Year 5 Curriculum 2026-27

Year 5 Overview	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Pride Local		**Respect** National		**Empowerment** International	
Theme	**The Salt Revolution** A study of the Victorians and the Industrial revolution. Including and in-depth study of workhouses (working conditions), Winsford's salt industry and the waterways.		**British Values and the impact of The Blitz on London** A national study of WW2 focusing on the impact of The Blitz on London.		**The Mayans** A study of the Mayan civilization.	
Enquiry Question	How did Winsford respond to the Industrial Revolution? (Winsford water-ways – use of rivers/canals as transport Ports, links to the rest of the world Rivers – Human features)		Why did Britain go to war? What was life like during the war? What was the impact of the Battle of Britain on a national and local scale?		Where was the Maya civilization situated? How do we know about the Maya Civilization? What was life like during the Maya civilisation? What was the lasting legacy of the Mayans?	
English Writing	Focus: Fiction - Recount- Street Child by Berlie Doherty.	Focus: Traditional tale - The Lost Happy Endings by Carol Ann Duffy and Jane Ray.	Focus: Poetry (Poems From the Second World War – supported by Y6 A1 PTR guidance) Focus: Biography/ Recount – The Girl Who Could Fix Anything	Focus: Fiction/Adventure – Letters From The Lighthouse (Emma Carroll)	Focus: Poetry: word play poem – The Great Kapok Tree Word play poem Focus: Non-fiction: Non-Chronological Report about sustainability, recycling, landfills - The Paper Bag Prince by Colin Thompson. Cross-Curricular link to Science – Living Things and their Habitats	Focus: Fiction (Myth story) - Rain Player by David Wisniewski
Shared Reading	Street Child By Berlie Doherty Genre: Fiction – Modern Classic Link to Writing Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale Link to Writing Curiosity by Marcus Mottum		Rebel Voices by Eve Lloyd Knight and Louise Kay Stewart -Genre – Non-fiction Link to Writing Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavallo Link to Writing Letters From the Lighthouse Genre – fiction Link to Writing		The Last Wild by Piers Torday; Pollution by The Literacy Company Genre – Fiction: contemporary Recount Link to Writing Rain Player by David Wisniewski Genre – Historical Fiction Link to Writing	

	Genre - Fiction and Non-Fiction hybrid Link to Science				
Science	**Forces** **Key concept/Skill:** Forces **Know how to:** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. 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. **Key questions:** How does an object's mass affect its gravitational pull? How does surface area affect air / water resistance? How do mechanisms affect the force produced? **Key Vocabulary:** Push, Pull, Resistance, Gravity, Friction, Forcemeter, Mass, Weight. **Cross Curricular Links:** Maths – interpreting data **Links to Prior Learning:** Forces and Magnets (year 3)	**Earth and Space** **Key concept/Skill:** Earth and Space. **Know how to:** 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. **Key questions:** How does the Earth move in relation to the other planets and the sun? Why does day and night occur on Earth? How does the moon move in relation to the Earth? **Key vocabulary:** Sun, Earth, Moon, Orbit, Solar System, Gravity, Core, Crust, Eclipse, Rotation. **Cross curricular links:** Space texts utilised in shared reading and English. **Links to Prior Learning:** Links to forces and rocks in year 3.	**Animals including humans** **Key concept/Skill:** Animals including humans **Know how to:** Describe the changes as humans develop to old age. **Key questions:** How and why do the gestation periods of mammals differ? What changes occur during a human's life cycle? During late adulthood, what changes does a human experience? **Key Vocabulary:** Puberty, adolescent, gestation, childhood, hormone, reproduce	**Living things and their habitats** **Key concept/Skill:** Living things and their habitats **Know how to:** 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. **Key questions:** What are the differences in the life cycles of a mammal, an amphibian, an insect and a bird? How do plants reproduce? What are the requirements for reproduction of animals? **Key vocabulary:** Asexual reproduction, pollination, seed dispersal, metamorphosis, life cycle, Mammal, Reptile, Amphibian, Bird, Insect **Cross curricular links:** Links to British values and respecting the environment. **Links to Prior Learning:** Year 3 Plants. Year 3 Animals including humans	**Properties and changes in materials** **Key concept/Skill:** Properties and changes in materials **Know how to:** 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.

			Cross Curricular Links: PSHCE Links. **Links to Prior Learning:** Animals including humans (year 1 to 4)		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. **Key questions:** What properties can be used to group everyday materials? What are reversible reactions? How are mixtures consisting of solids, liquids or gases separated? **Key vocabulary:** Filtering, Soluble, Insoluble, Conductor, Insulator, Transparent, Translucent, Opaque, Dissolving, Reversible, irreversible **Cross curricular links:** Materials utilised in art sculptures. **Links to Prior Learning:** Materials year 2. States of Matter year 4.
