Penwortham Primary School

Our Curriculum

Happy Children Who Achieve

Year 5 Curriculum

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Curriculum Vision

The curriculum at Penwortham Primary School has been developed to provide an inclusive environment where *all* learners enjoy their education and are inspired to learn through an exciting curriculum.

Our aim is to equip our children with personal characteristics and skills, as well as academic knowledge, required to succeed in life.

Our School Values

Our school values are embedded throughout the curriculum by our **'Personal Best'** values. We aim for our pupils to be their very best **'Social Me', 'Thinking Me'** and **'Healthy Me'** through the values of : **Respect, Communication, Trust, Resilience, Honesty, Responsibility, Problem Solving, Reflection** and **Curiosity.**
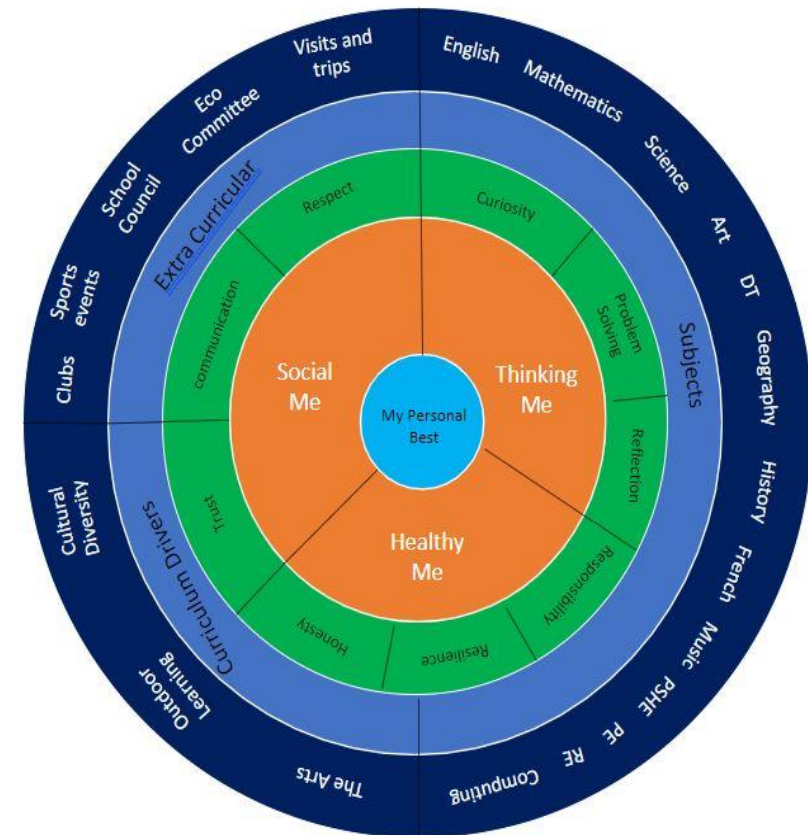
We have high expectations across the curriculum and provide opportunities for children to develop as independent, confident and successful learners.

Our children are challenged and encouraged to expand their knowledge and skills through varied curriculum opportunities and to be curious about the world around them.

Curriculum Drivers

Through consultation we have identified the following as important 'drivers' for our curriculum: **utilising the outdoors** for learning; **recognising, valuing and respecting diversity** and an **enjoyment appreciation and participation in the 'arts'** (including music, drama, design, craft).

Ultimately, we want our children to be their '**Personal Best';** making a positive contribution to the wider world and the community in which they live. We aim to ensure they are well prepared for the future challenges of their learning journey.

