| Year 5 | **Advent 1** | | **Advent 2** | | **Lent 1** | | **Lent 2** | | **Pentecost 1** | | **Pentecost 2** | |
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| **English**  Progress will be supported through our Spellings and Accelerated Reader programme. | **The Kid who came from Space**  Composition: diary entries, sentence stacking for writing a narrative  SPAG: complex sentences, speech within text, proper nouns, figurative language, hyphens, noun phrases, adverbials, conjunctions, relative clauses, complex sentences and paragraphing, adverbs, direct and reported speech. Revisit year 3 and 4 spellings. | | **Beowulf**  Composition: Newspaper report, character descriptions  SPAG: standard English, linking paragraphs and dashes, language techniques, direct speech, complex sentences, relative pronouns, adverbials. Year 5 spellings. | | **Wolf Brother**.  Composition: narratives to include character analysis, non-fiction, play scripts and informal/formal letter writing, newspaper report.  SPAG: focusing on brackets to show parenthesis, colons, adverbs, relative clauses, complex sentences and pronouns, Year 5 spellings. | | **Viking Boy**  Composition: narratives to include inference and predictions, informal letter writing, non-fiction to include information texts  SPAG: fronted adverbials, pronouns, semi-colons, paragraphs, colons, complex sentences. Year 5 spellings. | | **Mama Miti**  Composition: narratives to include inference and predictions, informal letter writing, non-fiction to include information texts  SPAG: adverbials, pronouns, semi-colons, linking ideas using conjunctions, imperative verbs, complex sentences. Year 5 spellings. | | **The Journey**  Composition: narratives to include character profiles and persuasive writing, non-fiction including information texts.  SPAG: focusing on relative clauses, complex sentences, causal conjunctions and adverbials. Revise year 5 spellings. | |
| **Maths** | Using White Rose Maths (WRM), we will continue to learn maths through a cumulative approach to the curriculum; once a topic is covered, it is revisited many times again in other contexts. We also make use of WRM’s Flashback 4 which has spaced repetition of key topics throughout and between years to best support our children with their rehearsal and retrieval of maths skills. Our approach will also continue to support the transition from manipulation of concrete objects to pictorial and mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically.  **Place Value  Addition and Subtraction  Statistics  Multiplication and Division  Area and Perimeter  Multiplication and Division  Fractions  Decimals and Percentages  Decimals**  **Properties of Shape  Position and Direction  Converting Units  Measurement and Volume** | | | | | | | | | | | |
| Image result for times tables rockstars x2 x5 x10 | | Image result for times tables rockstars x3 x4 x8 | | Image result for times tables rockstars x6 x9 x11 | | Image result for times tables rockstars x7 x12 | | Image result for times tables rockstars x1 to x12 | | Image result for times tables rockstars x1 to x12 | |
| **RE** | Domestic Church: Ourselves, created in the image and likeness of God | | Baptism & Confirmation: Life Choices. marriage, commitment and service | | Local Church: Mission, continuing Jesus’s mission in diocese (ecumenism) | | Lent & Easter: Sacrifice. Lent, aligning with the sacrifice made by Jesus | | Reconciliation & Anointing the Sick: Freedom and Responsibility, commandments enable Christians to be free and responsible | | Universal Church: Stewardship, the church is called to the stewardship of creation | |
|  | Judaism: Passover | | Advent/Christmas: Hope. Advent, waiting in the joyful hope for Jesus, the promised one | | Eucharist: Memorial Sacrifice, Eucharist as the living memorial of Christ’s sacrifice | | Pentecost: Transformation, celebration of the Spirit’s transforming power | | Islam**:** Beliefs and festivals | |  |
| **Science** | Earth and Space  Describe the movement and position of the earth and other planets relative to the Sun in the solar system> Identify some features of planets > Describe movement of the Moon relative to Earth > Use Earth’s rotation to explain day and night > Describe Sun, Earth and Moon as spherical bodies > Consider how ideas developed from a geocentric model to heliocentric model of the solar system by looking at scientists such as Ptolemy and Copernicus. | | Forces  Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the object > Identify the effects of air resistance, water resistance and friction, that act between moving surfaces > Recognise that forces can make things move, slow down, speed up and stop > Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect > Explore how scientists like Newton helped develop the theory of gravitation. | | Properties of Materials  Compare and group everyday materials on the basis of their properties including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets > Give reasons based on testing for uses of everyday materials, including metals, wood and plastic > use knowledge of solids, liquids and gases to describe how mixtures might be separated including filtering, sieving and evaporating. | | Light  Recognise that light appears to travel in straight lines > Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye > Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes > Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | | Living Things and Their Habitats  Describe the differences in the life cycle of a mammal, an amphibian, insect and bird > Describe the life process of reproduction in some plants and animals > Find out about the work of naturalists and animal behaviourists such as Jane Goodall or David Attenborough. | | Animals Including Humans  Describe the changes as humans develop from conception to old age > Understand the stages of development and changes that occur in puberty> Use a timeline to indicate stages of growth and development of humans. | |
| **History and Geography** | We will be learning about changes in our local environment and asking ***how is our country changing?***  Knowledge: Children will be able to name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, land-use patterns, understand geographical similarities and differences through the study of human and physical geography of a region of the UK.  Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features, symbols and key to build their knowledge of the UK and the wider world, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. | | We will be learning about **The Anglo-Saxons** and asking *was the Anglo-Saxon period really a Dark Age?*    Knowledge:Children will develop a chronologically secure knowledge and understanding of British and world history, develop the appropriate use of historical terms, understand how our knowledge of the past is constructed from a range of sources.  