

Block 1 – Year 5

5 Weeks

Achieve & Aspire

As a geographer, show you understand how to navigate around an environment and describe what you see.

Take part in a creative event e.g. Learn a musical instrument.

History / Geography

OUTDOORS – Trees

Biomes and climate zones

Tropical rainforest biome

Temperate deciduous biome

Art / DT Greek Vase - Sculpting

Ancient Art

Ongoing

Developing ideas

Develop and imaginatively extend ideas from starting points throughout the curriculum.

Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Take inspiration from the greats

Give details (including own sketches) about the style of some notable artists, artisans and designers.

Show how the work of those studied was influential in both society and to other artists.

Create original pieces that show a range of influences and styles.

Ancient Art –Sculpture

- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

- Use tools to carve and add shapes, texture and pattern.

- Combine visual and tactile qualities.

- Use frameworks (such as wire or moulds) to provide stability and form.

Skills Progression

- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

- Use tools to carve and add shapes, texture and pattern.

- Combine visual and tactile qualities.

- Use frameworks (such as wire or moulds) to provide stability and form.

Science

BLOCK 1 & 2

Properties and changes of materials Separating Materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

RE

Expressing beliefs through actions– the choices that people make based on choices and beliefs that they have.

Being Human – Hinduism [How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?

The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals

Computing

<https://teachcomputing.org/curriculum/key-stage-2>

Computer systems and Network

L1 Systems

L2 Computer Systems and Us

L3 Transferring Information

L4 Working Together

L5 Better Working Together

L6 Shared Working

- **Design**, write and debug programs that accomplish specific goals, including **controlling or simulating physical systems**; solve problems by decomposing them into smaller parts
- **Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration**
- Select, **use and combine a variety of software (including internet services)** on a range of digital devices to design and create a range of programs, systems and content **that accomplish given goals**, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

PE

OUTDOOR Tag Rugby

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

- Work alone, or with team mates in order to gain points or possession.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.

Music

Endangered Instruments

Perform (Voice and Instruments)

Sing songs in a variety of styles, showing accuracy and expression.

Sing as part of a three part round, sing a second part with increasing confidence.

Play a range or percussion / orchestral instruments with increasing confidence and ability.

Sing a song with an understanding of its history and purpose (i.e a song about the environment, gospel song, protest song)

Perform a song showing an awareness of phrasing and the shape of the melody.

Play by ear – copy back, find phrasing or melodies on instruments with increasing confidence.

Sustain a melodic ostinato or drone to accompany singing / other instruments.

Sing independently with increasing confidence and accuracy.

Perform a piece of music using notation (graphic or conventional)

Perform expressively showing an understanding of the music and its content.

Perform in a variety of styles / genres and own compositions to an audience of adults and school assembly.

British Values

Democracy

Rules of Law

Individual Liberty

Respect & Tolerance

PSHE / SMSC

Physical health and wellbeing: In the media

- that messages given on food adverts can be misleading
- about role models
- about how the media can manipulate images and that these images may not reflect reality

Music

Endangered Instruments

Explore and Compose

Play and improvise as part of a group and as a solo performer.

Compose music for a special occasion (e.g. a march or a fanfare).

Write lyrics to match a melody.

Compose descriptive music in groups, using the musical elements and devices such as repetition, ostinati, drones, combining musical phrases and effects

Compose a group / class arrangement of a song using voices and instruments,

Refine and record compositions either graphically or using ICT

Music

Endangered Instruments

Listen and Appraise

Recognise and talk about specific styles / traditions with growing awareness of musical similarities / differences.

Recognise relationships between lyrics and melody.

Recognise chords / clusters.

Talk about the music they hear using musical terms.

Talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effects.

Talk about the differences in musical styles . genres and reflect and articulate how and why these differences occurs.

French

Revise opinions
Sports vocabulary
Sports clothing
Verb avoir
Phonemes a and ai
Masculine and feminine nouns
Dictionary skills

Other

(Trips / Visits / Events)

History / Geography

Ancient Greeks

- Ancient Greeks influence and impact
- Ancient Greeks myths and legends
- Ancient Greeks clues from the past

Can I understand chronology?