Long Term Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG QUESTION	Which is more important; The journey or the destination?	Equality or Equity?	What is out there?	To invent or not to invent? That is the question.	Too little or too much?	What do you think?
English	Narrative based on a classic novel Non- chronological report	Story with historical settings Classic narrative poetry Playscripts	Science fiction story Information texts Poems with a structure	Novel as a theme Magazines	Stories from other cultures Persuasion - debate	Myths Poems with figurative language
Maths	Place Value Addition and Subtraction	Multiplication and Division Fractions	Multiplication and Division Fractions Decimals and Percentages	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Numbers Converting Units Volume
Science	Lifecycles, living things and their habitats.	Materials and properties	Earth and space	Forces and falling objects	Materials --states of matter	Animals including humans (taught through PSHE as well)
Physical Education	Athletics Creative Games	Dance Invasion Games- Rugby	Dance Invasion Games - Hockey	Invasion Games – Netball Gymnastics	Gymnastics Net and Wall - tennis	Outdoor and Adventurous Activity Striking and Fielding Games - Cricket
Art and Design	Paint and mixed media - Portraits		Drawing – I need Space		3D sculpture- Interactive installation Craft and design : Architecture	
Religious Education	Christianity - God Focus Question: Why is it sometimes difficult to do the right thing?	Islam Focus Question: Why is the Qur'an important to Muslims?	Hinduism Focus Question: What might Hindus learn from stories about Krishna?	Christianity (Jesus) Focus Question: What do we mean by a miracle?	Christianity - Church Focus Question: How do people decide what to believe?	Judaism Focus Question: Do people need laws to guide them?
Humanities	What is life like in the Alps?	Tudor England	Why do oceans matter?	The Maya	Would you like to live in the desert?	Ancient Greece
Computing	**Computing Systems and Networks** Systems and Searching	**Creating Media A** Video production	**Programming A** Selection in physical computing	**Data and information** Flat file databases	**Creating media B** Introduction to vector graphics	**Programming B** Selection in quizzes
Design Technology	Pop up Books		Doodlers		Healthy food	
Music	Learning to play a brass instrument – making sound	Learning to play a brass instrument – playing notes Performance	Learning to play a brass instrument – playing music	Learning to play a brass instrument – reading music Performance	Learning to play a brass instrument – composition	Learning to play a brass instrument – performance
French	French Speaking world	Shopping in France	Space Exploration	Meet My French Family	French Monster Pets	Verbs in a French Week
PSHE	Me and My Relationships: Friendship; online safety; negotiation/compromise	Valuing Difference: Respect; inclusion, diversity; inclusion	Keeping Myself Safe: Managing risk	Rights and responsibilities: Health Money Management	Being My Best: Growing independence and taking responsibility Media awareness and safety	Growing and Changing: Managing difficult feelings and Getting help; Resilience, RSE

Reading in Year 5

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum.

We work with other schools, our local library and other partners to promote reading as a life-long skill. Pupils in Year 5 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- The Lion, the Witch and the Wardrobe by C. S. Lewis
- A Christmas Carol by Charles Dickens
- Aquila by Andrew Norris
- The Invention of Hugo Cabret by Brian Selznick
- Journey to the River Sea (in part) by Eva Ibbotson
- The Great Kapok Tree; A Tale of the Amazon Rainforest by Lynne Cherry
- Who Let the Gods Out (in part) by Maz Evans
- Holes by Louis Sachar

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Writing in Year 5

Over the Year, children will write poetry and both fiction and non-fiction texts covering a range of text types. These include narrative, recount, persuasion, discussion, non-chronological report and explanation. The children will also be taught specific spelling rules, grammar and punctuation.

	Autumn	Spring	Summer
Text Types	• Narrative based on a classic novel • Non-chronological report • Classic Narrative Poetry • Playscript	• Science-fiction story • Explanation • Haiku • Short story based on an invention • Hybrid information text	• Persuasion • Story from other cultures • Myth • Poem with figurative language
Grammar and Punctuation	• Fronted adverbials • Ing, ed, simile starters • Inverted commas • Relative pronouns • Commas to avoid ambiguity • Parenthesis - brackets	• Expanded noun phases • Prefixes for verbs • Relative clauses • Parenthesis - commas • Adverbials	• Ed/ing starters • Parenthesis – dashes • Modal verbs • Language of possibility

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Outdoor Learning, visits and visitors

	Autumn Term	Spring Term	Summer Term
Outdoor Learning	• Blashaw Woods (Geography)	Beach Visit	• Outdoor and Adventurous short residential visit
Educational Visits and trips	• Theatre Trip – The Dukes Lancaster		
Visitors	• Teach Rex Gorilla Visit (ECO/PSHE) • Artist – Rob David (Art) • Money Management from Debt Aware (Maths/PSHE) • Chris Geunault Brass lessons (Music) • Live Theatre Experience	• Money Management from Debt Aware (Maths/PSHE) • First Aid Training • Chris Geunault Brass lessons (Music) and performance to parents	• Money Management from Debt Aware (Maths/PSHE) • Angela Flint – kite maker/flier (DT) • Gail Newsham (Dick Kerr Ladies History) • Life Education Centre (PSHE/RSE) • Chris Geunault Brass lessons (Music) and performance to parents

Geography in Year 5

Year Five	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Breadth of Experience	**What is life like in the Alps?** Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.		**Why do oceans matter?** Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.		**Would you like to live in the desert?** Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.	

