

 <b>YEAR 5</b>	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>2023/2024 THEME</b>	<b>Our Place in Space</b>	<b>The Maya</b>	<b>The Maya</b>	<b>The Cycle of Life</b>	<b>Invasions Anglo-Saxons/ Vikings</b>	<b>Our Zoo/ Metamorphosis</b>
<b>ENGLISH</b>	<b>Narrative – Stone for Sascha (fiction)</b> <b>Non-Fiction – Space &amp; astronauts (recount)</b> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Planning and writing a letter of application and responding to a job advert</li> <li>Diary writing</li> <li>Letter writing</li> <li>Astronaut Log entry</li> </ul>	Narrative - Cloud Tea Monkeys (fiction) Non-Fiction - Maya architect <ul style="list-style-type: none"> <li>Read examples of stories from different cultures and traditions.</li> <li>Deduce differences in patterns of relationships, customs and attitudes with particular reference to the way characters' act and interact</li> <li>Look at an author's use of language, for example literal and figurative language for descriptions; Identify point of view from which a story is told.</li> <li>Plan and retell a whole story from an alternative point of view.</li> <li>Discuss and make decisions about how to portray characters and incidents, what detail to include.</li> <li>Vary pace by using direct and reported speech</li> </ul>	Non- Fiction – Report Writing (non-chronological report) Poetry <ul style="list-style-type: none"> <li>Write a non-chronological report about The Maya</li> <li>Focus on apostrophes for possession, brackets, relative clauses</li> <li>Explore a range of poetry – write and perform a poem (link to Life Cycles?)</li> <li>Read and discuss an increasingly wide range of poetry</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Learning a wider range of poetry by heart</li> <li>Preparing poems and plays to read aloud and to perform</li> </ul>	Narrative –The Hunter Biography – linked to Jane Goodall (recount/explanation) Poetry about animal conservation <ul style="list-style-type: none"> <li>Write a narrative based on the structure of The Hunter by changing the characters, animal and setting.</li> <li>Re-tell the story from the animal's point of view</li> <li>Collect information about Jane Goodall from a variety of different sources</li> <li>Write a biography about Jane Goodall's life and her conservation work with chimpanzees</li> <li>Animal conservation poetry</li> </ul>	Non-fiction – Newspaper article (recount) Narrative – Stories about Norse mythology Thor, Loki and Ragnarok <ul style="list-style-type: none"> <li>Write a news article about a battle/invasion</li> <li>Write a hero based narrative using Norse mythology</li> </ul>	Chester Zoo m- balanced argument re Zoos (Discussion) Leaflet for zoos (persuasion) Poetry about environment <ul style="list-style-type: none"> <li>Write a balanced article about Chester zoo</li> <li>Create a persuasive leaflet for a zoo (Chester/their own?)</li> <li>Environmental poetry study and write – deforestation (link to Geog.)</li> </ul>
<b>MATHS</b>	<ul style="list-style-type: none"> <li>Place Value</li> <li>R,W, O to 1000000</li> <li>Count fwd&amp;bk in 10's.</li> <li>Interpret negative numbers.</li> <li>Rounding.</li> <li>Roman numerals</li> <li>Number problems.</li> <li>Addition &amp; subtraction</li> <li>Add &amp; Subtract mentally</li> <li>Add &amp;Subtract four digit numbers.</li> <li>Add &amp; subtract multistep problems.</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> <li>Mental X and ÷</li> <li>Multiply 4 digit number by 1 &amp; 2 digits.</li> <li>Divide 4 digit number by 1 digit.</li> <li>Identify multiples &amp; factors.</li> <li>Square and Cubed numbers.</li> <li>Multistep Problems</li> <li>Statistics</li> <li>Interpret information in graphs and tables.</li> </ul>	<ul style="list-style-type: none"> <li>Number (Fractions)</li> <li>Number (decimals)</li> </ul>	<ul style="list-style-type: none"> <li>Number (decimals)</li> <li>Number (percentages)</li> </ul>	<ul style="list-style-type: none"> <li>Geometry (shape)</li> <li>Geometry (angles)</li> <li>Geometry (Position and direction)</li> </ul>	<ul style="list-style-type: none"> <li>Number (prime numbers)</li> <li>Perimeter and area</li> <li>Measures and volume</li> <li>Recap of yearly coverage</li> </ul>

