



Long-Term Curriculum Map

Year 5		
Subject: PE		
Autumn	Spring	Summer
<p>Complete PE – Basketball</p> <p>SSL 1 Recap and refine dribbling and passing creating attacking opportunities</p> <p>SSL 2 Develop marking</p> <p>SSL 3 Develop shooting</p> <p>SSL 4 Refine attacking skills passing, dribbling and shooting, introduce officiating</p> <p>SSL 5 Refine defending skills, developing transition from defence to attack</p> <p>SSL 6 Level 1 tournament</p> <p>Complete PE – Hockey</p> <p>SSL 1 Recap and refine dribbling and passing creating attacking opportunities</p>	<p>Complete PE – Dance & Gymnastics (street art / counter balance & counter tension)</p> <p>SSL 1 Using movement to create Street Artists' 'Tags' Introduction to counter balance</p> <p>SSL 2 Creating movements that represent 'Street Art' Application of counter balance learning onto apparatus</p> <p>SSL 3 Extending our movements that represent 'Street Art' Sequence formation</p> <p>SSL 4 Using a variety of concepts/relationships to change and develop our Street Art movements Counter tension</p> <p>SSL 5 Combining Breakdance with Street Art Sequence completion</p> <p>SSL 6</p>	<p>Complete PE – Athletics</p> <p>SSL 1 Level 1: Running for speed competition</p> <p>SSL 2 Level 1: Running for distance competition</p> <p>SSL 3 Level 1: Throwing competition</p> <p>SSL 4 Level 1: Jumping competition</p> <p>SSL 5 Athletics competitions: Part 1</p> <p>SSL 6 Athletics competitions: Part 2</p> <p>Complete PE – Football</p> <p>SSL 1 Recap and refine dribbling and passing to maintain possession</p> <p>SSL 2 Introduce defending</p>

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<p>SSL 2 Develop defending: Blocking and tackling</p> <p>SSL 3 Refine shooting</p> <p>SSL 4 Refine attacking skills passing, dribbling and shooting, introduce officiating</p> <p>SSL 5 Refine defending skills, developing transition from defence to attack</p> <p>SSL 6 Level 1 tournament</p>	<p>Combining freeze frames and Breakdance to bring Street Art to life Performance</p> <p>Complete PE – Outdoor & adventurous activates (Communication & tactics)</p> <p>SSL 1 Creating and applying simple tactics: Noughts and Crosses</p> <p>SSL 2 Developing leadership : Noughts and Crosses</p> <p>SSL 3 Developing communication as a team: Rock, Paper, Scissors</p> <p>SSL 4 Communicating as a team: Code Breakers</p> <p>SSL 5 Communicating to collaborate effectively as a team: Island Hopping</p> <p>SSL 6 Communicating to create defending and attacking tactics as a team: Capture the Flag</p>	<p>SSL 3 Develop defending</p> <p>SSL 4 Develop shooting</p> <p>SSL 5 Refine attacking skills passing, dribbling and shooting, introduce officiating</p> <p>SSL 6 Level 1 tournament</p>
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Year 5

Subject: Art

Autumn	Spring	Summer
<p>Chinese Art</p> <ul style="list-style-type: none"> • To explore the themes, styles and colours of traditional Chinese art. • To explore the theme of dragons in Chinese art. • To find out about importance of brushstrokes in Chinese art. • To find out about and replicate Chinese calligraphy. • To find out about the Terracotta Army. 	<p>Freida Kahlo</p> <ul style="list-style-type: none"> • To learn about Frida Kahlo and analyse some of her work. • To study the self-portraits of Frida Kahlo. • To explore how Kahlo drew on her cultural background for her artwork. • To understand what surrealism is in artwork. • To explore how Kahlo painted moments in her life and expressed emotion through her work. 	<p>A Sense of Place</p> <ul style="list-style-type: none"> • To collect visual information to help develop ideas about the environment. • To compare ideas, approaches and methods in the work of a variety of artists. • To look at how artists use perspective and investigate ways of recreating images accurately. • To be able to use ideas gathered to inform a piece of artwork. • To be able to create a piece of landscape art based on a previous design. • To be able to evaluate a finished piece of artwork and describe what you think and feel about it.