History in Year 5

Year Five	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Breadth of Experience	British History 5: What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.		How did the Maya civilisation compare to the Anglo-Saxons? Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.		What did the Greeks ever do for us? Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.. Local History Study: The Dick, Kerr Ladies	
Key Knowledge Pupils who are **secure** will be able to:	• Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. • Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. • Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. • Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. • Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. • Make deductions using inventories and making judgements as to whether a person was rich or poor. • Explain how inventories are useful to historians and create a realistic inventory.		• Describe the key physical features of the Maya civilisation. • Sequence the key periods in the Maya civilisation. • Identifying periods that were happening in Britain at the same time. • Name the features of the rainforest. • Explain the challenges facing the Maya in the rainforest. • Explain how the Maya settled in the rainforest. • Name the features of Maya houses. • Identify the similarities and differences between Maya and Anglo-Saxon houses. • Explain the Maya creation story. • Identify the characteristics of important gods or goddesses. • Make deductions about cities. • Name the features of Maya cities. • Create a plan of a Maya city, including the main features. • Explain the reasons for the decline of the Maya civilisation. • Evaluate the reasons for the decline of the Maya civilisation. • Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.		• Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks' legacies and their impact.	

Science in Year 5

Working Scientifically

Asking questions	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. • Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work
Making observations	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale. • During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).
Practical enquiry	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample
Recording and presenting evidence	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. Children present the same data in different ways in order to help with answering the question.
Answering questions and concluding	Identifying scientific evidence that has been used to support or refute ideas or arguments • Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer. • They talk about how their scientific ideas change due to new evidence that they have gathered. • They talk about how new discoveries change scientific understanding. In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.
Evaluating and making further predictions and questions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. • They identify any limitations that reduce the trust they have in their data.

Science in Year 5

Design Technology in Year 5

	Mechanisms – Pop up Book	Electrical Sytems - Doodles	Food and Nutrition – What could be healthier?
Pupils who are secure will know:	Produce a suitable plan for each page of their book. Produce the structure of the book. Assemble the components necessary for all their structures/mechanisms. Hide the mechanical elements with more layers using spacers where needed. Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. Use appropriate materials and captions to illustrate the story.	Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function. Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path. Describe a motor as a circuit component that changes electrical energy into movement. Provide examples of motorised products that use movement to rotate or spin different parts. Remove and replace different parts of a Doodler, as part of a team. Suggest ways to switch the configuration to amend the form or function of the Doodler. Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form). Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft). Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two). Create a functional Doodler that creates scribbles on paper with or without a switch. Identify and list each of the required materials, tools and circuit components required to build a Doodler. Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard). Write instructions to build a functional circuit, explaining how to identify if it is functional or not. Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone	Understand how beef gets from the farm to our plates. Present a subject as a poster with clear information in an easy to read format. Contribute ideas as to what a 'healthy meal' means. Notice the nutritional differences between different products and recipes. Recognise nutritional differences between two similar recipes and give some justification as to why this is. Work as a team to amend a bolognese recipe with healthy adaptations. Follow a recipe to produce a healthy bolognese sauce. Design packaging that promotes the ingredients of the bolognese.
Key knowledge	To know that mechanisms control movement. To understand that mechanisms can be used to change one kind of motion into another. To understand how to use sliders, pivots and folds to create paper-based mechanisms. To know that a design brief is a description of what I am going to design and make. To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.	To know that, in a series circuit, electricity only flows in one direction. To know when there is a break in a series circuit, all components turn off. To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. To know a motorised product is one which uses a motor to function.	To understand where meat comes from – learning that beef is from cattle and how beef is reared and processed, including key welfare issues. To know that I can adapt a recipe to make it healthier by substituting ingredients. To know that I can use a nutritional calculator to see how healthy a food option is. To understand that 'cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects
vocabulary	Design Input motion Mechanism Criteria Research Reinforce model	circuit component Configuration Current Develop DIY Investigate Motor Motorised problem solve product analysis series circuit Stable target user	Beef Reared processed Ethical Diet ingredients Supermarket Farm balanced

Music

PSHE and Relationships Education in Y 5

Autumn 1	Autumn 2
Me and My Relationships	**Valuing Difference**
•Explain what collaboration means; •Give examples of how they have worked collaboratively; •Describe the attributes needed to work collaboratively. •Explain what is meant by the terms negotiation and compromise; •Describe strategies for resolving difficult issues or situations. •Demonstrate how to respond to a wide range of feelings in others; •Give examples of some key qualities of friendship; •Reflect on their own friendship qualities. •Identify what things make a relationship unhealthy; •Identify who they could talk to if they needed help. •Identify characteristics of passive, aggressive and assertive behaviours; •Understand and rehearse assertiveness skills. •Recognise basic emotional needs, understand that they change according to circumstance; •Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. •Understand that online communication can be misinterpreted; •Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	•Define some key qualities of friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end. •Rehearse active listening skills: •Demonstrate respectfulness in responding to others; •Respond appropriately to others. •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them; •Understand the importance of respecting others, even when they are different from themselves. •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. •Understand that the information we see online either text or images, is not always true or accurate; •Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; •Understand and explain the difference sex, gender identity, gender expression and sexual orientation. •Identify the consequences of positive and negative behaviour on themselves and others; •Give examples of how individual/group actions can impact on others in a positive or negative way.