- Timeline of world history
- Timeline of Ancient Greece
- Comparison of ancient and modern Olympics

Can I build an overview of world history?

- The ancient Olympic games
- Myth of Pandora's box
- Ancient Greek architecture
- Comparing the Parthenon and Pantheon
- Ancient Greek democracy

Can I investigate and interpret the past?

- Ancient Greek artefacts

Can I communicate historically?

- Newspaper report on ancient Greek discovery
- Non-chronological report on Ancient Greece

Art / DT

Ideal Bedroom Design – Woodwork

Take inspiration from design throughout history.

Combine elements of design from more than one inspirational designer throughout history 1

Master Practical skills Construction

Develop a range of practical skills to create products (such as cutting, drilling and screwing, mailing, gluing, filing and sanding)

Design, make, evaluate and improve.

Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)

Make a prototype of the product (or stage of the product) first so that refinements can be made.

Ensure that products have a high-quality finish, using art skills where appropriate.

Science

BLOCK A & B

Properties and changes of materials Separating Materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Block 2 – Year 5

5 Weeks

RE

Expressing beliefs through actions – the choices that people make based on choices and beliefs that they have.

Being Human – Islam [What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?]

The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]

Computing

<https://teachcomputing.org/curriculum/key-stage-2>

Creating Media – Vector Drawing

L1 The Drawing Tools

L2 Create a Vector Drawing

L3 Being Effective

L4 Layers and Objects

L5 Manipulating Objects

L6 Get Designing

- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.

Music

Endangered Instruments

Perform (Voice and Instruments)

Sing songs in a variety of styles, showing accuracy and expression.

Sing as part of a three part round, sing a second part with increasing confidence.

Play a range of percussion / orchestral instruments with increasing confidence and ability.

Sing a song with an understanding of its history and purpose (i.e a song about the environment, gospel song, protest song)

Perform a song showing an awareness of phrasing and the shape of the melody.

Play by ear – copy back, find phrasing or melodies on instruments with increasing confidence.

Sustain a melodic ostinato or drone to accompany singing / other instruments.

Sing independently with increasing confidence and accuracy.

Perform a piece of music using notation (graphic or conventional)

Perform expressively showing an understanding of the music and its content.

Perform in a variety of styles / genres and own compositions to an audience of adults and school assembly.

Music

Endangered Instruments

Explore and Compose

Play and improvise as part of a group and as a solo performer.

Compose music for a special occasion (e.g. a march or a fanfare).

Write lyrics to match a melody.

Compose descriptive music in groups, using the musical elements and devices such as repetition, ostinati, drones, combining musical phrases and effects

Compose a group / class arrangement of a song using voices and instruments,

Refine and record compositions either graphically or using ICT

Music

Endangered Instruments

Listen and Appraise

Recognise and talk about specific styles / traditions with growing awareness of musical similarities / differences.

Recognise relationships between lyrics and melody.

Recognise chords / clusters.

Talk about the music they hear using musical terms.

Talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effects.

Talk about the differences in musical styles . genres and reflect and articulate how and why these differences occurs.

Other

(Trips / Visits / Events)

British Values

Democracy

Rules of Law

Individual Liberty

Respect & Tolerance

PE

Hockey - OUTDOOR

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

- Work alone, or with team mates in order to gain points or possession.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.

PSHE / SMSC

Identity, society and equality:

Stereotypes, discrimination and prejudice (including tackling homophobia)

Pupils learn: about stereotyping, including gender stereotyping

- about prejudice and discrimination and how

French

Weather vocabulary
Hobbies vocabulary
Pets
Phonemes qu and oi
Traditional tale: The fox and the crow
Christmas in France

History / Geography

OUTDOOR OPPORTUNITIES

Using maps – features

Using maps – grid references (4 figure)

Ocean currents

Block 3 – Year 5

5 Weeks

Achieve & Aspire

Create a piece of Art that is displayed in a Ling Moor gallery

RE

Block 3 & 4

Expressing beliefs through actions– the choices that people make based on choices and beliefs that they have.

