



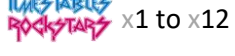



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p> <p>Progress will be supported through our Spellings and Accelerated Reader programme.</p>	<p><b>Rose Blanche</b>, a fiction text by Christophe Gallaz and Roberto Innocenti. Composition: narrative text. SPAG: complex sentences, speech within text, brackets for parenthesis, commas, figurative language, hyphens, noun phrases, adverbials, conjunctions, relative clauses, complex sentences and paragraphing, adverbs, direct and reported speech. Year 5 spellings.</p>	<p><b>The Journey</b>, a fiction text by Francesca Sanna. Composition: diary entries, narratives, descriptive writing for settings and formal/informal letters, free verse poems SPAG: standard English, linking paragraphs and dashes, figurative language, modal verbs, complex sentences, relative pronouns, adverbials. Revisit use of conjunctions to join ideas. Revisit year 3 and 4 spellings</p>	<p><b>Shackleton's Journey</b>, a visual narrative by William Grill. Composition: narratives to include character analysis, non-fiction, play scripts and informal/formal letter writing, newspaper report. SPAG: focusing on brackets, colons, adverbs, relative clauses, complex sentences and pronouns, direct and reported speech. Year 5 spellings.</p>	<p><b>Mama Miti</b> by Donna Jo Napoli, is a true story based on Nobel Peace Prize winner Wangari Maathai. 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.</p>	<p><b>The Midnight Fox</b>, a classic children's novel by Betsy Byars. Composition: debates and balanced arguments, narrative including building suspense and atmosphere, and newspaper reports SPAG: brackets, cohesive devices, relative clauses and relative pronouns, complex sentences, modal verbs and ambiguity Year 5 spellings.</p>	<p><b>Cosmic</b>, a fiction text by Frank Cottrell Boyce. Composition: narratives to include character profiles and persuasive writing, non-fiction including information texts. SPAG: focusing on relative clauses, complex sentences, adverbs and pronouns, cohesive devices, modal verbs and dashes. Revise year 5 spellings.</p>
<p><b>Maths</b></p>	<p>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.</p> <p style="text-align: center;"> <b>Place Value</b> ➡ <b>Addition and Subtraction</b> ➡ <b>Statistics</b> ➡ <b>Multiplication and Division</b> ➡ <b>Area and Perimeter</b> ➡ <b>Multiplication and Division</b> ➡ <b>Fractions</b> ➡ <b>Decimals and Percentages</b> ➡ <b>Decimals</b>  ➡ <b>Properties of Shape</b> ➡ <b>Position and Direction</b> ➡ <b>Converting Units</b> ➡ <b>Measurement and Volume</b> </p> <p style="text-align: center;">  x2 x5 x10  x3 x4 x8  x6 x9 x11  x7 x12  x1 to x12  x1 to x12 </p>					
<p><b>RE</b></p>	<p>Domestic Church: Ourselves, created in the image and likeness of God</p>	<p>Baptism &amp; Confirmation: Life Choices, marriage, commitment and service</p> <p>Judaism: Passover</p>	<p>Local Church: Mission, continuing Jesus's mission in diocese (ecumenism)</p> <p>Advent/Christmas: Hope. Advent, waiting in the joyful hope for Jesus, the promised one</p>	<p>Lent &amp; Easter: Sacrifice. Lent, aligning with the sacrifice made by Jesus</p> <p>Eucharist: Memorial Sacrifice, Eucharist as the living memorial of Christ's sacrifice</p>	<p>Reconciliation &amp; Anointing the Sick: Freedom and Responsibility, commandments enable Christians to be free and responsible</p> <p>Pentecost: Transformation, celebration of the Spirit's transforming power</p> <p>Islam: Beliefs and festivals</p>	<p>Universal Church: Stewardship, the church is called to the stewardship of creation</p>
<p><b>Science</b></p>	<p><b>Earth and Space</b></p> <p>Describe the movement and position of the earth and other planets relative to the Sun in the solar system&gt; Identify some features of planets &gt; Describe movement of the Moon relative to Earth &gt; Use Earth's rotation to explain day and night &gt; Describe Sun, Earth and Moon as spherical bodies &gt; Consider how ideas developed from a geocentric model to heliocentric model of the solar system by looking at scientists such as Ptolemy and Copernicus.</p>	<p><b>Forces</b></p> <p>Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the object &gt; Identify the effects of air resistance, water resistance and friction, that act between moving surfaces &gt; Recognise that forces can make things move, slow down, speed up and stop &gt; Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect &gt; Explore how scientists like Newton helped develop the theory of gravitation.</p>	<p><b>Properties of Materials</b></p> <p>Compare and group everyday materials on the basis of their properties including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets &gt; Give reasons based on testing for uses of everyday materials, including metals, wood and plastic &gt; use knowledge of solids, liquids and gases to describe how mixtures might be separated including filtering, sieving and evaporating.</p>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines &gt; 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 &gt; 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 &gt; Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><b>Living Things and Their Habitats</b></p> <p>Describe the differences in the life cycle of a mammal, an amphibian, insect and bird &gt; Describe the life process of reproduction in some plants and animals &gt; Find out about the work of naturalists and animal behaviourists such as Jane Goodall or David Attenborough.</p>	<p><b>Animals Including Humans</b></p> <p>Describe the changes as humans develop from conception to old age &gt; Understand the stages of development and changes that occur in puberty&gt; Use a timeline to indicate stages of growth and development of humans.</p>
<p><b>History and Geography</b></p>	<p>We will be learning about changes in our local environment and asking <i>how is our country changing?</i> 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.</p>	<p>We will be learning about <b>The Anglo-Saxons</b> and asking <i>was the Anglo-Saxon period really a Dark Age?</i> 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.</p>	<p>We will be learning about Europe – <b>A study of Alpine regions</b> and asking <i>where should we go on holiday?</i> 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.</p>	<p>We will be learning about <b>The Vikings</b> and asking <i>would the Vikings do anything for money?</i> 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.</p>	<p>Focusing on Geography skills, we will be learning about journeys and <b>Trade</b> – clothes and asking <i>where does all our stuff come from?</i> 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.</p>	<p>Focusing on History skills, we will be learning about <b>Journeys</b> and asking <i>what makes people go on a journey?</i> 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.</p>

