut (travels to space to carry out research) Aeronautical engineer (develops spacecraft) Astrophysicist (studies the physics of space and objects in space)</p>	<p>Aeronautical engineer (designs, develops, manufactures and maintains aircraft) Builder (builds structures) Mechanical engineer (designs, analysis and manufactures mechanical systems)</p>

# Design Technology in Year 5

Design and Evaluation		Technical Knowledge	
<p>Building on their previous skills, pupils in Year 5 will learn to:</p> <ul style="list-style-type: none"> <li>• generate ideas through brainstorming and identify a purpose for their product</li> <li>• list tools needed before starting the activity</li> <li>• plan the sequence of work e.g. using a storyboard</li> <li>• develop one idea in depth</li> <li>• record ideas using annotated diagrams</li> <li>• use models, kits and drawing to refine ideas</li> <li>• work from own detailed plans, modifying them where appropriate.</li> <li>• research and evaluate existing products (including book and web-based research)</li> <li>• consider user and purpose</li> <li>• consider how the finished product could be improved</li> <li>• discuss how and if the product fits the design criteria</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>		<p>Building on their previous knowledge, pupils in Year 5 will explore a range of products to develop their understanding of:</p> <ul style="list-style-type: none"> <li>• cams, learning that different shaped cams produce different follower movements</li> <li>• types of motions and direction of a motion</li> <li>• where food comes from - learning that beef is from cattle and how beef is reared and processed</li> <li>• what constitutes a balanced diet</li> <li>• adapting a recipe to make it healthier</li> <li>• adapted recipes using a nutritional calculator and then identifying the healthier option</li> </ul>	
Working with tools, equipment, materials and components to make quality products			
Textiles	Mechanical systems		Food
<p>Pupils in Year 5 will have the opportunity to design and make a stuffed toy. They will learn to:</p> <ul style="list-style-type: none"> <li>• develop technical vocabulary appropriate to the project</li> <li>• understand pattern layout</li> <li>• pin and tack fabric pieces together</li> <li>• create a 3D stuffed toy from a 2D design</li> <li>• measure, mark and cut fabric accurately and independently</li> <li>• learn to sew blanket stitch to join fabric so the space between the stitches are even and regular.</li> <li>• use applique to attach pieces of fabric decoration</li> <li>• thread needles independently</li> </ul> <p>KEY VOCABULARY: APPLIQUE, PATTERN, BLANKET STITCH, THREADING NEEDLES, APPENDAGE.</p>	<p>Pupils in Year 5 will have the opportunity to design and make a automata toy. They will learn to:</p> <ul style="list-style-type: none"> <li>• develop technical vocabulary appropriate to the project</li> <li>• use mechanical systems such as cams</li> <li>• follow a design brief to make a pop-up book, neatly and with focus on accuracy</li> <li>• make mechanisms and/ or structures using sliders, pivots and folds to produce movement</li> <li>• Use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result</li> <li>• Use a bench hook to saw safely and effectively</li> </ul> <p>KEY VOCABULARY: CAMS, MOTIONS, MECHANISM, PIVOTS, SET SQUARE, COMPONENT, JELUTONG.</p>		<p>Pupils in Year 5 will have the opportunity to design and make a Bolognese. They will learn to:</p> <ul style="list-style-type: none"> <li>• prepare food products considering the properties of ingredients and sensory characteristics</li> <li>• weigh and measure using scales</li> <li>• select and prepare foods for a particular purpose</li> <li>• show awareness of a healthy diet</li> <li>• know where and how ingredients are grown and processed</li> <li>• cut and prepare vegetables safely</li> <li>• use equipment safely, including knives, hot pans and hobs</li> <li>• know how to avoid cross contamination</li> <li>• follow a step by step method carefully to make a recipe.</li> <li>• write an amended method for a recipe to incorporate the relevant changes to ingredients</li> </ul> <p>KEY VOCABULARY: CROSS CONTAMINATION, RECIPE, BLANCED DIET, NUTRITIONAL CALCULATOR, REARED AND PROCESSED.</p>

# Personal, Social Health and Relationships Education

## Digital Literacy Education in Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		What makes us enterprising?	What does discrimination mean?	What choices help health?	How can we be safe online and using social media?	How do we grow and change?
Context		Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society	Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	Changes that happen at puberty; keeping good hygiene; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice.
Relationships Education	What sorts of boundaries are appropriate in friendships with peers and others.		How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	