History	**The Industrial Revolution** **Key concept:** Local / VIPs of the Past / Change / Settlement **Know how to:** Independently plan a line of enquiry and come to a valid and substantiated conclusion, secure chronological knowledge **Key questions:** What was the Industrial Revolution? Who was Sir John Brunner and how did he influence the industrial revolution? What impact did the industrial revolution have on the local area? How did the locality of the River Weaver impact the growth of Winsford?		**World War II – Britain at War** **Key Concept:** National/Change/British Values/Democracy/Law and Justice/Conquest/Invasion **Know how to:** Explain the significance of the war on Britain and the reasons why the war took place. Understand how British Values are evident through the British inclusion within the war. Understand how impacts of the war are evident in today's society. **Key Questions:**		**The Mayan Civilisation** **Key concept:** International / Change **Know how to:** Secure chronological knowledge, comment on the value of a range of sources / Look for connections/ contrasts and trends over time. **Key questions:** Can I order key events in Mayan Civilisation? Where was the Mayan civilization situated?

	Key vocabulary: Industrial, Victorian, revolution, workhouse, salt mine, poverty, production **Cross Curricular links:** • English – Street Child • Shared Reading – Street Child • Art – Canal and boat watercolour • DT – Boat Lift **Links to prior learning:** • Y2 – The Victorians	Why did Britain go to war? What was life like during the war? What was the impact of the Battle of Britain on a national and local scale? **Key Vocabulary** Battle, blitz, air-raid, ration, Nazi, blackout, evacuation, Luftwaffe, RAF **Cross Curricular links:** • Art – Collage – British Values – respecting our environment • DT – building a bridge to go over the river Thames **Links to Prior Learning:** • The Industrial Revolution – Y5 – Inequality during the Victorian Era • Y4 - The Ancient Greeks, Anglo Saxons and Vikings • Y3 – Ancient Egyptians	How do we know about the Mayan Civilization? What was life like during the Maya civilisation? What was the lasting legacy of the Mayans? **Key vocabulary:** civilisation, drought, ritual, jaguar, scribe, codices, maize, cocoa beans, archaeologist, artefacts, astronomy **Cross curricular links:** • English – story writing, explanation podcast • Shared Reading – Rain Player – a story about Maya • DT – Cooking a Mayan dish • Art – making a Mayan mask **Links to Prior Learning:** • Chronology and research into Ancient civilisations – Y4 – Ancient Greeks – Y3 – Ancient Egyptians
Geography	**Growth of Winsford** **Key concept:** Change and growth related to salt production **Key location:** Winsford **Know how to:** Understand key processes behind human/physical features **Key questions:** What changes have happened in Winsford linked to the salt production? How has Winsford's land use changed over time? What changes have maps tracked over time? **Key vocabulary:** agriculture, residential, commercial, transport, recreational, salt production, economic activity, OS maps. **Cross curricular links:** - Art – Watercolour – Canal and boat - DT – building a boat lift **Links to Prior Learning:** - Look at human and physical features in Y4	**Development of London as a capital city** **Key concept:** Comparing and contrasting, geographical fieldwork (in London on residential visit) **Key location:** London **Know how to:** Interpret sources of information (maps, diagrams, aerial photographs), understand key processes behind human geography **Key questions:** What has happened in London to influence its development? How is economic growth influencing London? What evidence do I need to predict the future of ports in London? **Key vocabulary:** Port, London, Development, Trade, human features, economic. **Cross curricular links:** - Art – Collage – Looking at the structure of buildings - DT – building a bridge to go over the river Thames **Links to Prior Learning:** - Boatlift building – Y5 - Winsford and its use of Canals and waterways to distribute salt – Y5	**Rainforests & Deforestation in South America** **Key concept:** Conservation **Key location:** South America **Know how to:** Understand key processes behind human/physical features, interpret sources of information. **Key questions:** How is the location of rainforests relevant to their features? Why are rainforests crucial to the world? What impact are humans having on rainforests? **Key vocabulary:** longitude, latitude, Tropic of Cancer, Tropic of Capricorn, Equator, Deforestation, afforestation, vegetation belt, globalisation, multi-national corporation. **Cross curricular links:** - English – writing about deforestation and its affects; story writing, adventure through the jungle **Links to Prior Learning:** - Y3 – Continents of the World - Y4 – Oceans of the World
Art	<u>Key Skill: Painting</u> **Key concept/Skill:** Art History: Monet and Impressionism Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Monet Impressionism, trains, steam inventions in the Industrial Revolution) Sketch books:	<u>Key Skill: Collage</u> – London Blitz Skyline **Key concept/Skill:** Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Evaluate his/her work against their intended outcome. Add collage to a painted, drawn or printed background using a	<u>Key Skill: Sculpture</u> - Mayan Masks **Key concept/Skill:** Sculpture: Develop skills in using clay including slabs, coils and slips.

	Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Evaluations: Evaluate his/her work against their intended outcome. Painting: Mix colours to express mood, divide foreground from background or demonstrate tones. **Artist:** Claude Monet **Know how to:** Mix colours to express mood, divide foreground from background or demonstrate tones. **Key questions: Can I…?** 1) Can I observe drawings of different bridges and canal boats, focusing on line, tone and shading to represent 3D objects? 2)Can I explore different Monet paintings by observing different features, likes, dislikes? 3)Can I practice my key skill- water colours and pastel work? 4) Can I create my canal scene design in my sketchbook? 5) Can I create my final piece on cartridge paper and creating my final result with water colours and pastels? 6) Can I add background and put together the front cover and evaluation of process and final piece? **Key vocabulary:** Water colour, pastels, Claude Monet, impressionism **Cross curricular links:** - Topic- The Industrial revolution - History- The Victorians - Geography- Rivers and canals - English- Texts - DT- building a boat lift **Links to Prior Learning:** • Water colour work in previous years	range of media, different techniques, colours and textures. Experiment with using layers and overlays to create new colours/textures. **Artist:** Megan Coyle (collage) and Stephen Wiltshire (London Skyline artist) **Know how to:** Create a London Skyline and creating collage to cover the buildings. **Key questions: Can I…?** 1) Can I observe drawings of different London buildings, focusing on line, tone and shading to represent 3D objects? 2)Can I explore different London buildings by observing different features, likes, dislikes? 3)Can I practice my key skill- collage? 4) Can I create my skyline design in my sketchbook? 5) Can I create my final piece on cartridge paper and creating the skyline with collage skills? 6) Can I add background and put together the front cover and evaluation of process and final piece? **Key vocabulary:** Collage, skyline, background, architecture. **Cross curricular links:** - English – Secret Suffragette – letter writing - Shared Reading – Rebel Voices – suffrage around the modern world - PHSE- respecting our environment - DT – building a bridge to go over the river Thames - **Links to Prior Learning:** • Water colour background from Autumn 1	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Sketch books: Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Evaluations: Evaluate his/her work against their intended outcome. **Artist:** Clarice Cliffe/Kate Malone/Hans Coper **Know how to:** Develop skills in using clay including slabs, coils and slips. **Key questions: Can I…?** 1) Can I observe different Mayan Masks and understand where they originate from? 2)Can I explore different Mayan Masks and discuss the differences and similarities? 3)Can I practice my key skill- sculpture? 4) Can I create my Mayan Mask design in my sketchbook? 5) Can I create my final piece using clay and other instruments? 6) Can I evaluate my final sculpture about what I like and what I can improve upon if I was to complete it again? **Key vocabulary:** Clay, sculpture, Mayan Mask **Cross curricular links:** - History- Africa unit - Geography- Map study of where this art is created and originates from - English- Texts - Shared Reading- Texts **Links to Prior Learning:** Y4 Sculpture Autumn
PSHE	**Key concept/Skill:** Friendships, stereotypes and bullying. Mental health and wellbeing. **Key discussions:** - I can explain what respectful friendships look like and why they are important. - I can recognise bullying, prejudice, and stereotypes and understand how they can affect others. - I can challenge unfair behaviour and know how to get help when needed.	**Key concept/Skill:** Positively engaging with the wider world. Respecting boundaries. **Key discussions:** - I can explain how news stories and current events can affect my thoughts, feelings, and wellbeing. - I can engage with news and information in a balanced and healthy way. - I can recognise how global issues, including climate change, can affect people and communities.	**Key concept/Skill:** Safe connections. Embedding healthy habits and learning first aid. - **Key discussions:** I can explain how to stay safe when communicating and socialising online. - I can recognise online risks and know how to respond safely to them. - I can understand that cybercrime can have a negative impact on people and communities. - I can identify healthy habits that support my physical and mental wellbeing.

	- I can recognise how my thoughts, feelings, and behaviours can affect my wellbeing. - I can use self-regulation strategies to manage emotions and respond to challenges positively. - I can identify habits and actions that support good mental health and wellbeing. **Key questions:** How can I build and maintain respectful friendships? How can I respond to stereotypes, prejudice, and bullying? What can I do to support my mental health and wellbeing? **Key vocabulary:** Friendship, Respect, Bullying, Stereotypes, Wellbeing **Cross curricular links:** No Outsiders: Feelings, communication **Links to Prior Learning:** Year 4 Mental health and wellbeing. Exploring ways to manage risk and forming respectful relationships. Money matters and news literacy. Children build on their understanding of wellbeing, respect, bullying, peer influence and positive relationships.	- I can understand what personal boundaries are and why they are important. - I can ask for, give, and refuse permission respectfully in different situations. - I can respect my own boundaries and the boundaries of others. **Key questions:** How can I engage positively with news and events happening in the world? How can global issues affect people and communities? Why are personal boundaries and permission important in relationships? **Key vocabulary:** Boundaries, Permission, Respect, News, Climate Change **Cross curricular links:** No Outsiders: Friendship, solving problems. **Links to Prior Learning:** Year 4 Forming respectful relationships. Money matters and news literacy. Children have previously explored respect, influence, media and reliable information. This unit develops these concepts through engaging with news and current events, understanding global issues and respecting personal boundaries.	- I can understand the importance of regular exercise, healthy eating, and setting personal goals. - I can use basic first aid skills to help myself or others in an emergency. **Key questions:** How can I stay safe and make responsible choices online? What healthy habits can help me look after my body and mind? How can first aid skills help keep people safe? **Key vocabulary:** Cybercrime, Online Safety, Wellbeing, Healthy Habits, First Aid **Cross curricular links:** No Outsiders: Changes, moving forward. **Links to Prior Learning:** Year 3 Building healthy habits. Making choices online and keeping safe out and about. Looking out for each other. Children build upon their understanding of online safety, healthy lifestyles, risk, emergencies and first aid.
