

YEAR 5 LEARNING JOURNEY

THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do: **Performance, Social, Community, Team and Communication**. Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
				
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.



BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Learn and perform a dance routine	Plan and cook lunch for friends	Use a map app to navigate a local route	Work together to put up a tent	Learn and teach others a survival skill

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English Class Texts	Curiosity	FARThER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Maths Focus	Place Value (3 wk) Addition & Subtraction (2 wk) Multiplication & Division (2 wk)	Multiplication & Division (1 wk) Fractions A (4 wks) Revision/assessment (3 wks)	Multiplication & Division (3 wk) Fractions B (2 wk) Decimals & Percentages (2 wk)	Decimals & Percentages (1 wk) Perimeter & Area (2 wks) Statistics (2 wk)	Shape (3 wk) Position & Direction (2 wk) Decimals (1 wk)	Decimals (2 wk) Negative Numbers (1 wk) Converting Units (2 wk) Volume (1 wk) Revision/assessment (1 wk)
Science Focus	Forces (6 weeks)	Space (5 weeks) Global warming (1 week)	Properties of materials (6 weeks)	Animals including humans (4 weeks) Life cycles (3 weeks)	Reproduction (6 weeks)	Reversible and irreversible changes (5 weeks) Plastic pollution (1 week) Reproduction (1 week)
Science End Points	Children can identify the effects of air resistance, water resistance and friction that act between moving surfaces. Children can use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Children can describe parts of the Solar System, they can describe the movement of the Earth and other planets relative to the Sun in the Solar System and use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Children can explain that greenhouse gases trap heat from the Sun, causing global warming, and describe its effects, including melting ice caps, rising sea levels and changing weather patterns.	Children can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. They can use and develop keys and other information to identify, classify and describe living things and materials.	Children can identify the six stages of the human life cycle and can describe the physical and developmental changes that occur in each stage. They understand gestation periods of animals and humans and can analyse data and draw conclusions on relationships between gestation periods and lifespans. Children can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, identifying similarities and differences.	Children can describe the process of reproduction in mammals. They can identify the reproductive parts in plants and describe pollination, asexual reproduction and clone plants. They can use relevant scientific language and illustrations to discuss ideas and findings.	Children can describe dissolving, separate materials by sieving, filtering and evaporating, and explain reversible and irreversible changes. Children can describe the impact of plastic pollution on the planet. Children can compare and discuss the results of their plant experiments and draw conclusions.
Geography Focus	Mexico		Rivers and Coasts			Natural Disasters
Geography End Points	Children will build knowledge of Mexico's physical and human geography, how climate and landscape influence population and land use and how people respond to the challenges of urban growth and sustainability in Mexico City.		Children will develop knowledge of rivers and coasts, how water shapes landscapes through erosion and deposition and how people use and manage river and coastal environments, including a study of the River Thames and the Formby/Sefton Coast.			Children will understand natural hazards, how earthquakes, volcanoes and tsunamis happen, how they affect people and places, why people live in risky areas, and how communities can stay safe and live sustainably in a changing climate.