Year 5

Subject: French

Autumn

Pleased to meet you

- Look what I can do!
- When I grow up...
- How do you spell that?
- How are you feeling?
- What am I going to do?
- Let me introduce myself

All about ourselves

- The body
 - What do I look like?
 - What are you doing?
 - Fashion
 - How are you feeling today?
- What's the matter?

Spring

That's tasty!

- I'm thirsty
- Open and closed
- Breakfast
- Sandwiches
- I like to eat
- Pizzas

Family and Friends

- Meet the family
 - At the farm
 - I live in a...
 - In my house
 - Do you like animals?
- What can I say?

Summer

School Life

- What are they in the classroom?
- Where are the objects?
- School subjects
- Maths lesson
- Asking questions

Time travelling

- Count with me
- I'm 500 years old!
- French History
- What year was it?
- I was born...
- Famous lives



Year 5

Subject: Music

Autumn	Spring	Summer
<p><u>How does music bring us together?</u> Ghost Parade Lively Words can hurt His eye on the sparrow Joyful, Joyful</p> <p><u>How does music connect us with the past?</u> The sparkle in my life Glassworks 1. Opening – Philip Glass Dreaming of mars Macaroni Sundae Get on board</p> <p>Musicianship: Understanding Music</p> <ul style="list-style-type: none"> Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: <ul style="list-style-type: none"> C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F# 	<p><u>How does music improve our world?</u> Freedom is coming Forever always All over again Free Do you ever wonder</p> <p><u>How does music teach us about our community?</u> Erie Canal – Thomas Allen Dances in the Canbrakes No 2-Tropical Mooc Heroes Star Wars Episode IV – A New Hope Happy to be me</p> <p>Musicianship: Understanding Music</p> <ul style="list-style-type: none"> Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: <ul style="list-style-type: none"> C, D, E 	<p><u>How does music shape our way of life?</u> Look into the night The lark ascending – Vaughan Williams Breathe Stay connected Keeping time</p> <p><u>How does music connect us with the environment?</u> You and me The song of Hiawatha: Overture OP.30 A bright sunny day Central park in the dark – Charles Ives I'm forever blowing bubbles</p> <p>Musicianship: Understanding Music</p> <ul style="list-style-type: none"> Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: <ul style="list-style-type: none"> C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E

**Listening: Respond/Analyse**

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Find and demonstrate the steady beat.
- Identify 2/4, 3/4, 6/8 and 5/4 metre.
- Identify the musical style of a song or piece of music.
- Identify instruments by ear and through a range of media.
- Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
- Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.
- Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.
- Explain the role of a main theme in musical structure.
- Know and understand what a musical introduction is and its purpose.
- Explain rapping.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

Singing

- C, D, E, F, G, A, B
- D, E, F#, G, A
- A, B, C, D, E, F#, G
- F, G, A, Bb, C, D, E
- G, A, B, C, D, E, F#

Listening: Respond/Analyse

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Find and demonstrate the steady beat.
- Identify 2/4, 3/4, 6/8 and 5/4 metre.
- Identify the musical style of a song or piece of music.
- Identify instruments by ear and through a range of media.
- Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
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- G, A, B, C, D, E, F#

Listening: Respond/Analyse

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Find and demonstrate the steady beat.
- Identify 2/4, 3/4, 6/8 and 5/4 metre.
- Identify the musical style of a song or piece of music.
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Singing



<ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation. • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Sing in unison and parts, and as part of a smaller group. • Sing 'on pitch' and 'in time'. • Sing a second part in a song. Self-correct if lost or out of time. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to dynamics and articulation. • Develop confidence as a soloist. • Talk about the different styles of singing used for different styles of song. • Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor <p>Notation</p> <ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B • F, G, A, B\flat, C, D, E • G, A, B, C, D, E, F\sharp • C, G, A\flat, B\flat, G, G\sharp, A, B\flat, C • D, E, F, G, A, B, C • E\flat, F, G, A\flat, B\flat, C, D\flat • Identify: • Stave • Treble clef • Time signature <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p>	<ul style="list-style-type: none"> • Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals. <p>Singing</p> <ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation. • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Sing in unison and parts, and as part of a smaller group. • Sing 'on pitch' and 'in time'. • Sing a second part in a song. Self-correct if lost or out of time. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to dynamics and articulation. • Develop confidence as a soloist. • Talk about the different styles of singing used for different styles of song. • Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor <p>Notation</p> <ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using minims, dotted crotchets, crotchets, quavers and 	<ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation. • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Sing in unison and parts, and as part of a smaller group. • Sing 'on pitch' and 'in time'. • Sing a second part in a song. Self-correct if lost or out of time. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to dynamics and articulation. • Develop confidence as a soloist. • Talk about the different styles of singing used for different styles of song. • Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor <p>Notation</p> <ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B • F, G, A, B\flat, C, D, E • G, A, B, C, D, E, F\sharp • C, G, A\flat, B\flat, G, G\sharp, A, B\flat, C • D, E, F, G, A, B, C • E\flat, F, G, A\flat, B\flat, C, D\flat • Identify: • Stave • Treble clef • Time signature <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p>
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- Recognise how notes are grouped when notated. Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (eg C–C'/do–do).

Playing Instruments

- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E \flat major, C minor and D minor.
- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.

Creating: Improvising

- Explore improvisation within a major scale, using the notes:
 - C, D, E \flat , F, G
 - C, D, E, F, G
 - C, D, E, G, A
 - F, G, A, B \flat , C
 - D, E, F, G, A
- Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.

semiquavers, and simple combinations of:
C, D, E, F, G, A, B

- F, G, A, B \flat , C, D, E
- G, A, B, C, D, E, F \sharp
- C, G, A \flat , B \flat , G, G \sharp , A, B \flat , C
- D, E, F, G, A, B, C
- E \flat , F, G, A \flat , B \flat , C, D \flat
- Identify: • Staff • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
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Creating: Improvising

- Explore improvisation within a major scale, using the notes:
 - C, D, E \flat , F, G
 - C, D, E, F, G
 - C, D, E, G, A
 - F, G, A, B \flat , C
 - D, E, F, G, A
- Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.



Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

Creating: Composing

- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
- Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics. Use rhythmic variety.
- Compose song accompaniments, perhaps using basic chords.
- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- Use full scales in different keys.
- Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.
- Perform simple, chordal accompaniments.
- Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.
- Use a pentatonic and a full scale.
- Use major and minor tonality:

Performing

class, with greater independence gained each lesson through smaller group performance.

Creating: Improvising

- Explore improvisation within a major scale, using the notes:
- C, D, E_b, F, G
- C, D, E, F, G
- C, D, E, G, A
- F, G, A, B_b, C
- D, E, F, G, A
- Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

Creating: Composing

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- Use a pentatonic and a full scale.
- Use major and minor tonality:

Performing



<ul style="list-style-type: none">• Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.• Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.• Explain why the song was chosen, including its composer and the historical and cultural context of the song.• A student leads part of the rehearsal and part of the performance.• Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.• Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.	<ul style="list-style-type: none">• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).• Use full scales in different keys.• Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.• Perform simple, chordal accompaniments.• Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.• Use a pentatonic and a full scale.• Use major and minor tonality: <p>Performing</p> <ul style="list-style-type: none">• Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.• Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.• Explain why the song was chosen, including its composer and the historical and cultural context of the song.• A student leads part of the rehearsal and part of the performance.	<ul style="list-style-type: none">• Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.• Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.• Explain why the song was chosen, including its composer and the historical and cultural context of the song.• A student leads part of the rehearsal and part of the performance.• Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.• Discuss and talk musically about the strengths and weaknesses of a performance.• Collect feedback from the audience and reflect how future performances might be different.
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 - Discuss and talk musically about the strengths and weaknesses of a performance.
- Collect feedback from the audience and reflect how future performances might be different.