Spring 1	Spring 2
Keeping Myself Safe	**Rights and Responsibilities**
•Explain what a habit is, giving examples; •Describe why and how a habit can be hard to change. •Recognise that there are positive and negative risks; •Explain how to weigh up risk factors when making a decision; •Describe some of the possible outcomes of taking a risk. •Demonstrate strategies to deal with both face-to-face and online bullying; •Demonstrate strategies and skills for supporting others who are bullied; •Recognise and describe the difference between online and face-to-face bullying. •Define what is meant by a dare; •Explain why someone might give a dare; •Suggest ways of standing up to someone who gives a dare. •Recognise which situations are risky; •Explore and share their views about decision making when faced with a risky situation; •Suggest what someone should do when faced with a risky situation. •Reflect on what information they share offline and online: •Recognise that people aren't always who they say they are online; •Know how to protect personal information online. •Understand some of the complexities of categorising drugs; •Know that all medicines are drugs but not all drugs are medicines; •Understand ways in which medicines can be helpful or harmful and used safely or unsafely. •Understand the actual norms around smoking and the reasons for common misperceptions of these. •Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; •Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	•Identify, write and discuss issues currently in the media concerning health and wellbeing; •Express their opinions on an issue concerning health and wellbeing; •Make recommendations on an issue concerning health and wellbeing. •Understand the difference between a fact and an opinion; •Understand what biased reporting is and the need to think critically about things we read. • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local Councillors are elected to represent their local community.

Summer 1	Summer 2
Being My Best	**Growing and Changing**
• Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have. • See link to external resources for further information	• Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. •Identify people who can be trusted; •Describe strategies for dealing with situations in which they would feel uncomfortable. •Explain how someone might feel when they are separated from someone or something they like; •Suggest ways to help someone who is separated from someone or something they like. •Know the correct words for the external sexual organs; •Discuss some of the myths associated with puberty. •Identify some products that they may need during puberty and why; •Know what menstruation is and why it happens. •Identify the consequences of positive and negative behaviour on themselves and others; •Give examples of how individual/group actions can impact on others in a positive or negative way. •Recognise how our body feels when we're relaxed; •List some of the ways our body feels when it is nervous or sad; •Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe. •Recognise that some people can get bullied because of the way they express their gender; •Give examples of how bullying behaviours can be stopped.

Art and Design in Year 5- Key knowledge

Drawing	Paint and Mixed Media	3D and sculpture	Craft and Design
To know that different marks and lines can be used to create specific effects. To know how to create texture on different materials. To know that prints need contrast between light and dark areas to make the image visible.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that different marks and lines can be used to create specific effects. To know that artists create pattern to add expressive detail and texture to art works.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece. To know how to create texture on different materials.	Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Combining a wider range of media, e.g. photography and digital art effects. Designing and making art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extending ideas for designs through sketchbook use and research, justifying choices made during the design process. Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Vocabulary: cold war Collagraph Collagraphy Composition Culture Decision develop Evaluate Futuristic Imagery printing platePrintmaking Process propaganda Purpose Repetition Retrofuturism Revisit space race stimulus technique	**Vocabulary**: art medium atmosphere Background carbon paper collage Composition continuous line drawing Evaluate Justify mixed media Monoprint multi media paint wash Portrait Printmaking represent Research self-portrait Texture transfer	**Vocabulary**: analyse art medium Atmosphere concept Culture Display Elements evaluate Experience Features Influence installation art interact interactive Location mixed media performance art Props Revolution scale scaled down special effects Stencil three dimensional	**Vocabulary** abstract Annotate Architect architectural Architecture birds eye view built environment commemorate Composition Crop Design design brief design intention Elevation Evaluate External Form futuristic Individuality Interpret Legacy Literal monoprint Monument observational drawing Organic perspective

Religious Education in Year 5

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What guides the choices I make about right and wrong?

When would I want to be forgiven?

What role do myths and stories have? What 'truths' might they contain? How are they used as sources of wisdom and guidance?

Pupils should consider how and why Christians might use the Lord's Prayer. They should analyse the words and make links with Christian beliefs about God, human temptation and forgiveness.

Pupils will explore the Christian beliefs and teachings about sin and temptation. They should investigate the importance of forgiveness in the teachings of Christianity.

Why is it sometimes difficult to do the right thing?

Pupils should learn about Christian beliefs and values found in the story of the Fall (Genesis 3). They should explore differing ways that this story might be interpreted.

Pupils should think about the types of things that might be classed as temptations by Christians today and where a Christian might look for guidance about how to avoid evil and resist temptation.

Why do humans sometimes do things that they know are wrong? What aspects of human life lead us into temptation?

Search for personal meaning · Shared human experience · Living religious traditions · Beliefs and values

Should I forgive those who do wrong?