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
HISTORY FOCUS		The Mayans		Ancient Egyptians	Crime and Punishment	
HISTORY END POINTS		To develop knowledge of the Mayan civilisation and its contrasts with British History, including way of life, beliefs and its legacy to the present day.		Children can describe the achievements of the ancient Egyptians, when and where they were and how they lived; identifying how we know this to be accurate.	Children understand how UK crime and punishment has changed during history, the significance of the Magna Carta and a focus on Knutsford Jail and local criminal Highwayman Higgins.	
ART & DESIGN FOCUS	Frida Kahlo Artist Study 	Mayan Celebration Masks 		Ancient Egypt 	London Bridges Collages 	
ART & DESIGN END POINTS	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas. Know that Frida Kahlo was one of Mexico’s greatest artists and is remembered for her striking self-portraits. Children can create a self-portrait inspired by Frida Kahlo using colours to enhance the mood of the painting.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can create a life-like mask with real life proportions and then use detail and colour to create a more abstract interpretation. Children can build up layers of colours to create a visually interesting piece.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can experiment with a range of varying marks using cross hatching, stippling and pattern for effect. Children can colour match colours for a contrasting effect.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can sketch lightly before painting to create a visually interesting piece. Children can experiment with symmetry in their work. Children can use pattern and texture in colour for effect.	
DESIGN & TECHNOLOGY FOCUS	Mexican Themed Cooking		Electrical Systems - Doodlers		Arch & Beam Bridges	
DESIGN & TECHNOLOGY END POINTS	Children can contribute ideas to what a healthy Mexican meal will contain. Children can find out the different nutritional qualities of foods in the recipe and work as a team to prepare the ingredients.		Children identify circuit components (battery, bulb, switch) and that they are assembled in a series circuit. Children can describe how a motor works. Children can create a functional Doodler that creates scribbles on paper with or without a switch.		Children can identify stronger and weaker shapes and understand that supporting shapes can help increase the strength of a bridge. Children can use triangle to create a simple truss bridge that can support a weight.	

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
OUTDOOR PE FOCUS	Dodgeball	Lacrosse	Basketball	Tri Golf	Athletics 5	Tennis
OUTDOOR PE END POINTS	To develop a range of techniques when returning the ball / object, anticipates the opponent's return and is prepared in a set 'ready' position and begin to understand that returning a ball / object in a certain manner can effect the outcome of the game	To hold and position the stick correctly to cradle, scoop and receive a pass, change grip for throwing, catching and shooting, and play within the rules of the game.	To have control of the ball, retain possession by sending and receiving in space, uses various dribbling techniques and advances play with speed and techniques	To keep themselves and others safe on the course, set up to play an iron shot from a tee and get the club underneath the ball to elevate it, and select the right club for the shot using the correct golf terminology.	To show consistency, balance and control in taking off and landing, combine running / movement with the relevant techniques of throwing to improve distances and controls their running pace to be relevant to distance and use a good technique	To use a range of techniques when returning the ball / object, anticipates the opponent's return and is prepared in a set 'ready' position and understands that returning a ball / object in a certain manner can affect the outcome of the game
INDOOR PE FOCUS	Gymnastics – Partner work – under and over	Health Related Fitness	Gymnastics – Matching, mirroring & contrast	Dance – Dance through the ages	Yoga	OAA
INDOOR PE END POINTS	To have some control of their own body movements when performing actions, work on different levels using time and space effectively and develop confidence in demonstrating a variety of rolls, balances and travels in a sequence	To explain the physical and mental benefits of regular exercise, know why core and all round strength matter in most sports and which exercises develop them, and understand the importance of warming up and what has contributed to improvements in their own performance.	To have some control of their own body movements and actions, can work on different levels using time and space effectively and is developing confidence in demonstrating a variety of rolls, balances and travels in a sequence	To be able to select, combine and perform contrasting actions and compose a sequence.	To be able to identify which particular poses are beneficial for themselves, put together their own sequence of poses for a routine and is increasingly confident in displaying a variety of poses	To experiment with different ways of communicating to influence their team mates, take the lead and can use a map and navigate their way around various points
MUSIC FOCUS	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Ukuleles	Ukuleles
MUSIC END POINTS	Children understand that a melody is a group of notes played one after another and how this contrasts with harmony. They can identify the voices that sing the melodies and the instruments that create the harmonies. Listen, perform instruments and sing to 20 th and 21 st century orchestral music and joyful gospel styles.	Children understand that singing and playing in different styles with different grooves is part of being in a band or an ensemble. They explore music from all around the world, considering tempo. Listen to, perform instruments to and sing pop, 20 th and 21 st century orchestral music and gospel styles.	Children understand that if we play three or more pitches together, we can create chords in music, providing the basis for accompaniment in music. They can use chords to create an accompaniment. Listen to, play instruments and sing to South African pop and 20 th and 21 st century orchestral styles.	Children understand that layers of sound in music (texture) makes music interesting and recognise that this can be achieved through voices and instrument. They can identify that different styles of music have different textures and how they combine to create this. Listen to, play instruments to and sing to reggae, pop and 20 th and 21 st century orchestral music styles.	Children can hold the ukulele effectively and use simple strumming patterns. They can play C, F, G, and Am chords and perform a selection of pieces using chord patterns. Children can play as an ensemble.	Children can hold the ukulele effectively and use simple strumming patterns. They can play C, F, G, and Am chords and perform a selection of pieces using chord patterns. Children can play as an ensemble and perform to an audience.