Digital Literacy	Managing Online Information Self Image and Identity	Health, Wellbeing and Lifestyle	Online Bullying	Privacy and Security	Online Relationships	Copyright and Ownership
Pupils will be taught to:	<ul style="list-style-type: none"> <li>• explain what is meant by 'being sceptical'.</li> <li>• evaluate digital content and can explain how to make choices about what is trustworthy.</li> <li>• describe ways of identifying when online content has been commercially sponsored or boosted.</li> <li>• describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.</li> <li>• describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.</li> </ul>	<ul style="list-style-type: none"> <li>• describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</li> <li>• recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</li> <li>• explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.</li> </ul>	<ul style="list-style-type: none"> <li>• describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</li> <li>• explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</li> <li>• explain how to block abusive users.</li> <li>• describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</li> </ul>	<ul style="list-style-type: none"> <li>• explain what a strong password is and demonstrate how to create one.</li> <li>• explain how many free apps or services may read and share private information (e.g. friends, contacts, likes)</li> <li>• explain what app permissions are and can give some examples.</li> </ul>	<ul style="list-style-type: none"> <li>• give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</li> <li>• explain that there are some people I communicate with online who may want to do me or my friends harm.</li> <li>• recognise that this is not my / our fault.</li> <li>• describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• assess and justify when it is acceptable to use the work of others</li> <li>• give examples of content that is permitted to be reused and know how this content can be found online.</li> </ul>



# Art and Design in Year 5

Key Learning in Art and Design at Sherwood Primary School: Year 5	
Exploring and Developing Ideas	Evaluating and Developing Work
<ul style="list-style-type: none"> <li>• Select and record from first-hand observation, experience and imagination and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> </ul>

Drawing		
Hundertwasser, with acetate overlay; working from the imagination, pencil and rubber		
<ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop close observation skills using a variety of viewfinders.</li> <li>• Use a sketchbook to collect and develop ideas.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>	<p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> <li>• Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Use different techniques for different purposes, i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> </ul>	<p>Perspective and Composition</p> <ul style="list-style-type: none"> <li>• Begin to use simple perspective in their own work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings, e.g. foreground, middle ground and background.</li> <li>• Show an awareness of how paintings are created, i.e. composition.</li> </ul>

Theme	Painting	Printing	Collage	Textiles	3D
Context	Individual and class responses to artist, shoeboxes; Fauvist style; extending fabric patterns	Reduction Block Prints Using Press Print Combining Two Printing Techniques	Colour and shape of natural forms; overworked, collaged images using natural forms as a starting point	Construction and deconstruction; fabric relief panels;	Wire and modroc figures in style of Giacometti; tissue and bowl forms; clay coil pots
Focus	<ul style="list-style-type: none"> <li>• Develop a painting from a drawing.</li> <li>• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• Create imaginative work from a variety of sources, e.g. observational drawing, themes, poetry, music, movement.</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Mix and match colours to create atmosphere and light effects.</li> </ul> <p>Be able to identify and work with complimentary and contrasting colours.</p>	<ul style="list-style-type: none"> <li>• Create printing blocks by simplifying an initial sketchbook idea.</li> <li>• Use a relief or impressed method, e.g. reduction block press print.</li> <li>• Create prints with three overlays.</li> <li>• Working into prints with a range of media, e.g. pens, colour pens and paints.</li> <li>• Combine printmaking processes, e.g. stencil print overlaid with a monoprint.</li> <li>• Investigate the batik process.</li> </ul>	<ul style="list-style-type: none"> <li>• Add collage to a painted, printed or drawn background.</li> <li>• Use a range of media to create collages.</li> <li>• Use different techniques, colours and textures, etc, when designing and making pieces of work.</li> <li>• Use collage as a means of extending work from initial ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fabrics to construct 3D hangings.</li> <li>• Construct fabric – layering, stitching, sticking, weaving, pleating, plaiting, tying, knotting.</li> <li>• Deconstruct fabric – cutting, tearing, hole-punching, fraying, pulling threads, fringing.</li> <li>• Use different grades of threads and needles.</li> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Experiment with a range of media, e.g. pens, colour pens and paints.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation or imagination.</li> <li>• Use recycled, natural and man-made materials to create sculptures.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> </ul>
<p>Digital Media</p> <p>In Year 5, pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Record and collect visual information using digital cameras and video recorders.</li> <li>• Present recorded visual images using software, e.g. Photostory, Powerpoint.</li> <li>• Use a simple graphics package to create and manipulate new images.</li> <li>• Be able to import an image (scanned, retrieved, taken) into a graphics package.</li> <li>• Understand that a digital image is created by layering. Create layered images from original ideas.</li> </ul>					
Key Artists studied in Year Five: Friedensreich Hundertwasser, Frank Auerbach, Chris Ofili, Alberto Giacometti					