Skills: construct informed responses that involve thoughtful selection and organisation of relevant historical information, note connections, contrasts and trends over time, regularly address and devise historically valid questions about significance. | | We will be learning about Europe – **A study of Alpine regions** and asking *where should we go on holiday?*  Knowledge: understand some of the physical and human processes that shape a region, extend their knowledge and understanding beyond the local area to include Europe  Skills: use maps to focus on countries, cities and regions in Europe, use maps to focus on location and characteristics of a range of the world’s more significant human and physical features.  DT link – Making a mountain to include features learned. | | We will be learning about **The Vikings** and asking *would the Vikings do anything for money?*  Knowledge: develop a chronologically secure knowledge and understanding of British history, establish clear narratives within and across the periods, develop the appropriate use of historical terms, address historically valid questions about cause and significance.  Skills: understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve the thoughtful selection and organisation of relevant historical information, note contrasts and connections over time.  DT link – making Viking Shields | | Focusing on Geography skills, we will be learning about journeys and **Trade** – clothes and asking ***where does all our stuff come from?***  Knowledge:describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | Focusing on History skills, we will be learning about **Journeys** and asking *what makes people go on a journey?*  Knowledge: develop a chronologically secure knowledge and understanding of British and world history, establish clear narratives, address and devise historically valid questions about significance and cause and change, understand how our knowledge of the past is constructed from a range of sources.  Skills: note connections, contrasts and trends over time. | |
| **Computing** | **Coding- Computer science:**  Children will attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts, will be able to test and debug their programs and can use logical methods to identify the approximate cause of any bug | | **Online Safety -Digital Literacy**  Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others. | | **Spreadsheets -information Technology**  Use software to create systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | | **Game Creator and Databases**  **Information Technology**  Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution | | **Modelling -Concept Maps**  **Information Technology**  Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. | | **Word Processing**  **Information Technology**  Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains | |
| **Languages**  French |  | |  | |  | |  | |  | |  | |
| **Design Tech** |  | |  | | Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. | |  | |  | | Electrical systems: Electrical Christmas cards  . | |
| **Art and Design** | Drawing: I need space combining drawing and collagraph printmaking to create a futuristic image or space design. | |  | |  | |  | | Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. | | Arts week – festival of colour – themed art /DT topic combined with music. | |
| **Music** |  | | Composition – Kapow  Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition. | |  | | South and West Africa – Kapow  Children learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. | | . | |  | |
| **PE** | Dance | | Invasion Games - Games | | Gym | | Net Games | | Athletics | | Games - Striking & Fielding | |
| **PSHE** | Being Me in My World  **Knowledge: Understand how democracy and having a voice benefits the school community; Understand how to contribute towards the democratic process; Understand the rights and responsibilities associated with being a citizen in the wider community and their country**  **Skills: Empathy for people whose lives are different from their own; Consider their own actions and the effect they have on themselves and others; Be able to work as part of a group, listening and contributing effectively** | | Celebrating Difference  **Knowledge: Know external forms of support in regard to bullying e.g. Childline; Know that bullying can be direct and indirect; Know what racism is and why it is unacceptable; Know what culture means**  **Skills: Appreciate the value of happiness regardless of material wealth: Identify their own culture and different cultures within their class community; Identify their own attitudes about people from different faith and cultural backgrounds; Develop respect for cultures different from their own.** | | Dreams and Goals  **Knowledge: Know about a range of jobs that are carried out by people I know; Know the types of job they might like to do when they are older; Know that young people from different cultures may have different dreams and goals**  **Skills: Verbalise what they would like their life to be like when they are grown up; Appreciate the contributions made by people in different jobs; Reflect on the differences between their own learning goals and those of someone from a different culture; Appreciate the differences between themselves and someone from a different culture.** | | Healthy Me  **Knowledge: Know how to get help in emergency situations; Know that the media, social media and celebrity culture**  **promotes certain body types; Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure; Know basic emergency procedures, including the recovery position**  **Skills: Respect and value their own bodies; Can reflect on their own body image and know how important it is that this is positive; Recognise strategies for resisting pressure; Can identify ways to keep themselves calm in an emergency** | | Relationships  **Knowledge: Know that there are rights and responsibilities in an online community or social network; Know that there are rights and responsibilities when playing a game online; Know that too much screen time isn’t healthy; Know how to stay safe when using technology to communicate with friends**  **Skills: Can identify when an online community/social media group feels risky, uncomfortable, or unsafe; Can say how to report unsafe online/social network activity; Can identify when an online game is safe or unsafe; Can suggest strategies for managing unhelpful pressures online or in social networks** | | Changing Me / Journey In Love  **Knowledge: Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally; Know that becoming a teenager involves various changes and also brings growing responsibility**  **Skills: Can celebrate what they like about their own and others’ self-image and body image; Can suggest ways to boost self-esteem of self and others; Recognise that puberty is a natural process that happens to everybody and that it will be OK for them; Can ask questions about puberty to seek clarification** | |
| ***Home Learning*** | Spellings (Friday to Friday) | Maths (Friday to Wednesday | English (Friday to Wednesday | Reading (30 minutes a day) | Times Tables (10 garage games a week) | | | | | | | | | | | |