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Focus	Mars Rover 1	Search Engines	Internet Safety	Programming Music		Stop Motion Animation
Computing End Points	Children can identify what types of data the Mars Rover could collect and explain how it transmits this back to Earth. Children can read any number in binary up to eight bits.	Children understand what a search engine is and understand that things online aren’t always true and know what to check for. They use keywords and know what TASK, copyright and ‘fair use’ mean.	Children understand that passwords need to be strong. Know who to go to if they need help with online matters. Know that bullying can happen online and in the real world.	Children can iterate ideas, test and change them during the lesson. They can code a piece of music that combines a variety of structures and loops in their programming.		Children can create a toy with simple images in a single movement. They can create a short stop motion with small changes between images. They can add effects such as extending parts and titles.
PSHE Focus	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PSHE End Points	Children can think about challenges they may face in the year ahead and understand democracy, how it affects the school and how they can contribute to it.	Children can talk about culture and cultural differences. They understand what racism is and how to be aware of their own feelings towards people from different cultures.	Children talk about their dreams and goals and what will help them achieve them. They learn about different jobs and think about what they might like to do when they’re older.	Children understand the risks linked to smoking and alcohol use. They can demonstrate the recovery position and know how to contact the emergency services.	Children understand about self-esteem and ways this can be boosted. They understand their mental health can be affected by their online lives and how to have healthy screen time limits. They also learn how to stay safe online and what online grooming is.	Children understand self-esteem and body image. They understand the bodily changes in males and females and simple ways of conception, e.g. IVF and the development of the foetus.
Religious Education Focus	God, the World and Self	Personal Belief	Marking Life’s Journey	Authority	Religious/Non-Religious Viewpoint Hindu	Belonging
Religious Education End Points	Hindu Dharma Enquiry 1 What is the best way for a Sanatani to show commitment to God?	Is the Christmas story true?	Hindu Dharma Enquiry 2 How can Brahman be everywhere and in everything?	How significant is it for Christians to believe that God intended Jesus to die?	Dharma Enquiry 3 Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives? + Humanism (1 lesson) How do inspirational people impact on how Humanists live today?	What is the best way for a Christian to show commitment to God? OR Does belief in the Trinity help Christians make better sense of God as a whole?
French Focus	Phonetics & Pets	Family	Weather	At the tea room	My Home	Clothes
French End Points	Children know how to count to 20 in French. They can ask somebody how they are feeling and give an appropriate response back. They can ask somebody their age, name, where they live and reply	Children remember the nouns for family members in French from memory. They can describe our own or a fictitious family in French by name, age and relationship, count up to 100 in French. Children can understand possessive adjectives better in French (‘my’ form only).	Children can recognise and recall the 9 weather expressions in French from memory. They ask what the weather is today and give a reply in French. Children describe the weather in France, in French using a weather map with symbols.	Children can recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. They understand better how to make nouns plural in French. They can improve our knowledge of French currency. Children order in French what we would like to eat and drink in a role-play.	Children can say whether they live in a house or an apartment and say where it is. They can repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. They can tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Children can attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	Children recognise and recall from memory 21 items of clothing. They can explore the regular ‘er’ whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Children revisit the use of the possessive adjective ‘my’ in French and describe clothes in terms of colour.