<p><b>SCIENCE</b></p>	<p><b>Earth and Space.</b></p> <ul style="list-style-type: none"> <li>Children will be able to describe the movement of the Earth around the sun in the solar system, that it takes 365¼ days to orbit the sun and that this is a year.</li> <li>Children will be able to describe the movement of the moon relative to the Earth.</li> <li>The children will be able to describe the sun, Earth and moon as approximately spherical bodies</li> <li>The children will know that the sun is a star and central to our solar system</li> <li>The children will know that 8 planets orbit the sun following different paths and that Earth is one of those planets</li> <li>The children will know that the Earth is the third planet from the sun</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky and that it takes 24hrs for the Earth to rotate on its own axis.</li> </ul>	<p><b>Forces.</b></p> <ul style="list-style-type: none"> <li>Children will know that gravity is a force pulling objects towards the Earth.</li> <li>Children will know that the weight of something is the force which is caused by the pull of gravity on the mass of something or someone and that Weight is measured in Newtons (N).</li> <li>The children will know that for an object to be stationary there must be another force of equal size working in the opposite direction, 'pushing back'.</li> <li>The children will know that the force 'pushing back' is known as resistance, (air resistance, water resistance and friction).</li> <li>Children will understand that the forces acting upon an object are unbalanced, or uneven then the object will move.</li> <li>Children will be able to explain the effect mechanisms such as pulleys, levers and gears have on a force..</li> </ul>	<p><b>Forces continued</b></p>	<p><b>Life Cycles</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Give one example of and describe the reproduction of a plant</li> <li>Give one example of the reproduction of an animal</li> </ul> <p>Know the difference between asexual and sexual reproduction.</p>	<p><b>Properties and Changes of Materials.</b></p> <ul style="list-style-type: none"> <li>Sort and group materials according to their properties such as hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>Name and describe three ways of separating materials, ie filtration, evaporation and sieving.</li> <li>Give two examples of an irreversible change.</li> <li>Give two examples of a reversible change.</li> <li>Give one example of a material that will dissolve in water and become a solution</li> </ul>	<p><b>Animals Including Humans SRE.</b></p> <ul style="list-style-type: none"> <li>Children will be able to construct a timeline to indicate the stages in the growth and development of humans, baby, toddler, child, adolescent (puberty), young adult, adult, old adult.</li> <li>Children will understand that babies are small when they are born but undergo rapid growth and changes in the first two years of life.</li> <li>The children will be able to list some of the ways babies develop in the first year / 18 months of life, eg smiling, rolling over, sitting up, weaning to eat solid food, crawling, walking, talking</li> <li>Children will know that during puberty a child's body changes and develops sexual characteristics. This enables the adult to reproduce. (This needs to be taught alongside PSHE).</li> <li>Children will be able to name three changes that take place in female and male humans during puberty, eg more hair growth, breasts developing, male's voices becoming lower, penis and testis grow larger, males start to produce sperm and menstruation starts in females.</li> </ul>
<p><b>HISTORY</b></p>	<p>Identify continuity and change in the history of the locality of the school.</p>	<p>Ancient Civilisations-Maya</p> <p>The unit is structured around the achievements of the Maya, which in turn describes some of the key features of the culture.</p> <p>1. Where and when did the Maya live?</p> <p>2. What was Maya writing like?</p>	<ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use original ways to present information and ideas.</li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>		<p><b>Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>Why the Anglo Saxons came to England and where they came from</li> <li>Anglo-Saxons were pagans and worshipped the earth/sky/ afterlife</li> <li>How Anglo-Saxons lived day-to-day</li> <li>Anglo-Saxon rulers of note and attempts to consolidate England as one kingdom</li> <li>How life was different from the Romans in Anglo-Saxon times</li> </ul>	<ul style="list-style-type: none"> <li>Refine lines of enquiry as appropriate.</li> </ul>