Year 5

Subject: PSHE

Autumn

Spring

Summer

Rules and Responsibilities:

- Understand why rules are needed in different situations.
- Understand why it is important to plan ahead and think of potential consequences as a result of their actions.
- Understand why it is important to behave responsibly.
- Know 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.
- Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Emotions:

Health and Safety:

- Know the characteristics and mental and physical benefits of an active lifestyle.
- Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
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Extremism and Radicalisation:

- Recognise individuality and celebrate differences.

Food Choices:

- Know what constitutes a healthy diet (including understanding calories and other nutritional content).
- Know the principles of planning and preparing a range of healthy meals.
- Know how to cook and apply the principles of nutrition and healthy eating

Relationships and Sex Education:

- Know how and understand why close relationships are formed, especially during adolescence.
- Know that each person's body belongs to them, and the differences between appropriate and

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<ul style="list-style-type: none"> • Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle. • Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • Recognise that there are many roles within a community. • Recognise that there are many roles within a community. Understand the benefits of living in a diverse community and learn to celebrate diversity. 	<p>risks, including smoking, alcohol use and drug-taking.</p> <p>Health and Safety/Relationships:</p> <ul style="list-style-type: none"> • Know that mental wellbeing is a normal part of daily life, in the same way as physical health. • Know the importance of permission-seeking and giving in relationships with friends, peers and adults. • Know 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. Recognise that there are many ways to communicate. 	<p>inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> • Understand why friendship is important in the establishment of close relationships. • Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. To understand the changes that happen to our bodies during puberty.
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Year 5		
Subject: Computing		
Autumn	Spring	Summer
<p>Quizzing To explore different types of quizzes and identify their features, strengths and weaknesses. To explore the features of 2Quiz and experiment with creating quiz questions. To explore additional features of quizzes, such as feedback, title screens and content pages. To apply knowledge of 2Quiz to design an</p>	<p>Game Creator To evaluate the features of a successful video game. To plan a game in 2DIY3D. To design and use game sprites. To add features to a game world and check</p>	<p>Coding - <u>To be released</u></p> <p>Word Processing - <u>To be released</u></p> <p>Concept Maps - <u>To be released</u></p>

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<p>educational quiz based on a chosen topic. To be able to refine, test and share completed quizzes.</p> <p>Data Bases To understand what a database is. To design and create a database. To build queries to find information. To solve problems using a database.</p> <p>Online Safety</p> <p>Spam! Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying and avoiding spam emails.</p> <p>Sites to Cite Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of citing the work of others.</p>	<p>playability. To evaluate games created by others.</p> <p>Spreadsheets - <u>To be released</u></p> <p>Online Safety</p> <p>Powerful Passwords Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of following rules to help create strong passwords.</p> <p>False Photography Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of finding out how photos can be altered and presented as reality online.</p>	<p>Online Safety</p> <p>Online Safety Story Planning Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of planning a story about the consequences of not following online safety rules.</p> <p>Online Safety Comics Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating a comic strip about the consequences of not following online safety rules.</p>
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Year 5

Subject: Geography

Autumn

The Grand Canyon:

- To locate the Grand Canyon and identify key features.
- To understand how the Grand Canyon was formed.
- To learn about the environment at the bottom of the Grand Canyon.
- To find out about different biomes in the Grand Canyon.
- To consider ways in which the Grand Canyon is used by humans, and how human behaviour has changed it.
- To consider the types of settlement and land use in and around the Grand Canyon.
- To describe the human and physical geographic features of the Grand Canyon.

Spring

Marvellous Maps:

- To use atlases to locate countries of the world
- To use an atlas to identify human and physical features of the UK
- To find information in an atlas using the index and simple coordinates
- To use keys to describe features on an OS Map
- To use the eight point compass to describe routes on a map
- To use four or six-figure grid references to locate places on a map.
- To plan a journey using the eight compass points and four or six-figure grid references
- To describe how land has changed over time.