Music	-I can repeat and perform significant parts of songs/tunes from memory. -I am aware of how I can contribute to the performing/singing of a song or tune. (i.e. by leading others, taking a solo part) -I can perform songs in two or three parts, maintaining my own part accurately and understanding how the different parts fit together. -I can perform important parts from memory and from notations and can explain my role in a performance, (leading others, solo part, or providing rhythmic support). -I can evaluate how place, occasion or the purpose of the music affects the way music is created, performed or heard. -I can refine and improve my work, making simple adjustments to improve it. **Key concept/Skill:** To sing, play, improvise and compose with two songs; Make You Feel My Love and The Fresh Prince of Bel Air, children will listen and appraise other Pop Ballads and Old-school Hip Hop. **Know how to:** Warm-up games play and copy back using up to 3 notes – C, D + E. Bronze: C | Silver: C + D | Gold: C, D + E challenge. Which challenge did you get to? Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes –	-I can repeat and perform significant parts of songs/tunes from memory. -I am aware of how I can contribute to the performing/singing of a song or tune. (i.e. by leading others, taking a solo part) -I can perform songs in two or three parts, maintaining my own part accurately and understanding how the different parts fit together. -I can perform important parts from memory and from notations and can explain my role in a performance, (leading others, solo part, or providing rhythmic support). -I can evaluate how place, occasion or the purpose of the music affects the way music is created, performed or heard. -I can refine and improve my work, making simple adjustments to improve it. **Key concept/Skill:** To sing, play, improvise and compose with two songs; Make You Feel My Love and The Fresh Prince of Bel Air, children will listen and appraise other Pop Ballads and Old-school Hip Hop. **Know how to:** Warm-up games play and copy back using up to 3 notes – C, D + E. Bronze: C | Silver: C + D | Gold: C, D + E challenge. Which challenge did you get to? Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3	-I can repeat and perform significant parts of songs/tunes from memory. -I am aware of how I can contribute to the performing/singing of a song or tune. (i.e. by leading others, taking a solo part) -I can perform songs in two or three parts, maintaining my own part accurately and understanding how the different parts fit together. -I can perform important parts from memory and from notations and can explain my role in a performance, (leading others, solo part, or providing rhythmic support). -I can evaluate how place, occasion or the purpose of the music affects the way music is created, performed or heard. -I can refine and improve my work, making simple adjustments to improve it. **Key concept/Skill:** To sing, play, improvise and compose with the Motown song: Dancing in the

	C, D + E. Which part did you play? Improvise using up to 3 notes – C, D + E. Bronze: C | Silver: C + D | Gold: C, D + E challenge Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. **Key questions: Can I…?** Can I listen and appraise music? Can I comment on the structure of the music? Can I identify the genre of the music? Can I understand which instruments are used in the chosen genre? Can I sing in unison? **Key vocabulary:** Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison **Cross curricular links: N/A** **Links to Prior Learning: Singing and performing** **Modern Music/ Composition**		notes – C, D + E. Which part did you play? Improvise using up to 3 notes – C, D + E. Bronze: C | Silver: C + D | Gold: C, D + E challenge Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. **Key questions: Can I…?** Can I listen and appraise music? Can I comment on the structure of the music? Can I identify the genre of the music? Can I understand which instruments are used in the chosen genre? Can I sing in unison? **Key vocabulary:** Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison **Cross curricular links: N/A** **Links to Prior Learning: Singing and performing** **Modern Music/ Composition**		street. To reflect and revisit songs taught throughout the year **Know how to:** **Listen & Appraise**: Dancing In The Street (Motown) Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? **Musical Activities using glocks and/or recorders**: Warm-up games play and copy back using up to 3 notes – F, G + A. Bronze: F | Silver: F + G | Gold: F, G + A challenge. Which challenge did you get to? Singing in unison. And with backing vocals Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). Which part did you play? Improvise using up to 3 notes – D, E + F. Bronze: D | Silver: D + E | Gold: D, E + F challenge Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. **Perform & Share:** Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions **Key questions: Can I…?** Can I discuss what I liked best about this Unit? Why? Can I explain if there was anything I didn't enjoy about it? Why? Can I explain whether I had any strong feelings about it? Can I tell my partner if I was proud of myself, happy or annoyed? Can I identify the 'style indicators' of Motown? How do you know this is Motown? **Key vocabulary:** Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure **Cross curricular links: N/A** **Links to Prior Learning: Singing and performing** **Modern Music/ Composition**	
Computing	**Key concept/Skill: Programming A** – Selection in Physical Computing **Know how to:**	**Key concept/Skill: Computing systems and networks** – Sharing information **Know how to:**	**Key concept/Skill: Creating media** – Video editing **Know how to:** Explain what makes a video	**Key concept/Skill: Creating media** – Vector drawing	**Key concept/Skill: Data and information** – Flat-file databases **Know how to:**	**Key concept/Skill: Programming** B – Selection in quizzes