		<p>3. How did the Maya tell the time?</p> <p>4. What numbers did the Maya use in Maths?</p> <p>5. Did the Maya play football like us?</p> <ul style="list-style-type: none"> <li>• 6. How do we know about the Maya?</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>			<ul style="list-style-type: none"> <li>• Why the Vikings invaded England from Scandinavia</li> <li>• Beliefs of the Vikings, such as Ragnok, and Gods such as Loki and Thor</li> <li>• What life was like in Viking settlements</li> <li>• Similarities and differences between Vikings and Anglo-Saxons</li> <li>• That the Anglo-Saxons were defeated by the Normans in 1066 at the Battle of Hastings</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Give a broad overview of life in Britain and some major events from rest of the world.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> </ul> </li> </ul>	
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom;</li> <li>• Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> </ul>		<ul style="list-style-type: none"> <li>• Locate the main countries in Europe and Central America. Locate and name principal cities (Focus on the Mayan Civilisation)</li> <li>• Use atlases to find out about other features of places (volcanoes and mountains.)</li> <li>• Describe and understand key aspects of climate zones, biomes and vegetation belts.</li> <li>• Explore the types of settlements the Mayan people created and understand how their</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Locate Scandinavia and begin to identify some of its features</li> <li>• Study the changing seasons and daylight hours inside the Arctic circle</li> <li>• Compare the physical geography of Scandinavian countries</li> <li>• Discover and consider differences between Scandinavia and the UK, including types of settlement and land use</li> <li>• Investigate if there was enough land for everyone to be a farmer. (Many historians argue that overpopulation – too many people and not enough land –</li> </ul>

	<ul style="list-style-type: none"> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> </ul>		<p>settlements differ to modern day settlements</p> <ul style="list-style-type: none"> <li>Explore the differences between land use in Mayan society and modern times.</li> <li>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>Identify the position and significance of latitude/longitude and the Greenwich Meridian.</li> <li>Understand that a biome is an area of the planet that can be classified according to the plants and animals that live in it.</li> <li>Classification according to the plants and animals that live in it. Temperature, soil, and the amount of light and water help determine what life exists in a biome</li> </ul>			<p>was the main reason why so many Vikings left home.)</p> <ul style="list-style-type: none"> <li>Understand the reason for migration was because most Vikings lived as farmers (and their economy was based on fishing, trade and only sometimes the profits from raiding.)</li> </ul> <p><b>Links to Chester Zoo</b></p> <ul style="list-style-type: none"> <li>Describe and understand how biomes have been directly influences by human intervention and development - such as the construction of concrete roads or the expansion of agriculture, as well as through the introduction of invasive species.</li> </ul>