How do I decide what is true?

What are my 'truths'?

What do we learn from stories? How might stories teach important 'truths' for all people?

Pupils should learn about the Hindu festival of Holi and the different ways that the festival is celebrated

Pupils will investigate why Krishna is such a popular Hindu deity and what the stories about Krishna might teach Hindus

What might Hindus learn from stories about Krishna?

They will learn about the Hindu belief that God is present in all people (through the atman) and the impact this might have on the way Hindus should treat others.

They should explore the symbolism of the Holi celebrations and the way that the colours bring people together without distinction.

Why are festivals important for communities? How do we pass on traditions and values through celebrating together?

Search for personal meaning · Shared human experience · Living religious traditions · Beliefs and values

How should I discuss my ideas with others?

What amazes me?

Is it OK to disagree?

What do we mean by a 'miracle'? Is it more than just something amazing?

Investigate why some Christians might go on pilgrimage to places associated with miraculous events.

Pupils will explore a selection of miracle stories from the life of Jesus and consider what a Christian might learn about Jesus from these stories.

What do we mean by a miracle?

They will deepen their understanding of Christian beliefs about Jesus as God incarnate – fully human and fully divine.

Pupils should explore the link between belief in miracles and the power of prayer. They will consider the importance of believing in the possibility of miracles for Christians today.

Do you have to see something in order to believe it? How should we make decisions about what to believe?

Search for personal meaning · Shared human experience · Living religious traditions · Beliefs and values

What do I believe in and why?

Where do I find guidance?

How did I develop my own values and beliefs?

Where do we learn how to behave? Where do laws come from? And why are they important?

Pupils should be able to recall the night of power and explain how and why Muslims remember it.

Pupils will explore Islamic beliefs about how the Qur'an is the word of God. They should investigate how the Qur'an is used as a source of guidance in everyday life.

Why is the Qur'an important to Muslims?

Pupils should explain why Muhammad (pbuh) is called the seal of the prophets and investigate the impact of believing the Qur'an is divine revelation.

Pupils should be able to explain how Muslims demonstrate respect for Allah through the use and treatment of the Qur'an.

Where can you find the right advice and guidance?

Search for personal meaning · Shared human experience · Living religious traditions · Beliefs and values

Who decides what is right and wrong?

Who or what has influenced my beliefs?

What is my 'ultimate' authority?

What do we mean by a 'source of authority'? What different sources of authority might people turn to for guidance?

Pupils will explore the use of art in Christianity to explain beliefs such as the Trinity and as a focus for use in worship.

Pupils will explore Christian beliefs and teachings about the concept of the Trinity.

How do people decide what to believe?

They will investigate the beliefs contained within the Apostle's Creed and consider why a religious community might want a shared statement of belief.

Pupils should learn about the Worldwide Christian Church and the beliefs and practices that might unite them. They could look at Taizé as an example of Christian unity in diversity.

Do communities need to have shared beliefs and values? What happens if members of a community have differing beliefs?

Search for personal meaning · Shared human experience · Living religious traditions · Beliefs and values

Why should I be respectful towards the beliefs of others?

What organisations exist to help others?

How much control do I have over what rules I follow?

What rules guide my behaviour? Who makes the rules?

Pupils should explore the link between belief in the Torah and attending the synagogue.

Pupils will explore why the Torah is so important to Jewish people and how it is used as a source of guidance for their lives.

Do people need laws to guide them?

They will discover how Jewish people visit the synagogue in order to deepen their knowledge of the Torah and to receive support from people there in understanding its teachings.

Pupils should be able to explain how Jewish people demonstrate their respect for the Torah.

Should other people create rules for us to follow?

Search for personal meaning · Shared human experience · Living religious traditions · Beliefs and values

How do I know what is the right thing to do?