	Control a simple circuit connected to a computer. Write a program that includes count-controlled loops Explain that a loop can stop when a condition is met. Explain that a loop can be used to repeatedly check whether a condition has been met. Design a physical project that includes selection To create a program that controls a physical computing project **Key questions:** How do I control a simple circuit connected to a computer? What is the role of a loop in a program? How do I create a program that controls a physical computing object? **Key vocabulary:** Loops, program, input, output, components. **Cross curricular links:** Creating a working playground carousel. Links to Victorian fairgrounds. **Links to Prior Learning:** Science – Electricity (Year 4)	Explain that computers can be connected together to form systems Recognise the role of computer systems in our lives To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom **Key questions:** What is the role of computer systems in our lives? How do search engines select results? How are results ranked **Key vocabulary:** Search Engines, rank, Index, Web crawlers. **Links to Prior Learning:** Computer systems and network (year 4)	effective/ identify digital devices that can record video. Capture video using a range of techniques. Create a storyboard. Identify that video can be improved through reshooting and editing. Consider the impact of the choices made when making and sharing a video **Key questions**: How do you record a video? What is a the role of a storyboard when createing a video? How do I edit and improve my video using editing software? **Key vocabulary:** Frame, Angles.	**Know how to** To identify that drawing tools can be used to produce different outcomes. Create a vector drawing by combining shapes, to use tools to achieve a desired effect, to recognise that vector drawings consist of layers. Group objects to make them easier to work with. Evaluate vector drawing.**:** **Key questions:** What is a vector drawing? What are layers within vector drawing software? How and why do I group objects? **Key vocabulary:** Vectors, layers, tools,	Use a form to record information. Compare paper and computer-based databases. Outline how grouping and then sorting data allows us to answer questions Explain that tools can be used to select specific data. Explain that computer programs can be used to compare data visually. Apply my knowledge of a database to ask and answer real-world questions **Key questions:** What are fields and records? How do I use tools within a database to select specific data? How do I use a database to answer questions? **Key vocabulary:** Fields, Records, Database, Sorting	**Know how to:** Explain how selection is used in computer programs. Relate that a conditional statement connects a condition to an outcome. Explain how selection directs the flow of a program. Design a program which uses selection. Create a program which uses selection. Evaluate my program **Key questions:** Why and how is selection used in computer programs? What is a conditional statement and outcome? How do I design a program which uses selection? **Key vocabulary:** Selection, algorithm, program, sequence, repetition Links to programming in year 3/4
RE	**Key Concept**: Islam- What are the Five Pillars and why are they important to Muslims? **Know how to:** To understand why the Five Pillars are important to Muslims and how they form a basis for their life and belief. **Key questions:**	**Key concept:** How is the Muslim faith expressed through family life? (Special Events) **Know how to:** Understand why religion is important in key life events. **Key questions:** 1. Can I recall what I already know about Islam?	**Key Concept:** Sikhism- Why is community and equality important to Sikhs? **Know how to:** To understand how Sikhs show commitment to their religion. **Key questions:**	**Key Concept:** Christianity- Which concepts do we find hard to understand in Christianity? **Know how to:** **I can describe tricky concepts in Christianity using well known** **Key questions:** 1. Can I understand how the concepts of sin and forgiveness are developed in The Lion, The Witch and The Wardrobe? 2. Can I explain the concept of the Trinity to others?	**Key Concept:** Christianity- How and why do Christian's worship? What are the benefits for believers? **Know how to:** Understand how history and culture can influence people. **Key questions:** 1. How would Jesus advise Christians to live their lives?	**Key Concept:** Free Choice Unit- Walk Through the Bible- Old Testament https://www.bible.org.uk/wtb_child_events.php **Know how to:** Tell stories from the Old Testament, understanding the main characters and how they link together to form the

	1. Can I explain what the Five Pillars of Islam are, and why they are important? Can I explain what the Shahadah is? 2. Can I understand how Muslims prepare for prayer? 3. Can I explain why Muslims fast? (Sawm) 4. Can I learn the pattern of prayer for Muslims? (Salat/Salah)5. Can I explain how Muslims show care for others? (Zakah) 6. Can I understand why Muslims go on a Pilgrimage? (Hajj) **Key vocabulary:** Shahada, Salah, Zakat, Hajj, Sawm, Allah, Mosque, Five Pillars, wudu, pilgrimage, belief, Qur'an. **Cross curricular links:** Links to PHSE- Modern and diverse world. **Links to Prior Learning:** Year 3- Islam- How do Muslims worship? Y1- Islam- How do Muslims express new beginnings? Y1- Islam - Why are Allah and Muhammad (PBUH) important to Muslims	2. Can I explain what Ramadan is and how Eid is celebrated? 3. Can I understand what Halal means? 4. Can I explain how Muslim family life shows their belief in the Qur'an? 5. Can I describe how modern Muslims follow their faith today? 