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| YEAR 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Question/statement | Victorians – Villainous or Victorious?  | Marvellous mixtures  | Vikings: Raiders or Traders? | Can you feel the force?  | Shang Dynasty: What is important about the Yellow River?  | Survival of the Fittest – Who is the king of jungle? |
| Quality TextsJourney to Jo’Burg? Twinkl – Firebird  | F – Street ChildNF – Marcus Rashford Wolves in the Wall  | F –The Witches (Roald Dahl)Macbeth | NF – 50 things you should know about the Vikings.F- How To Train Your Dragon (couple of weeks) Viking Boy – Tony Bradman | F- Marvel textsIron Man  | F- The Firework Maker’s DaughterF – Mulan | NF – Video textDavid AttenboroughNF - Blue planet Gold of the GodsEye of the Wolf – CLL planning  |
| NEW IDEAS | NF – Marcus Rashford (PSHE LED)Wolves in the WallF – Street Child (HISTORY LED)Class reader – Twelve Minutes to Midnight  | **Could it be magic?**F –The Witches Macbeth Leon and the Place between? (SCIENCE LED)  | **DRAGONS!**How to train your dragonChinese New YearDragon Slayer/Eye of the Storm Liteacy shed*Snow dragon lS?*Life cycle of dragon flies Science  | Marvel Superheroes (SCIENCE LED) | F- The Firework Maker’s DaughterF – MulanHISTORY LED  | **Survival of the Fittest**Gold of the GodsEye of the Wolf  |
| Enhancement opportunities | Black Country Museum trip  | Scientist dress up day – potion making?  | Tamworth Castle – Anglo Saxons visit | Computing day – re-enacting Isaac Newton’s discovery of gravity  | Food tasting  | Survival skills  |
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| English | Genre: Character descriptionDiary entries Non-chronological reports  | Genre: Instructions Newspaper articles Diary entries  | Genre: Persuasive writing Setting descriptions Information texts  | Genre: Letter writing Recounts Science fiction (rewriting an episode) | Genre: Poetry Book review Myths & Legends  | Genre: Story writing Flashback Balanced arguments |
| Maths | Place Value Addition and subtraction Multiplication and division  | Measure (time, length and mass)FractionsPercentages Geometry (reflection and translation) | Geometry (angles)Addition and subtraction Multiplication and division Measure (area and perimeter)  | Measure (volume) Statistics Fractions Place value (rounding)  | Geometry (2D and 3D shapes)Place value (decimal notation and money) | Revision of the four operationsFractions, decimals and percentages  |
| ScienceInclude scientist  | Earth and Space: **Earth and Beyond** GalileoBrian Cox  | Properties and changes of materials**Marvellous Mixtures** | Living things and their habitat**Circle of life** **Our changing world****SWAPPED BLUE?**  | Forces:**Feel the Force** | Properties and changes of materials**All Change** | Living things and their habitat**Reproduction in Plants and animals** |
| History | Changes beyond 1066 – Victorians  |  | Anglo-Saxons, Vikings and the creation of England. Perspective – Anglo Saxon focus and how they fought off the Vikings. Settlements – linked to settlements of the Vikings (growth, how they change, where to settle) | Ancient civilisations (To be confirmed) |  |
| Geography |  | Local Study |  | Climate Zones(Part of Science theme: survival of the fittest) |
| Art  |  | Print (create an accurate pattern, showing fine detail)William Morris inspired art – repeated pattern. | Sculpture (use tools to carve and add shapes, texture and pattern).Creating Viking long boats from clay.  |  | Collage (combine visual and tactile qualities. Use ceramic mosaic materials and techniques)Bronze vessel collage.  | Painting (use the qualities of watercolour and acrylic paints to create visually interesting pieces). Henri Rousseau inspired art.  |
| DT | Constructing (develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).Victorian toys |  |  | Mechanics  (Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).  | Food (create and refine recipes, including ingredients, methods, cooking times and temperatures). |  |