RE	<p><u>Islam</u></p> <ul style="list-style-type: none"> <li>Why are the Five Pillars important to Muslims?</li> <li></li> </ul>	<p><u>Islam</u></p> <ul style="list-style-type: none"> <li>How is the Muslim faith expressed through family life?</li> </ul>	<ul style="list-style-type: none"> <li>Christianity</li> </ul> <p>Which concepts do we find hard to understand in Christianity?</p> <ul style="list-style-type: none"> <li>Outline how Christians around the world read the Bible to maintain their relationship with God.</li> <li>Explain how Christians seek to live to advance the Kingdom of God on Earth.</li> <li>Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual or text) reinforce the</li> </ul>	<p><u>Christianity</u></p> <p>What is the kingdom of God?</p> <ul style="list-style-type: none"> <li>What is the Kingdom of God?</li> <li>What do Christians believe about the afterlife?</li> <li>How do Christians enter the Kingdom of God?</li> <li>What did Jesus teach about the Kingdom of God in the Parable of the Mustard seed?</li> </ul>	<p><u>Humanism</u></p> <p>Recognise the key features of Humanism and what it means to be a humanist in terms of values and beliefs. Understand how Humanists believe that all can lead a good life. Investigate how humanists find happiness and meaning in life.</p>	<p><u>Free Choice Unit</u></p> <ul style="list-style-type: none"> <li>Angels</li> <li>What is an angel?</li> <li>What role do angels have in Christianity?</li> <li>What does Islam teach about angels?</li> <li>Why did the Maiden of Heaven appear to Baha'ullah when he was in prison?</li> <li>How does a Guardian of Angel appear in different religions?</li> </ul>

<b>COMPUTING</b>	My Online Life Making	AR Games Girls v Boys:	STEAM Challenges	YouTuber: Binary	Messages	Web Designer
<b>ART AND DESIGN</b> (*developmental work linked to topic may be displayed in topic books/elsewhere)	<b>Space/Cityscapes</b> <i>Alma Nungarrayi Granite</i> <ul style="list-style-type: none"> <li>- Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>- Combine colours, tones and tints to enhance the mood of a piece.</li> <li>- Use brush techniques and the qualities of paint to create texture.</li> </ul>		<b>Maya – Hieroglyphics and carvings</b> <ul style="list-style-type: none"> <li>- Printing &amp; painting (repeated motifs/ screen printing)</li> <li>- Build up layers of colours.</li> <li>- Create an accurate pattern, showing fine detail.</li> <li>- Use a range of visual elements to reflect the purpose of the work.</li> </ul>	<b>Animals Life Cycle (Insects)</b> Artist <a href="#"><i>Lucy Arnold</i></a> <ul style="list-style-type: none"> <li>- Sketch (lightly) before painting to combine line and colour.</li> <li>- Create a colour palette based upon colours observed in the natural or built world.</li> <li>- Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>		
<b>DESIGN TECHNOLOGY</b>		<b>Maya – Textiles (bag)</b> <ul style="list-style-type: none"> <li>- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>- Make products through stages of prototypes, making continual refinements.</li> <li>- Ensure products have a high quality finish, using art skills where appropriate.</li> <li>- Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul> <b>Combining different fabric shapes</b>			<b>Food celebrating culture and seasonality</b> <b>Meals a Viking Might Eat</b> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet.</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe</li> </ul>	<b>Pulleys OR gears - mechanisms</b> <b>Mini-Zoo (Cages)</b> Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

<b>MUSIC</b>	<p>Focus – listening for choice of orchestral timbre</p> <p>2. Focus – major and minor scales</p> <p>3. Focus recognize major and minor scales</p> <p>Start to put the music together for a performance</p> <p>C-G C Cmaj, Cmin</p> <p>C G C Cmin Cmaj</p> <p>C G C Cmaj Fmaj (CFA)</p> <p>Record</p> <p>4. Focus – gradation of dynamics when performing.</p> <p>5. Harvest festival singing focus – whole school</p>	<p>Singing Focus – Songs for Christmas Carol Service</p> <p>Refer to sing Tips for progressing in this unit.</p> <p>Record and review with students regularly.</p>	<ul style="list-style-type: none"> <li>Clap back longer rhythms</li> <li>Recognise strong and weak beats</li> <li>Organising beats into a time signature</li> <li>Conducting different time signatures <ul style="list-style-type: none"> <li>Recognise dotted rhythms</li> </ul> </li> </ul>	<p>Singing Focus for Easter Show</p>	<p><b>Sea Shanties</b></p> <p>Investigate the origins of sea shanties.</p> <p>Recognise why they became popular on ships.</p> <p>Research the format to sing and perform recognised shanties.</p> <p>Write sea shanty based on knowledge and understanding and will make links to the sea and life on the ocean.</p> <p>Perform sea shanties to an audience.</p> <p>Evaluate and enhance sea shanties based on feedback.</p>	