Religious Education in Year 5

Autumn 1	Autumn 2	Spring 1
Christianity - God	Islam	Hinduism
This unit enables pupils to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation. Pupils should be encouraged to make links with prior learning about the creation story in Genesis 1 (particularly the point that God made the world 'and saw that it was good') and with their knowledge of baptism. They should have the opportunity to analyse and ask questions about the story found in Genesis 3, not simply retell it. Pupils should deepen their understanding of how and why Christians use the Bible by exploring different Christian interpretations of the text – literal and metaphorical – and how this might impact on a believer's attitude towards sin and temptation in the world today. Pupils should investigate the importance of forgiveness within the Christian faith and the way this might be put into action by both individuals and communities. They should be able to make links with teachings found in the Lord's Prayer and other aspects of Christian worship such as prayers of penance, confession and reconciliation. Pupils should reflect on things that might be seen as 'temptations' in modern life. They should be able to consider the role of greed and selfishness in leading people astray from doing the right thing – and ask questions about why we/they do things that we/they know are wrong. They should also be able to talk about their own views about the role of forgiveness: Why might it be important? Should we always forgive? Is it important to say sorry if you want to be forgiven? Why might it sometimes be difficult to forgive?	This unit enables pupils to explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur'an is viewed and treated. Pupils should make links with prior learning about the night of power (Laylat Ul-Qadr), not only knowing what happened, but also why it is important for Muslims and how it is remembered. They should develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. This is an opportunity to pull together prior learning about the life of the Prophet. Pupils should have opportunities to discuss what is meant as 'Ultimate Authority' and should recognise how this may differ for different members of society – including religious and non-religious individuals and communities. They should be able to link this with their learning about the Qur'an as the word of God and ultimate source of authority for Muslims.	This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story. Pupils will need to revisit prior learning – in order to understand this unit, they need to know that Hindus believe in one God in many forms (Brahman) and that Vishnu is a popular form of Brahman as he is seen as the protector and preserver. One way that Vishnu fulfils this role is through avatars. They will already be aware of one of Vishnu's avatars (Rama) through learning about Diwali and the story of Rama and Sita. Pupils should also be encouraged to consider whether there are links between the 'truths' and values revealed in the story and their own beliefs, values and experiences.

Religious Education in Year 5

Spring 2	Summer 1	Summer 2
Christianity - Jesus	Christianity - Church	Judaism
This unit enables pupils to explore what the Christian belief in Jesus as 'fully human and fully divine' means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They might also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus. Pupils should have opportunities to discuss why some people believe in miracles and why others do not. In the context of Christianity, they should understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus. Pupils will investigate why some Christians might want to travel to a place associated with a miracle. They should reflect on the impact of bringing beliefs to life by standing in the place where an important event is believed to have happened. They should consider the meaning of the word faith and the experiences that might strengthen the faith of a believer.	This unit enables pupils to explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices. Pupils will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference. Pupils should know that there is one worldwide Christian community - the Church – but that there are many types of Christians and churches that belong to this. Pupils will have opportunities to explore the question of how people can live together well in modern Britain – and the value of being united in diversity.	This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit 'What aspects of life really matter?' and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.

Physical Education in Year 5

Autumn 1	Autumn 1	Autumn 2
Athletics	Creative Games	Dance
To perform running techniques for short and long distances. To perform a pull and push throw. To set myself goals to improve in the run and throw challenge. To take off and land one foot to one foot (same and other). To develop running for a distance. To practice to improve my throwing and jumping skills. To take off and land one foot to two. To develop running for speed. To set a goal and be committed to practice to improve my performance. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To show willpower when performing skills I find difficult and not give up but keep trying. To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To try to be the best I can be in the challenges.	To dribble a ball. To pass and receive a pass using a variety of skills. To make decisions on when to pass the ball in a game situation. To select and apply appropriate tactics when playing different invasion games. To create rugby type game and select and apply tactics to outwit an opponent. To adapt my experience of games and generate ideas and explore possibilities to create a unique game. To work as a team to solve a tactical problem through designing a unique invasion game. To share my ideas and resources. To work towards a shared goal. To adapt an invasion game to include positions and attacking/defending options. To evaluate an invasion game and offer suggestions for improvements. To apply simple attacking and defending tactics when playing an invasion type game. To evaluate own work and that of others and suggest ways to improve.	Pupils will have created short dance sequences based on action words. Pupils will work in a small group to create a short sequence, sharing their ideas and taking on board ideas of others. Pupils will have worked well with others, made group decisions and created (and performed) a group dance using their solo dances. Pupils have contributed and worked well together to create a group dance. Pupils will have learnt and demonstrated a range of counter balances and/or lifts with a partner. Pupils will also have explored the use of the floor to spread, stretch and rest. To work with a partner to explore a range of counter balances and counter tensions. Pupils will have developed their duets with the options suggested, and take and use constructive feedback. To work with others to give feedback and suggest ways to improve their sequences. Pupils will perform the full dance without teacher guidance. Some pupils will offer suggestions on the finalisation of the dance. All pupils will set and work towards a target for improvement. To work in small groups to improve their dance.