Being Human – Christianity [In what ways does the Bible teach Christians to treat others? How is this expressed in practice?]

The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]

Could also look at same beliefs but different ways of living– for example Vikki Beeching– a Gay Christian.

Art / DT Tudor Portraits Painting

OUTDOOR – INSPIRED COLOURS

Ongoing

Developing ideas

Develop and imaginatively extend ideas from starting points throughout the curriculum.

Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Take inspiration from the greats

Give details (including own sketches) about the style of some notable artists, artisans and designers.

Show how the work of those studied was influential in both society and to other artists.

Create original pieces that show a range of influences and styles.

Royalty

Hans Holbein the Younger (Tudor portraits)

- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

Skills Progression

Sketch (lightly) before painting to combine line and colour.

- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
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- Develop a personal style of painting, drawing upon ideas from other artists

Computing

<https://teachcomputing.org/curriculum/key-stage-2>

Creating Media – Video Editing

- L1 What is Video
- L2 Identifying Devices
- L3 Using a Device
- L4 Features of an Effective Video
- L5 Importing and Editing Video
- L6 Video Evaluation

Computing

Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

Internet safety

Recognise inappropriate content, contact, and conduct and know how to report concerns
Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour
Identify a range of ways to report concerns about content and contact

Music Endangered Instruments

Perform (Voice and Instruments)

Sing songs in a variety of styles, showing accuracy and expression.

Sing as part of a three part round, sing a second part with increasing confidence.

Play a range or percussion / orchestral instruments with increasing confidence and ability.

Sing a song with an understanding of its history and purpose (i.e a song about the environment, gospel song, protest song)

Perform a song showing an awareness of phrasing and the shape of the melody.

Play by ear – copy back, find phrasing or melodies on instruments with increasing confidence.

Sustain a melodic ostinato or drone to accompany singing / other instruments.

Sing independently with increasing confidence and accuracy.

Perform a piece of music using notation (graphic or conventional)

Perform expressively showing an understanding of the music and its content.

Perform in a variety of styles / genres and own compositions to an audience of adults and school assembly.

Music Endangered Instruments

Explore and Compose

Play and improvise as part of a group and as a solo performer.

Compose music for a special occasion (e.g. a march or a fanfare).

Write lyrics to match a melody.

Compose descriptive music in groups, using the musical elements and devices such as repetition, ostinati, drones, combining musical phrases and effects

Compose a group / class arrangement of a song using voices and instruments,

Refine and record compositions either graphically or using ICT

Music Endangered Instruments

Listen and Appraise

Recognise and talk about specific styles / traditions with growing awareness of musical similarities / differences.

Recognise relationships between lyrics and melody.

Recognise chords / clusters.

Talk about the music they hear using musical terms.

Talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effects.

Talk about the differences in musical styles . genres and reflect and articulate how and why these differences occurs.

PSHE / SMSC

**Keeping Safe and Managing Risk
When things go wrong:**

- about keeping safe online
- that violence within relationships is not acceptable
- about problems that can occur when someone goes missing from home

Other

(Trips / Visits / Events)

Art Gallery

Science

BLOCK 3 & 4

Earth and Space

All living things and their habitats

Animals Including Humans

Describe the differences in the life cycles of a mammal, an amphibian; an insect and a bird

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

PE

Dance

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)

British Values

Democracy

Rules of Law

Individual Liberty

Respect & Tolerance

French

Verb être
Dictionary skills
Revise dates
Numbers 32-60
School subjects

History / Geography

The Tudors
Tudor monarchs
Tudor entertainment and exploration

Can I understand chronology?

- Timeline of key Tudor events

Can I build an overview of world history?

- Tudor family tree
- Tudor conflicts
- Henry VIII and the Church of England
- Walter Raleigh
- Tudor renaissance

Can I communicate historically?

- Globe theatre leaflet

Art / DT

Canvas Bag

Take inspiration from design throughout history.

Combine elements of design from more than one inspirational designer throughout history 1

Create innovative designs that improve upon existing products.