| IT | **Unit 5.1 Coding**Weeks – 6 Main Programs – 2Code | **Unit 5.2 Online Safety** Weeks – 3 Programs - 2Publish Plus Writing Templates Display boards 2Connect (Mind Map) | **Unit 5.3 Spreadsheets** Weeks – 6 Programs – 2Calculate | **Unit 5.4 Databases** Weeks – 4 Programs – 2Investigate (database) Avatar creator | **Unit 5.5 Game Creator** Weeks – 5 Programs – 2DIY 3D Writing Templates 2Blog (Blogging) | **Unit 5.6 3D Modelling** Weeks – 4 Programs – 2Design and Make Writing Templates**Unit 5.7 Concept Maps** Weeks – 4 Programs – 2Connect |
| Music | Solar Systems – Listening (Science | Our Community – Performing (History) | Life Cycles – Structure (PSHE) | Keeping Healthy – Beat (PE) | At the Movies – Composing (English) | Celebration – Performing (English) |
| French(Rigolo 2) | Unit 1: Salut Gustave! (Greetings) | Unit 2: A l’ecole (school) | Unit 3: La nourriture (food) | Unit 4: En ville (Places in town) | Unit 5: En Vancances (Holidays) | Unit 6: Chez Moi (My House) |
| RE | **Explore** a variety of forms of literature found in sacred books and **investigate** a range of religious teachings**2.1b****Sacred writings: Hinduism** | **Explore** the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and **make suggestions** as to the intended meaning they might have for believers**2.3a****Peace** | **Explore** the diversity of a range of religious traditions and identify and **reflect** on similarities and differences2.4a**Religious diversity: happiness** | **Investigate and reflect upon** a range of religious responses to suffering, hardship and death**2.5b****Easter: suffering and hardship** | **Explore** the origins of sacred writings and **consider** their importance for believers today**2.1a****Recovery curriculum – must do unit 2.3b to fit with this unit.****Year 4 units****Wise words** | **Investigate** the life of a person who has been inspired by their faith and **make links** between belief and action**2.2d****Recovery curriculum – must do 2.2b to fit with this unit.****Year 4 units****Values and beliefs** |
| PSHE | **Me and My School**My achievements My goals School Council rep · Class rules | **Me and My Relationships**Puberty emotions Anti-social behaviour Nature and consequence of bullying | **Me in the World**How are laws made in the UK Parliament Public money Personal money – loans, debt and interest | **Me and My Safety**When do I feel unsafe How can I deal with this?Pressure including peer pressure Getting help | **Happy and Healthy Me**Physical health Emotional health What can affect our health including the media How will my body change as I grow up? | **Me and Other People**Identities in the UK · Celebration of diversity Racism |
| PE Theme | Invasion Games – Skills. | Dance – Composition. | Gymnastics- Floor Work Focus. | Racket Sports. | Invasion Games – Teamwork. | Athletics – Running and Hurdling. |
| PE Skills | Choose the most appropriate tactics for a game. (KS2 2) Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). (KS2 1,2) Work alone, or with team-mates in order to gain points or possession. (KS2 2) | Compose creative and imaginative dance sequences. (KS2 4) Perform expressively and hold a precise and strong body posture. (KS2 4) Perform and create complex sequences. (KS2 4) Perform complex moves that combine strength and stamina gained through dance activities. (KS2 4) | Practise and refine the gymnastic techniques used in performances. (KS2 3) Hold shapes that are strong, fluent and expressive. (KS2 3) Vary speed, direction, level and body rotation during floor performances. (KS2 3) | Use forehand and backhand when playing racket games. (KS2 1,2) Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). (KS2 1,2)Work alone, or with team-mates in order to gain points or possession. (KS2 2) | Choose the most appropriate tactics for a game. (KS2 2) Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). (KS2 1,2) Work alone, or with team-mates in order to gain points or possession. (KS2 2) Lead others when called upon and act as a good role model within a team. (KS2 2) | Combine sprinting with low hurdles over 60 metres. (KS2 1) Choose the best place for running over a variety of distances. (KS2 1) Show control in take-off and landings when jumping. (KS2 3) Compete with others and keep track of personal best performances, setting targets for improvement. (KS2 6) |
| Opportunities for outdoor learning |  |  |  |  |  |  |