# Religious Education Overview

Year 5 Key Question: Where can we find guidance about how to live our lives?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Christianity (God)	Islam	Hindu Dharma	Christianity (Jesus)	Christianity (Church)	Judaism
Enquiry Question	Why is it sometimes difficult to do the right thing?	Why is the Qur'an so important to Muslims?	What might Hindus learn from stories about Krishna?	What do we mean by a miracle?	How do people decide what to believe?	Do people need laws to guide them?

# Music in Year 5

Year 4	Year 5 Core knowledge	Year 6
<ul style="list-style-type: none"> <li>• Talk about the musical dimensions e.g. dynamics</li> <li>• Use musical vocabulary to discuss a piece of music</li> <li>• Awareness of the importance of listening to each other when playing/singing in unison</li> <li>• Begin to use dynamics to create loud and soft parts of a song</li> <li>• Identify notes on a staff and note value for notes taught</li> <li>• Compose music to create a specific mood</li> <li>• Capture and record compositions using a range of notation and technology</li> <li>• Present a musical performance to capture an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the historical content of a song</li> <li>• Discuss musical dimensions using musical vocabulary</li> <li>• Develop an understanding of what songs are about lyrically</li> <li>• Sing in unison and backing vocals</li> <li>• Begin to learn melodies by looking at notation</li> <li>• Use of phrasing to make a song more interesting</li> <li>• Play musical instrument(s) with the correct technique</li> <li>• Show understanding of symbols including staff, treble clef, rests, bar lines</li> <li>• Develop a sense of shape and character through improvisation</li> <li>• Experiment with a wider range of dynamics</li> <li>• Create melodies using up to 5 notes</li> <li>• Perform a range of repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate previous learning</li> <li>• Talk about musical identity</li> <li>• Confidently discuss a piece of music using a wide range of musical vocabulary</li> <li>• Sing in up to three parts both in unison and solos</li> <li>• Represent the feeling and content of a song</li> <li>• Lead a rehearsal session</li> <li>• Create music with multiple sections</li> <li>• Plan and compose an 8 or 16 beat melodic phrase</li> <li>• Recognise and understand the difference between a range of different note values</li> <li>• Choose what to perform and create a programme</li> </ul>
<b>Skills – singing and playing the instrument</b>		<b>Skills – improvisation, composition and performance</b>
<ul style="list-style-type: none"> <li>• Sing with an increasing awareness of being in tune</li> <li>• Develop confidence when singing or rapping a solo</li> <li>• Follow music notation to learn a song</li> <li>• Develop understanding of how to use phrasing to make the song more interesting</li> <li>• Understand symbols including: treble clef, rests, bar lines, crescendo and decrescendo</li> <li>• Select and learn a part that matches their musical challenge</li> </ul>		<ul style="list-style-type: none"> <li>• Improvise freely over a drone developing a sense of shape and character</li> <li>• Improvise over a simple groove, responding to the beat creating a satisfying melodic shape</li> <li>• Experiment using a wider range of dynamics including fortissimo, pianissimo, mezzo forte and mezzo piano</li> <li>• Create melodies using the pentatonic scale</li> <li>• Explain the structure of a melody</li> <li>• Recognise the connection between sound and symbol</li> <li>• Perform a range a repertoire developing the use of technology in the performance</li> </ul>
<p>Vocabulary: Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school, Hip, Hop, rap, ring, synthesizer, deck, backing loops, Funk, scratching, unison, melody, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony</p>		