Master Practical skills

Textiles

Create objects (such as a cushion) that employ a seam allowance.

Join textiles beginning to use different stitching techniques.

Design, make, evaluate and improve.

Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)

Make a prototype of the product (or stage of the product) first so that refinements can be made.

Ensure that products have a high-quality finish, using art skills where appropriate.

Science

BLOCK 3 & 4

Earth and Space

All living things and their habitats Animals including Humans

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Block 4 – Year 5

5 Weeks

RE

Block 3 & 4

Expressing beliefs through actions – the choices that people make based on choices and beliefs that they have.

Being Human – Christianity [In what ways does the Bible teach Christians to treat others? How is this expressed in practice?]

The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]

Could also look at same beliefs but different ways of living – for example Vikki Beeching – a Gay Christian.

Computing

<https://teachcomputing.org/curriculum/key-stage-2>

Data and Information – Flat-file Databases

L1 Creating a paper-based database

L2 Computer Databases

L3 Using a database

L4 Using Search Tools

L5 Comparing data Visually

L6 Databases in Real Life

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

PE

Athletics

- Combine sprinting with low hurdles over 60 metres.
- Choose the best place for running over a variety of distances.
- Throw accurately and refine performance by analysing technique and body shape.
- Show control in take-off and landings when jumping.
- Compete with others and keep track of personal best performances, setting targets for improvement.

Achieve & Aspire

Take part in bikeability

Take part in an educational visit in either the local or wider community – Gainsborough Hall?

As a musician master a musical instrument and perform a short piece to a group
Produce a persuasive piece of writing that passionately aims to influence others

Music

Endangered Instruments

Perform (Voice and Instruments)

Sing songs in a variety of styles, showing accuracy and expression.

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Play a range or percussion / orchestral instruments with increasing confidence and ability.

Sing a song with an understanding of its history and purpose (i.e a song about the environment, gospel song, protest song)

Perform a song showing an awareness of phrasing and the shape of the melody.

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Sustain a melodic ostinato or drone to accompany singing / other instruments.

Sing independently with increasing confidence and accuracy.

Perform a piece of music using notation (graphic or conventional)

Perform expressively showing an understanding of the music and its content.

Perform in a variety of styles / genres and own compositions to an audience of adults and school assembly.

Music

Endangered Instruments

Explore and Compose

Play and improvise as part of a group and as a solo performer.

Compose music for a special occasion (e.g. a march or a fanfare).

Write lyrics to match a melody.

Compose descriptive music in groups, using the musical elements and devices such as repetition, ostinati, drones, combining musical phrases and effects

Compose a group / class arrangement of a song using voices and instruments,

Refine and record compositions either graphically or using ICT

Music

Endangered Instruments

Listen and Appraise

Recognise and talk about specific styles / traditions with growing awareness of musical similarities / differences.

Recognise relationships between lyrics and melody.

Recognise chords / clusters.

Talk about the music they hear using musical terms.

Talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effects.

Talk about the differences in musical styles . genres and reflect and articulate how and why these differences occurs.

British Values

Democracy

Rules of Law

Individual Liberty

Respect & Tolerance

PSHE / SMSC

Mental Health and Emotional Wellbeing
Dealing with feelings

- about a wide range of emotions and feelings and how these are experienced in the body
- about times of change and how this can make people feel

French

Words starting with h
Primary school in France
Subject preferences
Reasons
Verb aller
Transport vocabulary
Easter: Mardi gras

Other

(Trips / Visits / Events)

Tudor Pedlar

Gainsborough Old Hall

Block 5 – Year 5

5 Weeks

Achieve & Aspire

Participate in a class debate – putting forward a clear argument

History / Geography

South America – population

South America – rivers

South America - mountains

Art / DT

Tile Collage

Ongoing

Developing ideas

Develop and imaginatively extend ideas from starting points throughout the curriculum.

Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Take inspiration from the greats

Give details (including own sketches) about the style of some notable artists, artisans and designers.

Show how the work of those studied was influential in both society and to other artists.