6. Can I judge whether the media shows Islam in a balanced way? Can I begin to understand how we can tackle Islamophobia? **Key vocabulary:** Muslim, faith, family life, identity, Qur'an, Ramadam, Eid El Fitr, halal, haram, Madrasah, Ummah, Akhlaq, Islamaphobia, racism, **Cross curricular links:** Termly theme- Empowerment, No Outsiders, Y5 English Autumn 1 & 2 texts on racism, PSHE differences. **Links to Prior Learning:** Y1- Islam- How do Muslims express new beginnings? Y1- Islam - Why are Allah and Muhammad (PBUH) important to Muslims? Y3- Islam- How do Muslims worship? Y5 - What are the Five Pillars and why are they important to Muslims?	1. Can I explain what Sikhs believe? 2. Can I investigate who Guru Nanak is, and how he become a teacher and leader? 3. Can I explain what the Guru Granth Sahib is? 4. Can I explain what the symbolism of the 5Ks, and understand why community is important for Sikhs? 5. Can I explore how Sikhs lead their lives to the best of their ability? 6. Can I describe how Sikhs remember the birthday of Guru Nanak? **Key vocabulary:** Sikhs worship, 5K's kesh, kangha, kara, kachera, and kirpan, Guru Nanak, teacher/ leader, influence, decisions, equality, sharing, Panth, Khalsa, community, responsibility, values, festival. **Cross curricular links:** Termly theme- Empowerment **Links to Prior Learning:**	3. Can I describe the concepts of Saviour, Messiah and Emmanuel? 4. Can I describe how the Stations of the Cross are used as an aid to prayer and reflection? 5. Can I explain the resurrection to others? Can I explain what my view of the resurrection is? 6. Can I discuss whether Salvation is a gift? **Key vocabulary:** Sin, forgiveness, trinity, God the Father, God the Son, God the Holy Spirit, incarnation, Christ, Saviour, Messiah, Emmanuel, Stations of the Cross, resurrection, crucifixion, salvation. **Cross Curricular Links:** **Links to prior learning:** Y4- Christianity-Why do Christians talk about incarnation at Christmas? Y4- Christianity-What is my view of God and why do people have faith?	2. What did Jesus teach about how to be happy? What did other spiritual leaders teach about happiness? 3. What do the charities Christian Aid/ Christians Against Poverty/ Khalsa Aid/ Islamic Relief do? How and why do believers help those in poverty? 4. How can actions be stronger than words when it comes to peace and justice? 5. How do local Christian communities show their faith by supporting Fair Trade? 6. How does my worldview influence my dedication to stewardship or environmentalism? **Key Vocabulary:** Golden Rule, Greatest Commandment, Neighbour, Sermon on the Mount, happiness, charity, aid/ relief, peace, justice, fairness, fellowship, fair trade, stewardship. **Cross-curricular links:** PSHE- Fair Trade Fortnight, tolerance and respect of differences, **Links to prior learning:** Y3- Christianity- How do Christians use the Bible?	basis of Abrahamic beliefs. **Key questions:** 1. What happened in the Creation of the world? 2. Why was Moses an important figure in the Old Testament? 3. What is The Promised Land? 4. What Kingdoms are mentioned in the Old Testament? 5. Who was exiled and why? **Key Vocabulary:** Creation, Noah, flood, Abraham, Father of Many Nations, Joseph, Passover, commandments, Promised Land, Joshua, Jericho, Gideon, Samson, Ruth, David, Goliath, Solomon, prophets, exile, Babylon, Messiah **Cross-curricular Links:** Geography, PSHE **Links to prior learning:** Y5-Christianity- How do Christians and people of other faiths, show their beliefs in action? Y4- Judaism-How do Jews demonstrate their faith through their communities? Y3- Judaism- What do Jews believe about God? Y1- Christianity- What does it mean to belong? Y1- Christianity - How was

			Respect of other religions (Sikhism is not introduced before Year 5)			the World made and how should we look after it?
D&T	**Key concept/Skill:** Mechanical Systems: Pulleys or Gears (hydraulics) DT Focus: Hydraulics **Know how to:** Specific Objective: To create a boatlift for a boater to ensure smooth travel from one lock to another. **Key questions:** How do different mechanical systems work? Why are elements required for a successful mechanism? How do structure and shape affect the overall product produced? **Key vocabulary:** Mechanism, Pulley, Drive belt, Gear, Rotation, Motion, Inflate, Deflate, Controlled, Force, Air, Compressed Air, Pressure, Air power, Syringe, Balloon, Tubing, Transmit, Plunger, Functional, Aesthetic **Cross curricular links:** Raising Aspirations- Engineering links (Constructing a boat lift) Topic (History)- Use of boat lifts and its importance to the Industrial Revolution **Links to Prior Learning:** Year 3 and 4- 2D to 3D shapes Year 3 and 4- Pulleys and Levers		**Key concept/Skill:** Structures: Frame Structures **Know how to:** Specific Objective: To build a bridge over the Thames River. **Key questions:** How do bridge structures work? Why are different structures used for bridges? How do materials affect the integrity of a bridge structure? **Key vocabulary:** Arch, Beam, Force, Collapse, Compression, Tension, Rigid, Curve, Truss, Suspension, Parallel, A-frame, Cladding **Cross curricular links:** Raising Aspirations- Engineering links (Constructing a bridge) Topic (History and Geography)- London and the exploration of its ports. English- Texts support a wider understanding of London Shared Reading- Texts support a wider understanding of London **Links to Prior Learning:** Year 3 and 4- 2D to 3D shapes Year 3 and 4- Shell Structures		**Key concept/Skill:** Specific Objective: To make a traditional Mayan dish. DT Focus: Food Technology **Know how to:** Specific Objective: To make a traditional Mayan dish. **Key questions:** How does the availability of food influence food choices and traditional dishes? What materials/foods are required to fulfil the design brief? How is food prepared and cooked safely and hygienically? **Key vocabulary:** Ingredients, Utensils, Grow, Reared, Caught, Processed, Combination, Complement, Seasonality, Recipe **Cross curricular links:** Raising Aspirations- Archaeologists and curators Topic (History and Geography)- A study of the Mayan civilization English- Texts support a wider understanding of Mayan Shared Reading- Texts support a wider understanding of Mayan **Links to Prior Learning:** Year 3 and 4 – Food Technology Unit- healthy and varied diet Year 5 – Science and digestive system	