# Languages Overview

Speaking and Listening	Reading
<p><b>To explore the patterns and sounds of language through songs and rhymes</b></p> <ul style="list-style-type: none"> <li>Learn a French song around a theme and explore patterns of language</li> </ul> <p><b>To engage in conversations; ask and answer questions; express opinions and respond to those of others</b></p> <ul style="list-style-type: none"> <li>Give someone's name in the third person, ask someone's name and say your own</li> <li>Greet people and give personal information (name, age, nationality)</li> <li>To ask and talk about regular activities</li> <li>To talk about forms of transport</li> <li>To give opinions about clothes</li> <li>To give opinions about sports and give reasons for preferences</li> <li>To ask how much something costs and respond (eg. buying tickets at the station)</li> </ul> <p><b>To speak in sentences, using familiar vocabulary, phrases and basic language structures</b></p> <ul style="list-style-type: none"> <li>To talk about what you like doing</li> <li>Ask and talk about brothers and sisters in the third person</li> </ul> <p><b>To present ideas and information orally to a range of audiences</b></p> <ul style="list-style-type: none"> <li>Present information to the rest of the class</li> <li>Present information to a wider audience (eg. to a different class, in assembly)</li> </ul> <p><b>To appreciate stories, songs, poems and rhymes in French</b></p> <ul style="list-style-type: none"> <li>Listen to and follow a French story</li> <li>Listen to a French poem/rhyme</li> </ul> <p><b>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</b></p>	<p><b>To read carefully and show understanding of words, phrases and simple writing</b></p> <ul style="list-style-type: none"> <li>Read and understand French words</li> <li>Read and understand French stories and poems</li> </ul> <p><b>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b></p> <ul style="list-style-type: none"> <li>Identify items of clothing (un and une)</li> <li>Identify colours and describe colours of clothes</li> <li>Identify animals and pets</li> <li>Count numbers 1-20</li> <li>Recognise days of the week</li> <li>Recognise months of the year</li> </ul>
Writing	
<p><b>To write phrases from memory, and adapt these to create new sentences, and to express ideas clearly</b></p> <ul style="list-style-type: none"> <li>Write a conversation between two people</li> <li>Write opinions about food/clothes</li> </ul> <p><b>To describe people, places, things and actions orally and in writing</b></p> <ul style="list-style-type: none"> <li>To describe people in the third person in writing</li> <li>To describe clothes in writing</li> </ul>	<p><b>To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</b></p> <ul style="list-style-type: none"> <li>Use present tense verbs to describe activities</li> <li>Build sentences and record in writing</li> </ul>

# Physical Education Overview

Year 5 PE	The INTENT at Year 5 and 6 in games is to continue to develop children's attacking skills when they are working as a team and to develop their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides, i.e. 5v3, 5v4, 4v4, 5v5 etc. The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions. The INTENT at Year 5 and 6 in dance and gymnastics is to develop children's performance and composing longer sequences of movements with a partner and group.		
Swimming		Striking and Fielding Games	
Children will learn to enter and exit the water safely. Children will learn to swim unaided for 25 metres. Swim using a variety of strokes for 10m. Jump in from the poolside and submerge. Float on their back for 20 seconds. Tread water for 30 seconds. Perform and shout and signal rescue for 30 seconds.		Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.	
Invasion Games	Net/Wall Games	OAA	
Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They play uneven-sided games, leading to 5v4 or 4v3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on developing trust and working as a team.	
Dance	Gymnastics Activities	Athletic Activities	
Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.	Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.	Children will focus on developing their technical understanding of athletic activity. They will learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they	

# Computing Overview

Theme	5.1 We are game developers	5.2 We are cryptographers	5.3 We are artists	We are Musicians	We are vloggers	5.6 We are architects
Context	The pupils plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive.	The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password.	The pupils use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex 'fractal' landscapes.	In this unit, children will have the opportunity to engage with a piece of music composition software. Children will apply their Musical knowledge and compose a piece of music linked to the wider curriculum.	vlogging provides a worldwide audience for pupils' work. This unit will allow children to use a range of media techniques to create an educational vlog to extend the audiences knowledge on a topic. Pupils will learn how to comment and respond on a vlog.	In this unit, the pupils research examples of art gallery architecture, before using Trimble SketchUp to create their own virtual gallery. Finally, they use the gallery to exhibit their own artwork.