<b>OUTDOOR</b>	<p>Games: Hockey</p>	<p>Games: Football/netball</p>	<p>Gymnastics/ Dance</p>	<p>Games: Tennis/ Rounders</p>	<p>Games: Tennis/ Rounders</p>	<p>Games: Athletics/ Sports day preparation</p>
<b>PHYSICAL EDUCATION</b>						
<b>INDOOR</b>						
<b>MFL</b>	<ul style="list-style-type: none"> <li>Areas in town, directions and asking where places are</li> <li>Days of the week</li> <li>Times of the day</li> </ul>		<ul style="list-style-type: none"> <li>Revision days of the week</li> <li>Hobbies</li> <li>Months of the year</li> <li>Numbers 0-50</li> <li>Fruit and food</li> </ul>		<p>Learn the nouns for clothing and the parts of clothing</p> <p>Read and discuss descriptive sentences using nouns and colour adjectives.</p> <p>Understand words used on an ID card.</p> <p>Ask and answers questions about someone's identity.</p> <p>Read simple information about planets.</p> <p>Create simple sentences about an imaginary planet.</p> <p>Make a poster about my planet creation</p>	
<b>Listening / Reading</b>	<p>Listen attentively and understand more complex phrases and sentences</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</p>		<p>Listen attentively and understand more complex phrases and sentences</p> <p>Read a variety of short simple texts in different formats and in different contexts</p>		<p>Listen attentively and understand more complex phrases and sentences</p> <p>Read a variety of short simple texts in different formats and in different contexts</p>	
<b>Speaking</b>	<p>Take part in short conversations using familiar structures and vocabulary</p>		<p>Use simple conjunctions to build more complex sentences and present information to others</p> <p>Understand and express more complex opinions</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>		<p>Use simple conjunctions to build more complex sentences and present information to others</p> <p>Understand and express more complex opinions</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	
<b>PSHCE Heartsmart</b>	<p><b>Intro: Get HeartSmart</b></p> <ul style="list-style-type: none"> <li>Wholeheartedness. Learn what it is to be HeartSmart and how we can Power ON to love ourselves and others well. The life of our heart affects the whole of our life. What we put into our hearts will affect what we put our hearts into. Our lives will be greater or worse, more</li> </ul>	<p><b>Don't Forget to Let Love in!</b></p> <ul style="list-style-type: none"> <li>Helps us grow in self-compassion. The word love is used and discussed as a big deal. Without it we're no one, but no one is without it. The ability to receive or reject it in our lives defines us. Our actions, beliefs and very essence is shaped by our experience of it.</li> </ul>	<p><b>Too Much Selfie Isn't Healthy!</b></p> <ul style="list-style-type: none"> <li>Empathy. Exploring the importance of others and how to love them well. Too Much Selfie isn't Healthy is about working well with others, about being a good listener and understanding that life is more about we than me.</li> </ul>	<p><b>Don't Rub it in, Rub it Out!</b></p> <ul style="list-style-type: none"> <li>Forgiveness. Learn how to process negative emotions, disappointment and hurt. Don't Rub it in, Rub it Out! means choosing to forgive, leaving the pointing finger in our pocket and accepting</li> </ul>	<p><b>Fake is a Mistake!</b></p> <p>Identity. Learn how to be authentically you and how to communicate truth well. Fake is a Mistake is about having the courage to tell the truth when we need to but it's also about knowing that we're enough as we are, that the whispers of shame are lies to be ignored. We don't have to pretend to be something or</p>	<p><b>No Way Through' isn't True!</b></p> <p>Grit. Learn how to develop and maintain a growth mind-set. Looking t ways to adapt and ways to persevere.</p> <ul style="list-style-type: none"> <li><b>Sex and relationships education in the context of coping positively with change.</b></li> </ul>

	courageous or more fearful as a result of what's in our heart.			that we too need grace just as much as we give it away. Everyone makes mistakes. Don't demand perfection, instead celebrate progress, that's what love does.	someone that we're not because we're enough as we are.	
Other opportunities						