Summer

Extreme Earth:

- To find out about the Earth's climate and areas of extreme temperatures.
- To find out about the water cycle and the distribution of water across the world.
- To find out about extreme weather conditions across the world.
- To find out about earthquakes and what causes them.
- To find out about tsunamis and how they are caused.
- To find out what volcanoes are and how they are formed.



Year 5

Subject: History

Autumn

Who were the Ancient Greeks?

- To begin to find out who the ancient Greeks were, and place their civilisation in time Visiting Athens and Sparta
- To understand the different types of government in ancient Greece.
- To compare and contrast the two city-states of Athens and Sparta
- To use sources to find out about daily life in ancient Greece.
- To know about religion in ancient Greece.
- To find out about the ancient Greek scholars and philosophers.
- To know how modern-day life has been influenced by the ancient Greeks.

Spring

Vikings vs Anglo Saxons

- To explore what Britain was like before the first Viking invasions.
- To find out about the Viking invasions of Britain.
- To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.
- To find out why King Alfred was dubbed 'Alfred the Great'.
- To explore what life was like for Vikings living in Britain. To explore what life was like for Vikings living in Britain.
- find out how and when England became a unified country. To find out how and when England became a unified country.
- To find out about the end of the Anglo-Saxon and Viking era in Britain.

Summer

Local Study – London

- To explore what I already know about London.
- To order historic events that happened in London.
- To understand the demographics of London
- To compare the demographics of London to Iver.
- To recognise how an element of demographics has changed over time.



Year 5

Subject: DT

Autumn	Spring	Summer
<p>Chinese Inventions:</p> <ul style="list-style-type: none"> To understand how the four great inventions of China shaped the world. To understand how the four great inventions of China shaped the world. To investigate water-powered machines. To build and test prototype kites. To design a kite based on design criteria. To make and evaluate a kite. 	<p>Building Bridges:</p> <ul style="list-style-type: none"> To explore ways in which pillars and beams are used to span gaps. To explore ways in which trusses can be used to strengthen bridges. To explore ways in which arches are used to strengthen bridges. To understand how suspension bridges are able to span long distances. To develop a criteria and design a prototype bridge for a purpose. To analyse and evaluate products according to design criteria. 	<p>Fashion and Textiles:</p> <ul style="list-style-type: none"> To investigate and analyse items made using textiles: the materials used and how they are made. To explore some ways in which textiles are joined and decorated. To design an item made using textiles, and draw pattern pieces. To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design. To join fabric pieces by hand sewing. To sew hems on an item made using textiles; to add design details.

Year 5

Subject: Maths

Autumn	Spring	Summer
<p>Number Place value:</p> <ul style="list-style-type: none"> 1000s, 100s, 10s, and 1s Numbers to 10,000 Rounding to the nearest 10 Rounding to the nearest 100 Rounding to the nearest 10, 100 and 1000 Numbers to 100,000 Compare and order numbers to 100,000 Round numbers within 100,000 Numbers to a million 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Multiply 4-digits by 1-digit Multiply 2-digits (area model) Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Multiply 4-digits by 2-digits Divide 2-digits by 1-digit (1) 	<p>Number: Decimals</p> <ul style="list-style-type: none"> Adding decimals within 1. Subtracting decimals within 1 Compliments to 1 Adding decimals crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same number of decimal places

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- Counting in 10s, 100s, 1000s, 10,000s 100,000s
- Compare and order numbers to one million
- Round numbers to one million
- Negative Numbers
- Roman Numerals to 1000

Number: Addition and Subtraction

- Add two 4-digit numbers – one exchange
- Add two 4-digit numbers – more than one exchange
- Add whole numbers and more than 4 digits (column method)
- Subtract two 4-digit numbers – one exchange
- Subtract two 4-digit numbers – more than one exchange
- Subtract Add whole numbers and more than 4 digits (column method)
- Round to estimate and approximate
- Inverse operations (addition and subtraction)
- Multi-step addition and subtraction problems