Create original pieces that show a range of influences and styles.

Modernism

Antoni Gaudi -Catalan Modernist mosaics collage

Mix textures (rough and smooth, plain and patterned).

- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.

Skills Progression

Mix textures (rough and smooth, plain and patterned).

- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.

Digital media 1

- Enhance digital media by editing (including sound, video, animation, still images and installations). **Could this be covered through ICT?**

Science

BLOCK 5 & 6

Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

OUTDOOR Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Describe the changes as humans develop to old age

French

Items in a classroom

Possessive adjectives (revision and new)

Prepositions

Pronunciation: silent letters at the end of words

RE

Block 5 & 6

Expressing beliefs through actions– the choices that people make based on choices and beliefs that they have.

Additional Unit– Expressing beliefs Creatively– spirited art competition by NATRE art and poetry

Computing

<https://teachcomputing.org/curriculum/key-stage-2>

Programming A – selection in Physical Computing

L1 Connecting Crumbles

L2 Combining Output Devices

L3 Controlling with Conditions

L4 Starting with Selection

L5 Drawing Designs

L6 Writing and Testing algorithms

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

PSHE / SMSC

Drug, alcohol and tobacco education.

Different influences

- about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis
- about different influences on drug use – alcohol, tobacco and nicotine products
- strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol

British Values

Democracy

Rules of Law

Individual Liberty

Respect & Tolerance

PE

Gymnastics

- Create complex and well-executed sequences that include a full range of movements including:

travelling /balances /swinging / springing / flight / vaults / inversions / rotations / bending, stretching and twisting / gestures / linking skills.

- Hold shapes that are strong, fluent and expressive.

- Include in a sequence set pieces, choosing the most appropriate linking elements.

- Vary speed, direction, level and body rotation during floor performances.

- Practise and refine the gymnastic techniques used in performances (listed above).

- Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).

- Use equipment to vault and to swing (remaining upright).

Outdoor

- Select appropriate equipment for outdoor and adventurous activity.

- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.

- Embrace both leadership and team roles and gain the commitment and respect of a team.

- Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.

- Remain positive even in the most challenging circumstances, rallying others if need be.

- Use a range of devices in order to orientate themselves.

- Quickly assess changing conditions and adapt plans to ensure safety comes first.

Outdoor Learning

(3 weeks per class)

Most likely block 5 or 6

Have the opportunity to light the fire with an adult and collect wood for it or add wood to it.

Show younger children how to approach the fire safely and take part in simple cooking tasks.

Other

Priory LSST Science – Levers / Pulleys / Gears

Block 6 – Year 5

5 Weeks

Achieve & Aspire

Take part in an academic competition - RE

History / Geography

The Aztecs (Same time period as Tudors)
The Mayans
Mayan builders and growers
Mayan clues from the past

Can I understand chronology?

- Timeline of key Aztec events
- Timeline of key Mayan events

Can I build an overview of world history?

- Aztec Gods and rituals
- Mayan settlements
- Mayan farming
- Mayan calendar system

Can I investigate and interpret the past?

- Aztec rituals

Can I communicate historically?

- Mayan settlements travel brochure
- Mayan codices

Art / DT

Cooking

Take inspiration from design throughout history.

Combine elements of design from more than one inspirational designer throughout history

Create innovative designs that improve upon existing products.

Master Practical skills

Food

Understand the importance of handling ingredients correctly (hygiene) 1

Measure accurately and begin to scale a recipe up or down by doubling or halving the ingredients. 1

Demonstrate a range of baking and cooking techniques.

Materials

Cut materials with precision and begin to refine the finish (i.e. sanding wood after cutting or a more precise scissor cut after roughly cutting a shape)

Design, make, evaluate and improve.

Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)

RE

Block 5 & 6

Expressing beliefs through actions– the choices that people make based on choices and beliefs that they have.

Additional Unit– Expressing beliefs Creatively– spirited art competition by NATRE art and poetry competition based on a theme given by NATRE.