PE	**Tag Rugby** **Key concept/Skill:** Engage in competitive sports and activities **Know how to:** Play competitive games and apply basic attacking and defending strategies **Key questions:** Can I wear a tag rugby belt appropriately and improve on existing	**Dance** **Key concept/Skill:** Broad range of physical activities **Know how to:** Perform dances using a	**Gymnastics (flight)** **Key concept/Skill:** Develop competence to excel in a broad range of physical activities **Know how to:** Develop flexibility, strength, technique, control, and balance **Key questions:** Can I understand and demonstrate mirroring and symmetry? Can I work with a partner to	**Multi Skills (Quidditch)** **Key concept/Skill:** Develop competence to excel in a broad range of	**Health related exercises** **Key concept/Skill:** Develop competence to excel in living a healthy lifestyle **Know how to:** Use running, jumping, throwing, and	**Swimming** **Key concept:** Develop flexibility, strength, technique, control, and balance **Know how to:** Swim	**Outdoor Athletics** **Key concept/Skill:** Broad range of physical activities **Know how to:** Participate in a range of	**Dodgeball** **Key concept/Skill:** Engage in competitive sports and activities **Know how to:** Play competitive games and apply basic attacking and defending strategies **Key questions:** Can I successfully and consistently catch medium and small balls with two hands? Can I track and catch bounced and thrown balls? Can I successfully and consistently catch medium and	**Multi Discipline Sports (Triathlon)** **Key concept:** Develop flexibility, strength, technique, control, and balance	**Hockey (invasion)** **concept/Skill:** Engage in competitive sports and activities **Know how to:** Play competitive games and apply	**Outdoor: Rounders** **Key concept/Skill:** Engage in competitive sports and activities **Know how to:** Play competitive games and apply basic attacking and	**Dance** **Key concept/Skill:** Broad range of physical activities **Know how to:** Perform dances using a range of

	movement and evasion skills? Can I improve passing, receiving and general ball handling skills in tag rugby? Can I develop running with the ball in 1v1 and 2v2 situations? Can I develop passing and receiving skills in 2v1 and 2v2 situations? Can I improve attacking and defending (tagging) principles? Can I develop a knowledge of the rules and play 3v3 games? Can I develop game play in attacking and defending 4v4 matches? **Key vocabulary:** attack, defend, tag, intercept, concede, opponent, possession, try	range of movement patterns **Key questions:** Can I follow learn a routine? **Key vocabulary:** Box Step, Grapevine, balance, movement, travel, gesture, expression, performance **Cross curricular links:** PSHE zones of regulation	develop a short movement sequence that involves both mirroring and symmetry? Can I learn a variety of rolling actions and add them to the symmetrical sequence? Can I perform a variety of counterbalances with a partner? Can I work in small groups to produce a variety of group balances? Can I evaluate and improve a sequence of balances? Can I devise a longer sequence of movement in smaller groups? Can I perform my sequence to an audience? **Key vocabulary:** mirroring, symmetry, sequence, counterbalance, evaluate, perform	physical activities **Know how to:** Use running, jumping, throwing, and catching in isolation and in combination **Key questions:** Can I explore how to safely warm up? Can I Improve movement? Can I improve hand eye co-ordination? Can I continue to improve hand-eye co-ordination through games and challenges? Can I develop my foot-eye co-ordination? Can I develop my foot-eye co-ordinatio	catching in isolation and in combination Warming up properly, running, and cooling down in isolation and in combination **Key questions:** Can I explore new movement skills? Can i Improve functional movement patterns? Can I improve hand eye co-ordination? Can I continue to improve hand-eye co-ordination through games and challenges? Can I develop my foot-eye co-ordination? Can I develop my foot-eye co-ordination through games? **Key vocabulary:** movement, pass, throw, catch, co-ordinate, react	competently, confidently, and proficiently over a distance of at least 25 metres, Use a range of strokes effectively Perform safe self-rescue in different water-based situations **Key questions:** **Key vocabulary**	athletic activities such as triple jump, relay and shot pot. **Key questions:** Can I show a good running posture? Can I take off from the correct spot for a long jump? **Key vocabulary:** Track, Triple jump, relay. **Links to Prior Learning: Y5 Autumn**	small balls with two hands? Can I develop my understanding of the rules of dodgeball? Can I engage in games of dodgeball? **Key vocabulary:** track, catch, dodgeball	**Know how to:** Swim competently, confidently, and proficiently over a distance of at least 25 metres, Use a range of strokes effectively Perform safe self-rescue in different water-based situations **Key questions:** **Key vocabulary**	basic attacking and defending strategies **Key questions:** Can I hold a hockey stick correctly? Can I manipulate my hockey stick to control a ball? Can I develop running whilst controlling a hockey stick and ball? Can I develop passing and receiving skills in 2v1 and 2v2 situations? Can I improve invasion principles? Can I develop a knowledge of the rules and play 3v3 games? Can I develop game play in attacking and defending	defending strategies **Key questions:** Can I explore catching skills and the overarm throw? Can I strike a bowled ball with either an attacking or defensive shot? Can I bowl with underarm action? Can I hit a bowled ball into space with different bats? Can I develop the basic skill of intercepting a moving ball? Can I understand rules and gameplay of rounders? **Key vocabulary:** batting, fielding, bowler, base	movement patterns **Key questions:** Can I move to the beat of the music? Can I work with a partner or group to create a formation? Can I remember and perform my sequence confidently? **Key vocabulary:** balance, movement, travel, gesture, expression, performance **Links to Prior Learning:** Y5 Autumn