Statistics

- Interpret charts
- Comparison, sum and difference
- Introduce line graphs
- Read and interpret line graphs
- Draw line graphs
- Use line graphs to solve problems
- Read and interpret tables
- Two-way tables
- Timetables

- Divide 2-digits by 1-digit (2)
- Divide 3-digits by 1-digit
- Divide 4-digits by 1-digit
- Divide with remainders

Number Fractions

- What is a fraction
- Equivalent fractions (1)
- Equivalent fractions
- Fractions greater than 1
- Improper fractions to mixed numbers
- Mixed numbers to improper fractions
- Number sequences
- Compare and order fractions less than 1
- Compare and order fractions greater than 1
- Add and subtract fractions
- Add fraction within 1
- Add 3 or more fractions
- Add fractions

Number: Decimals and Percentages

- Decimals up to 2 d.p.
- Decimals as fractions (1)
- Decimals as fractions (2)
- Understand thousandths
- Thousandths as decimals
- Rounding decimals
- Order and compare decimals

- Adding decimals with a different number of decimal places
- Subtracting decimals with a different number of decimal places
- Adding and subtracting wholes and decimals
- Decimal sequences
- Multiplying decimals by 10,100 and 1000
- Dividing decimals by 10,100 and 1000

Geometry: Properties of Shape

- Identify angles
- Compare and order angles
- Measure angles in degrees
- Measuring with a protractor (1)
- Measuring with a protractor (2)
- Drawing lines and angles accurately
- Calculating angles on a straight line
- Calculating angles around a point
- Triangles
- Quadrilaterals
- Calculating lengths and angles in shapes
- Regular and irregular polygons
- Reasoning about 3-D shapes

Geometry: Position and Direction

- Describe position
- Draw on a grid
- Position in the first quadrant
- Translation
- Translation with co-ordinates
- Lines of symmetry



Multiplication and Division

- Multiples
- Factors
- Common factors
- Prime numbers
- Square numbers
- Cube numbers
- Multiply by 10
- Multiply by 100
- Multiply by 10, 100 and 1000
- Divide by 10
- Divide by 100
- Divide by 10, 100 and 1000
- Multiples of 10,100 and 1,000

Measurement, Perimeter and Area

- Measure perimeter
- Perimeter on a grid
- Perimeter of rectangles
- Perimeter of rectilinear shapes
- Calculate perimeter
- Counting squares
- Area of rectangle
- Area of compound shapes
- Area of irregular shapes

- Understand percentages
- Percentages as fractions and decimals
- Equivalent F.D.P

- Complete a symmetric figure
- Reflection
- Reflection and co-ordinates

Measurement: Converting Units

- Kilometres
- Kilograms and kilometres
- Millimetres and millilitres
- Metris units
- Imperial units
- Converting units of time
- Timetables



Year 5

Subject: RE

Autumn

Spring

Summer

Places of Worship:

- To identify what we would like to learn about places of worship by explaining what we already know.
- Compare the exterior features of different churches to consider why there are differences.
- Identify interior features of different churches to compare them.
- Explore the meaning of worship to understand why people visit places of worship.
- Investigate worship in the mosque, the synagogue and the gurdwara to make comparisons.
- Investigate how art is used in worship to design a window for a place of worship.
- To identify what we would like to know about places of worship by explaining what we have learnt.

Religion in the Community:

- Explain what we know about religion in the community to identify what we would like to know.
- Describe the different communities we belong to so that we can identify advantages of belonging to a community.
- Explore the website of a local church to identify how it works in the community.

Holy Books:

- Explain what we know about holy books to identify what we would like to know.
- To explore information about the Bible to understand why it is important to Christians.
- To explore information about the Qur'an to understand why it is important to Muslims.
- To explore information about the Torah to understand why it is important to Jews.
- To explore information about the Guru Granth Sahib to understand why it is important to Sikhs.
- To identify what we would like to know about holy books by explaining what we have learnt.