Computing

<https://teachcomputing.org/curriculum/key-stage-2>

Programming B – selection in Quizzes

L1 Exploring Conditions

L2 Selecting Outcomes

L3 Asking Questions

L4 Planning a Quiz

L5 Testing a Quiz

L6 Evaluating a Quiz

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Science

BLOCK 5 & 6

Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

OUTDOOR: Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

PE

Cricket

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.

PSHE / SMSC

Careers, financial capability and economic wellbeing:
Borrowing and earning money

- that money can be borrowed but there are risks associated with this
- about enterprise
- what influences peoples decisions about career

British Values

Democracy

Rules of Law

Individual Liberty

Respect & Tolerance

French

Revise aller
The simple future tense
Revision
Assessments
Project: West Africa where French is spoken

Outdoor Learning

(3 weeks per class)

Most likely block 5 or 6

Have the opportunity to light the fire with an adult and collect wood for it or add wood to it.

Show younger children how to approach the fire safely and take part in simple cooking tasks.

Other

DT – Using cooking facilities at NK

Y5 – Secondary School Experience Days



Year 5 Literacy Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<u>Non-fiction</u> How to be Awesome: 1.The Year 5 Guide to being Awesome 2.Inspirational Person Biography	<u>Fiction</u> Wonder: 1.Auggie wants to have friends 2.Auggie loses his hearing aid	<u>Fiction</u> Kensuke's Kingdom: Michael and Stella fall off the boat <u>Non-fiction</u> Boy Overboard!	<u>Fiction</u> Kensuke's Kingdom: Kensuke and Michael's miscommunication <u>Non-fiction</u> Visit Kensuke's Kingdom	<u>Fiction</u> Holes: Zero and Stanley's Great Escape <u>Non-fiction</u> Should bad boys go to Camp Green Lake? <u>Poetry</u> Blackout poetry (various)	<u>Fiction</u> Holes: The Warden <u>Non-fiction</u> How to make Sploosh <u>Poetry</u> NATRE RE competition
Reading	How to Be Awesome -VIPERS skills - Discuss presentation and structure of a text -Formal presentations	Wonder -VIPERS skills	Kensuke's Kingdom -VIPERS skills -Distinguish fact from opinion - Presentation and structure of non-fiction	Kensuke's Kingdom -VIPERS skills - Presentation and structure of non-fiction	Holes -VIPERS skills -Figurative language (poetry) -Explain understanding through debates	Holes -VIPERS skills -Figurative language (poetry) - Presentation and structure of non-fiction
Writing	-Explanation text (2 nd person) -Biography	-3 rd person narrative -Character, setting and atmosphere description -Convey character and advance action through dialogue	-1st person narrative -Character, setting and atmosphere descriptions -3 rd person recount	-1 st person narrative -Character, setting and atmosphere descriptions -Persuasion -Convey character and advance action through dialogue	-3 rd person narrative -Balanced argument -Character, setting, atmosphere descriptions - Convey character and advance action through dialogue	-3 rd person narrative -Instructions - Convey character and advance action through dialogue
Grammar, punctuation and skills	- Correct sentence types - Commas separating clauses - Devices to build cohesion within a paragraph - Adverbs and modal verbs -Clarity of explanations -Non fiction structural devices -Appropriate level of formality in speech writing	- Correct sentence types - Fronted adverbials (time, place and manner) - Tenses - Verb forms - Appropriate formality in speech writing (informal) -Convey character and advance action through dialogue	- Relative clauses (relative pronouns) -Punctuation for parenthesis (bracket, dash, comma) -Commas to avoid ambiguity -Verb prefixes dis, de, mis, over, re - Appropriate formality in speech writing (formal newspaper) -Clarity of explanations - Non fiction structural devices	- Correct sentence types - Fronted adverbials (time, place and manner) - Tenses - Verb forms -Non fiction structural devices	- Correct sentence types - Fronted adverbials (time, place and manner) - Tenses - Verb forms -Convey character and advance action through dialogue	- Adverbs and modal verbs -Converting nouns or adjectives into verbs using suffixes ate, ise, ify. -Clarity of explanations - Adverbials of time, place, number -Non fiction structural devices