Physical Education in Year 5

Autumn 2	Spring 1	Spring 1
Rugby	Dance	Hockey
To demonstrate passing and catching a rugby ball with consistency, accuracy and control. To make a definite conclusion of when to pass the ball when playing 3v1. To pass and catch rugby ball with consistency, accuracy and control. To make decisions on when to pass the ball. To apply simple tactics when playing a rugby type game. Decision Making - To make decisions on when to pass the ball in a game situation. To evaluate own work and that of others and suggest ways to improve. To apply simple attacking and defending tactics when playing a rugby-type game.	Pupils will have created a solo and demonstrated decision-making skills in the creation of a new dance with a partner. To create a solo depicting the differences in humans. To demonstrate respect for a partner's ideas and contributions. Pupils will have well-structured group dances depicting their planet. To respect the ideas of everyone in the group. Pupils have increased teamwork skills, spatial awareness and timing. Pupils have a group dance which follows a narrative. To be respectful to others when working as a group to overcome difficulties. Pupils have created dances using different formations and performed in unison. To create small group dances showing respect for other people's ideas. Pupils demonstrate creative skills and decision making in the creation of a new duet. To work with respect for one another when creating a new duet. Pupils will have selected, structured, rehearsed and performed their dances, demonstrating a broad range of skills acquired throughout the scheme. To show respect for everyone whilst structuring the dance. Listen to other people's ideas and respond respectfully.	To show passing a ball to a teammate using a hockey stick. To organise myself and the equipment and complete tasks to the best of my ability and safely. To demonstrate dribbling and passing a ball using a hockey stick. To complete my goal safely and to the best of my ability. To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game. To make a definite conclusion of when to pass and /or shoot when playing a hockey type game. To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game To make decisions on when to pass the ball in a game situation. To select attacking tactics when playing a game To evaluate own work and that of others and suggest ways to improve. To apply simple attacking and defending tactics when playing a hockey type game. To play a role in a competitive modified game To select attacking tactics when playing a game To evaluate success in a competitive modified competition.

Physical Education in Year 5

Spring 2	Spring 2	Summer 1
Netball	Gymnastics	Gymnastics
To demonstrate passing and catching a netball with consistency, accuracy and control. To make a definite conclusion of when to pass the ball. To demonstrate a shoulder pass. To shoot a netball with some accuracy. To apply simple tactics when playing a netball type game. To make decisions on when to pass the ball in a game situation. To identify strengths and areas for improvement when playing a netball-type game. To apply simple tactics when playing a netball-type game, including defending. To evaluate own work and that of others and suggest ways to improve. To apply simple attacking and defending tactics when playing a netball-type game. o evaluate own work and that of others and suggest ways to improve.	To perform partner balances. To create a simple sequence of matched and mirrored partner balances. To speak clearly, with confidence, when demonstrating a shape. To perform a range of counter-balance actions with a partner. A willingness to try out different partner balances with a partner. A willingness to accept help from their partner. To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner. To identify strengths and areas for improvement through using the success criteria. To evaluate and recognise their own success. To recognise strengths and areas for improvement in their performance.	To adapt a gymnastic sequence using apparatus and perform it with a partner. To Seek and provide constructive feedback to help improve a sequence. To create a gymnastic sequence with counter balances and counter tension with a partner using canon. To create a gymnastic sequence with counter balances and counter tension with a partner in canon using apparatus. To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus. To use success criteria to help evaluate and provide constructive feedback on a performance. To recognise their own success through the success criteria.

Physical Education in Year 5

Summer 1	Summer 2	Summer 2
Athletics	OAA	Cricket
To perform running techniques for short and long distances. To perform a pull and push throw. To set myself goals to improve in the run and throw challenge. To take off and land one foot to one foot (same and other). To develop running for a distance. To practice to improve my throwing and jumping skills. To take off and land one foot to two. To develop running for speed. To set a goal and be committed to practice to improve my performance. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To show willpower when performing skills I find difficult and not give up but keep trying. To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To try to be the best I can be in the challenges.	Can communicate effectively Can trust and work with others to solve problems Can take responsibility for others Can listen attentively, record information accurately and apply strategies for remembering important information Can follow instructions and work with others to complete a complex task Can work effectively as part of a team to solve problems Can generate and share ideas Can review performance and apply learning Can share ideas confidently, when working as part of a team Can review a performance and apply the learning to complete a task successfully. Can recognise the important role played by all team members Can organise time and resources within a team Can encourage others to improve performance	To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To offer practical solutions to help teammates improve. To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. To set myself a goal when practising bowling and practice to improve. To bowl overarm with accuracy in a game. To apply a tactic in a cricket type game. To make a definite choice of where to strike the ball. To demonstrate bowling overarm with accuracy in a game. To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. To refer to the objectives and success criteria when evaluating a performance. To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game. To identify strengths and areas for improvement.

