

Year 5 – 2020 -2021

Term 1		Term 2	Term 3	Term 4	Term 5	Term 6
<p>Geography- Survival</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>History- survival stories in space.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p> <p>Understand how and why different interpretations of the past have been constructed.</p>	<p>Geography – Rising stars unit 1: Changes in our local Environment</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Geography – Rising stars unit 2: Study of an Alpine Region</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>History – Rising stars unit 3: Journeys</p> <p>Understand how and why different interpretations of the past have been constructed.</p>	<p>Geography – Rising stars unit 3: Journeys Clothes</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Fiction	<p>Survivors – writing a Tale of survival</p> <ul style="list-style-type: none"> - Short narrative – character and setting - Drama - Descriptive writing – from a stimulus picture 	<p>Pandora – literacy shed</p> <p>Cosmic- descriptive writing – setting - character -Write a story opening</p>	<p>Cosmic</p> <ul style="list-style-type: none"> - Write an internal monologue - Comic sketch <p>Hero Twins/Mayan myths</p>	<p>Nowhere Emporium</p> <ul style="list-style-type: none"> -Imaginative story -Setting description - suspense narrative 	<p>Kensuke’s Kingdom – Michael Morpurgo</p>	<p>Journey to Jo’Burg</p>

Non-fiction	<ul style="list-style-type: none"> - Newspaper article (2004 Boxing Day Tsunami) - Explanation text – tsunamis/earthquakes 	Non-chronological report (Creature)	Cosmic- Newspaper report on missing children	Nowhere Emporium – Character biography		
Poetry		Remembrance poetry				
Science- Material World	<p>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</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	Science – out of this world	Science – Amazing Changes- reversible and irreversible	Science – Let’s get moving – forces	Science – growing up and growing old	Science – Circle of life Life cycles
<ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - 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 - identifying scientific evidence that has been used to support or refute ideas or arguments. 						

<p>Computing – Game developers – Scratch</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals... 	<p>Computing - Cryptographers – Coding – using morse code and semaphore – password security</p> <ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Computing - Artists – Fusing geometry and art</p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Computing - Web designers</p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Computing – Bloggers</p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • ... be discerning in evaluating digital content. 	<p>Computing – Architects – sketchup</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
<p>DT – Plant protection designers – making a bird scarer – moving parts/electricity – circuits and motors.</p> <p><u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> - investigate and analyse a range of existing products</p> <p>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-understand how key events and individuals in design and technology have helped shape the world</p> <p><u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>- apply their understanding of computing to program, monitor and control their products.</p>			<p>Art</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>- learn about great artists, architects and designers in history</p>		

PE – Hockey Netball Fitness	PE- Gymnastics OAA (Orienteering, team building games)	PE – Bollywood Dance Boxercise	PE- Tennis Pilates	PE –Kwik cricket Step to the beat	PE – Athletics Fitness
RE - Sikhism	RE - Christmas	RE- Sikh stories	RE- Easter stories	RE- Hinduism	RE -Christianity
<ul style="list-style-type: none"> • explore a range of religious stories and sacred writings and talk about their meanings • name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate • identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives • explore how religious beliefs and ideas can be expressed through the arts and communicate their responses • identify and suggest meanings for religious symbols and begin to use a range of religious words. <ul style="list-style-type: none"> • reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness • ask and respond imaginatively to puzzling questions, communicating their ideas • identify what matters to them and others, including those with religious commitments, and communicate their responses • reflect on how spiritual and moral values relate to their own behaviour • recognise that religious teachings and ideas make a difference to individuals, families and the local community. 					
PSHE – Being me	PSHE – Celebrating differences	PSHE – Changing me	PSHE – Dreams and goals	PSHE – Healthy me	PSHE - Relationships
French- Salut					
Music- Charanga					