				n through games? **Key vocabulary:** movement, pass, throw, catch, co-ordinate, react						? 4v4 matches? **Key vocabulary:** attack, defend, tag, intercept, concede, opponent, possession, try		
MFL	**Introduction/General** **Key concept/Skill:** Speaking in sentences, broadening language. **Know how to:** Engage in basic greetings. Develop accurate pronunciations for numbers to 50. **Key questions:** How do I say all my numbers to 50? How can I use my previous learning to greet people? **Key vocabulary:** Bonjour - good day Salut – hello À bientôt - see you soon Au revoir - good bye Ça va? - how are you? Ça va très bien - I am feeling very good Ça va bien - I am feeling good Ça va - I am feeling okay Comme ci comme ça - okay Ça va mal - I am not feeling good **Cross curricular links:** Maths (numbers) PSHE (greetings) **Links to Prior Learning:** French alphabet, colours, months of years		**All About Me** **Key concept/Skill: S**peaking in sentences, broadening language. **Know how to:** Engage in conversations around location. Develop accurate pronunciations. **Key questions:** What is it like where I live? What are the different parts of my body? How can I describe where I live? **Key vocabulary:** J'habite à … en … près de … (I live in … in … near …) une maison (a house) un appartement (an apartment) une villa (a villa) un bungalow (a bungalow) petit (small) grand grand (large) ville (city) ville (city) à la campagne (countryside) au bord de la mer (by the sea) **Cross curricular links:** Science (bodies) PSHE (Confidence) **Links to Prior Learning:** Houses, rooms, likes and dislikes		**At School and Work** **Key concept/Skill:** Speaking in sentences, broadening language, write phrases. **Know how to:** Engage in conversations around careers and develop accurate pronunciations. Write phrases from memory. **Key questions:** Where do I want to go to university? What different subjects could I do at university? What future career do I want? **Key vocabulary:** les maths les sciences le sport la médecine coiffure l'informatique méchanique le commerce de detail **Cross curricular links:** Raising aspirations, PSHE (jobs)		**Hobbies** **Key concept/Skill:** Speaking in sentences, broadening language, write phrases. **Know how to:** Speaking in sentences, broadening language, write phrases, appreciate songs and poems. **Key questions:** What are my hobbies? What are my favourite hobbies? **Key vocabulary:** J'adore / J'aime Je n'aime pas Je déteste c'est amusant (it's fun) c'est sportif (it's sporty) c'est drôle (it's funny) c'est intéressant (it's interesting) c'est excitant (it's exciting) **Cross curricular links:** PE (sports) PSHE (likes and dislikes) Science (healthy lifestyle) **Links to Prior Learning:** Subjects, likes and dislikes, sports, games.		**Food and Drink** **Key concept/Skill:** Speaking in sentences, broadening language, write phrases. Appreciating stories, songs, poems, and rhymes in French **Know how to:** Speaking in sentences. Broaden language and write phrases from memory. **Key questions:** How do I order food and drink in French? Can I design a menu for a restaurant and then review each dish? **Key vocabulary:** le pain les legumes les fruits le poulet les pommes de terre le gâteau le jus de pomme Excusez-moi monsieur / madame (Excuse me sir / madam) S'il vous plaît, puis-je avoir (Please can I have) S'il vous plait, puis-je commander (Please can I order)	**Out and About** **Key concept/Skill:** Speaking in sentences, broadening language, write phrases. **Know how to:** Speaking in sentences, broadening language, write phrases and present them orally. **Key questions:** How do I ask for directions using my questioning skills? Where do I go? Can I navigate a friend around the classroom? **Key vocabulary:** Excusez-moi, pouvez-vous m'aider? (Excuse me, can you help me?) Où est le ...? (Where is the …?) tourner à gauche (turn left) tourner à droite (turn right) tout droit (straight ahead) faire demi-tour (make a U-turn) **Cross curricular links:** Local Geography (settlements/ changes in the high street)	

			Links to Prior Learning: Sports, hobbies, subjects		**Cross curricular links:** Science (food groups) Science (healthy lifestyle) **Links to Prior Learning:** Revisit food and drink, likes and dislikes.	**Links to Prior Learning:** Likes and dislikes, Basic greetings
	Objectives throughout all units: - To listen attentively to spoken language and show understanding by joining in and responding. - To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - To speak in sentences, using familiar vocabulary, phrases and basic language structures. - To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - To present ideas and information orally to a range of audiences. - To read carefully and show understanding of words, phrases and simple writing. - To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - To write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - To describe people, places, things and actions orally and in writing. - To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the use of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.					
Raising Aspirations	Occupations within the salt mine / industry Careers created in industry due to the industrial revolution.	Engineering links (DT study of boat lifts) Careers in Space /Aeronautics (links with our science unit) Study of democracy and subsequently politics as a career.	Computing work – Vector drawing – architects / technical drawing.	Engineering links (Constructing a bridge)	Archaeologists and curators	Study of sculptors
Wow Outcome			**The London Residential**		**Cooking a Mayan Feast**	