MFL (French) in Year 5

Listening	Speaking	Reading	Writing	Grammar	Intercultural Understanding
Matching unknown written words as they hear new vocabulary e.g. body parts • Recognising common spelling patterns and blends and select words by sound Gisting information from an extended text e.g. solar system • Listening and following the sequence of an unfamiliar story	• Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family • Using language of comparison e.g. planets • Adapting a story and retelling to the class e.g. A week in the life Using intonation and gesture to differentiate between statements and questions • Making realistic attempts at pronunciation of new, unknown vocabulary Rehearsing and recycling extended sentences orally e.g. running dictation • Planning and presenting a short descriptive text e.g. family Forming a question in order to ask for information e.g. family • Presenting factual information in extended sentences	Using contextual clues and cues to make predictions about meanings e.g. fact file, recipe • Recognising key information within a text Reading and adapting a range of different format short texts e.g. Monsieur Mangetout Recognising features of different text types e.g. recipe, scientific text • Using a range of strategies to decode new vocabulary	Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family • Using language of metaphor and comparison e.g. planets • Making short phrases or sentences using a model • Making a short text using word and phrase cards • Completing a gapped text with key words/ phrases, e.g. planets	Applying rules for adjectives to new vocabulary • Recognising and using the partitive article 'some of' • Using comparative language • Exploring verbs in infinitive form and recognising them in the dictionary • Recognising and applying verb endings for present regular 'er' verbs • Memorising key verb patterns for 'have' and 'be'	Identifying and locating other countries in the world where French is spoken • Comparing geographical features and climates of different French-speaking countries

MFL (French) in Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French Speaking World	Shopping in France	Space Exploration	Meet my French Family	French Monster Pets	Verbs in a French Week
Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.	Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text.	This unit transports children into space, developing their scientific vocabulary as well as their grammar. Pupils develop their listening and language detective skills, use figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. Links can be made with English as they use figurative language and write poems, Science and with our KS2 computing unit on space.	This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.	Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. The children look at an authentic French text to identify key facts about an animal and characteristics of a factual text, and work towards writing paragraphs to describe their own monster creations. There is plenty of scope for linking this unit with art and science-related projects, as well as building on language detective skills and English literature and writing.	Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.

Computing in Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Information Technology **A Kingdom United** [Data handling] Spreadsheets	**Digital Literacy** **Food, Glorious Food!** [Collaboration/Networking] Online safety PowerPoint - Advent	**Computer Science** **Earthlings** [Modelling] Scratch – Levelled games	**3D Design** **Inventors and Inventions** [Computational thinking/Programming] 3D printing - frames Photography	**Information Technology** **Amazon Adventure** [Multimedia] Stop motion animation Sound	**Computer Science** **Faster, Higher, Stronger** [Programming] Programming – Micro:bits
Spreadsheets Pupils are to develop Spreadsheets skills further in the next unit of Purple Mash. Link spreadsheets to Theme, work in Maths or Science where possible. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. Purple Mash – Unit 5:3 Explore features of a database – creating and analysing databases using features such as search, if. Purple Mash – Unit 5:4 ◆ ◆	Online safety PowerPoint – Advent Online safety focus Purple Mash – Unit 5:2 Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Choose the most suitable applications and devices for the purposes of communication. ◆ ◆	Pupils are to develop a game on Scratch related to the theme Earthlings. This should involve different levels with increased difficulty, opportunities for obstruction and collision features and use of conditional programming. Set IF conditions for movements. Specify types of rotation giving the number of degrees. Change the position of objects between screen layers (send to back, bring to front). Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. Combine the use of pens with movement to create interesting effects. Use Code.org or Purple Mash lessons to rehearse coding skills prior to free coding on Scratch where necessary. Purple Mash – Unit 5:1 Code.org – Course E Alternative game building activity on Purple MashPurple Mash – Unit 5:5	3D printing - frames Photography Pupils are to develop 3D design using software such as Tinkercad, Purple Mash and Home Design app. The focus on the Tinkercad design is linked to the theme of inventors and inventions. One idea is for the children to design their own photo frame – measuring carefully to allow for the photo to be held in place. This links well with geometry in Maths. Develop their design over the weeks and when ready, their design will be printed on the 3D printer. Pupils can then develop photography skills to create a photograph to insert into their frame. Tinkcad.com Purple Mash – Unit 5:6 ◆ ◆ ◆	Stop motion animation Sound Pupils are to design and make a Stop-Motion Animation film using Stop-Motion app on iPads. Their animation should be related to the theme – i.e. an Amazon Adnventure. They could create their characters out of play dough or make stick puppets that will move step-by-step for each frame. Their animation should include sound effects and use the opportunity for editing and polishing their finished product. Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. Into Film Activity pack ◆ ◆ ◆	Programming – Micro:bits Pupils are to develop their coding skills further by coding using Robotic such as Micro:bits and Sphero. Follow the projects online for Micro:bits and tutorials for Sphero within the app on the iPads. Pupils can create Step Counters and games such as Rock, Paper, Scissors using Micro:bits. Set IF conditions for movements. Specify types of rotation giving the number of degrees. Use IF THEN ELSE conditions to control events or objects. Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. Micro:bit.org ◆ ◆