Festivals:

- Explain what we know about festivals to identify what we would like to know.
- Explore the story of Passover to understand why it is remembered by Jews every year.
- Use the Seder plate to explain the significance of Passover to Jews
- Investigate the events of Jesus's last week on earth to understand their significance to Christians and the Easter festival.

Founders and Prophets:

- Explain what we know about founders and prophets to identify what we would like to know.
- Use information about inspirational people to identify admirable qualities.
- Identify leadership qualities to compare leaders.
- Investigate more about Jesus to understand why he is the founder of Christianity.
- Explore the festival of Pentecost to understand more about Jesus, the founder of Christianity.
- To identify what we would like to know about leaders and founders of religions by explaining what we have learnt.

Rites of Passage:

- Explain what we know about rites of passage to identify what we would like to know.
- Consider milestones along our journey of life to develop our understanding of rites of passage.
- Investigate how parents-to-be prepare for the birth of a new baby to understand the importance of naming ceremonies.
- Research naming ceremonies in different religions to understand how these religions mark this rite of passage.



<ul style="list-style-type: none"> • Use our information about a local church to explore why it offers activities for the local community. • Investigate the Salvation Army to understand how it works in the community. • Investigate the langar to understand how Sikhs work in the community. • To identify what we would like to know about religion in the community by explaining what we have learnt. 	<ul style="list-style-type: none"> • To identify what we would like to know about the festivals of Passover and Easter by explaining what we have learnt. 	<ul style="list-style-type: none"> • Investigate rites of passage in different religions to understand how people make a commitment to God and to their religious beliefs • To identify what we would like to know about rites of passage by explaining what we have learnt.
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Year 5		
SUBJECT: Science		
Autumn	Spring	Summer
<p>Earth and Space:</p> <ul style="list-style-type: none"> • Describe Nicolaus Copernicus' ideas about planetary motion. • Describe the movement of Earth in space • Describe the characteristics if the planets in our solar system. • Describe the Big Bang theory. • Learn about gravitational force. • Explore what causes the different phases of the Moon. • Know about comets, asteroids and meteors. <p>Forces:</p> <ul style="list-style-type: none"> • Describe the life and work of Sir Isaac Newton • Explore gravity and air resistance • Understand water resistance and friction 	<p>Properties of Materials:</p> <ul style="list-style-type: none"> • Compare the properties & uses of different materials. • Describe the properties of different materials. • Make the perfect sandcastle • Explore materials which can be derived from crude oil; explain the importance of carbon compounds in our lives. • Explore extracting useful substances from natural materials. • Explore the thermal conductivity of materials to improve energy efficiency in buildings and other systems. <p>Changes of Materials:</p>	<p>Studying Living Things:</p> <ul style="list-style-type: none"> • Know about the life and work of David Attenborough. • Know about the life and work of Dame Jane Goodall. • Learn about sexual reproduction. • Describe the life cycles of a mammal, bird and reptile. • Describe the life cycle of an insect and amphibian. • Learn about asexual reproduction. <p>Animals Including Humans – The Human Life Cycle:</p> <ul style="list-style-type: none"> • Know about life cycles. • Know about the human reproductive organs • Exploring gestation periods. • Describe the changes which happen in childhood.

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<ul style="list-style-type: none">• Investigate mechanisms – levers and pulleys.• Investigate mechanisms – gears <p>Predict if an object will float or sink.</p>	<ul style="list-style-type: none">• Understand the actions of filtering, sieving and evaporating.• Be able to explain the words dissolve and solution.• Understand that some changes to materials are not reversible• Understand that a chemical change alters a molecule permanently.• Know the difference between elements, compounds and mixtures.• Know the difference between physical and chemical change.	<ul style="list-style-type: none">• Understand the changes which happen in adolescence.• Describe the changes as humans develop to old age.
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