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<b>Computing</b>	<b>Coding- Computer science:</b> 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	<b>Online Safety -Digital Literacy</b> 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.	<b>Spreadsheets -information Technology</b> Use software to create systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<b>Game Creator and Databases Information Technology</b> Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution	<b>Modelling -Concept Maps Information Technology</b> Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode.	<b>Word Processing Information Technology</b> 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
<b>Languages</b> French	Getting to Know You	All About Ourselves	That' s Tasty	Family and Friends	School Life	Time Travelling
<b>Design Tech</b>			<b>Making a mountain.</b> Become proficient in sculpture, craft and design techniques using a range of materials, evaluate and improve skills.			<b>Living Habitats. Displays and instillations</b> Produce creative work using a variety of materials, improve mastery of art and design techniques, evaluate and analyse creative works.
<b>Art and Design</b>	<b>Sketching</b> – real life and moving images. Use sketch books to record observations, improve mastery of drawing using different mediums such as sketch pencils, pastels. Evaluate and analyse creatives works.	<b>Christmas Displays</b> – produce creative work, exploring ideas; improve mastery of art and design techniques.		<b>Journeys. Art from other cultures – African Art (Kenya)</b> Know about great artists, understand historical and cultural development of their art forms, improve mastery of techniques using a variety of materials, evaluate and critique.		
<b>Music</b>		Carol Concert			<b>Ukele</b>	
<b>PE</b>	Dance	Invasion Games - Games	Gym	Net Games	Athletics	Games - Striking & Fielding
<b>PSHE</b>	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
<b>Home Learning</b>	Spellings (Friday to Friday)   Maths (Friday to Wednesday   English (Friday to Wednesday   Reading (30 minutes a day)   Times Tables (10 garage games a week)					