

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Mission to Mars Mars rover (Science)	Fairground Forces (Science) Lunar Park	Ancient Egypt (History)		What a Wonderful World! Kensuke's kingdom Climate zones (Geography)	
Trip/visit	STEM ambassador talk Mobile Planetarium	Science Museum 'Feel the Force' show	British Museum	Easter Experience Saatchi Gallery - Tutankhamun Experience	Kew Gardens / Wakehurst Place / Wagamamas tbc	Mosque
KEY TEXTS	Biography - Astronaut Curiosity - the story of a mars rover.	Small Change for Stuart	Secrets of a Sun King Egyptian Myths Tutankhamun	Poetry books	KENSUKE'S KINGDOM	

<p>English</p>	<p><u>Proof-reading and editing</u> <u>The Word Catcher</u></p> <p><u>Journalistic writing</u> - newspaper report (UFO)</p> <p><u>Poetic Style</u> Greetings Earthlings - Brian Moses</p> <p><u>Classic/Narrative Poem</u> Poetry Week Walrus and the Carpenter by Lewis Carroll Cautionary Tales by Hillary Belloc</p>	<p><u>Explanation-</u> Astronaut training / Space missions / New Planet Survival (Watch 'The Martian'/'Wall-E')</p> <p><u>Modern Fiction</u> The Jamie Drake Equation by Christopher Edge - Instructions - Explanation</p> <p><u>Persuasion</u> - Letter to persuade a visitor to come to Merstham</p>	<p><u>CLASSICAL TEXT</u> Myths, Legends & Trad. stories 'Dreamtime Stories'</p> <p><u>Report</u> - Tutankhamun fact file</p> <p>- Diary</p>	<p><u>Instructions</u> 'How to Wash a Woolly Mammoth' (POR) How to make a mummy</p> <p><u>Modern Fiction</u> -</p> <p><u>Poetic Style</u> (word play, rhyme, metaphor, word choice) - Ancient Egypt Poem</p>	<p><u>Books from other Cultures and Traditions</u> Kensuke's Kingdom</p> <p><u>Fiction from our Literary Heritage</u> Rudyard Kipling - Jungle Book - Just So stories - The Lion & The Unicorn & other Hairy Tales (POR) (movie clips as stimulus)</p>	<p><u>Fiction from our Heritage / Playscripts</u> Shakespeare</p> <p><u>Choral & Performance Poetry</u> tbc</p>
<p>GRAMMAR (cs) (NO-NONSENSE ON SERVER)</p>	<p>READY TO WRITE (punc, fronted adverbials, word classes, plural/possesive) RELATIVE CLAUSES</p>	<p>MODAL VERBS ADVERBS</p>	<p>PARENTHESIS EXPANDED NOUN PHRASES</p>	<p>TENSES</p>	<p>COMMAS COHESION</p>	<p>COHESION PREFIXES / SUFFIXES</p>

<p>Maths</p> <p>See White Rose</p>	<p><u>Place Value</u> <u>Addition and Subtraction</u></p>	<p><u>Multiplication & Division</u> <u>Properties of shapes</u> <u>Position and direction</u></p> <p>LUNAR PARK X-CURRIC SESSIONS</p>	<p><u>Converting Units</u> <u>Perimeter & Area</u> <u>Volume</u></p>	<p><u>Fractions</u></p>	<p><u>Decimals and percentages</u></p>	<p><u>Statistics</u> <u>Assessment</u></p>
<p>Science</p>	<p>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>					
<p><u>Earth and space</u></p> <ul style="list-style-type: none"> - 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. 	<p><u>Forces</u></p> <ul style="list-style-type: none"> - 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. 	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> - 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. - 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. 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, amphibian, insect and bird. - Describe the life process of reproduction in some plants and animals. 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. 		

Computing	<p><u>5.1 We are game developers</u></p> <ul style="list-style-type: none"> - Planning, writing and testing computer programs for digital devices, from floor turtles to tablets. 	<p><u>5.4 We are web developers</u></p> <ul style="list-style-type: none"> - Using and understanding the internet, the web and search engines, effectively and safely. 	<p><u>5.2 We are cryptographers</u></p> <ul style="list-style-type: none"> - Some of the computer science foundations – particularly algorithms, logical reasoning and decomposing problems into smaller parts. 	<p><u>5.6 We are architects</u></p> <ul style="list-style-type: none"> - Collecting and analysing data and information using computers; organising, manipulating and presenting this to an audience. 	<p><u>5.3 We are artists</u></p> <ul style="list-style-type: none"> - Creating and refining original content using digital tools across a range of media. 	<p><u>5.5 We are bloggers</u></p> <ul style="list-style-type: none"> - Making the most of computers and the internet for communicating with one or many, and working together on projects. 	
History	<p><u>Space exploration timeline</u></p> <ul style="list-style-type: none"> - Research a significant turning point in British history using reliable sources. - Order significant events and dates on a timeline accurately. - Devise historically valid questions about change, cause, similarity and difference, and significance. - Use ICT to research into a project and create their own presentation 		<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> - Identify the achievements of an early civilization. - Complete an overview of where and when the ancient Egyptian civilization appeared. - Understand how our knowledge of the past is constructed from a range of sources. - Use documents and varied sources (photos, archives, artefacts, internet, books, music, pictures, etc) to support facts and research. - Write factual information about an event. - Make links between areas of the past (political, social, etc) 				
Geography		<p><u>Using an atlas / maps</u></p> <p>6. Map and atlas work - Use the eight points of a compass, 4 and 6-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><u>Identifying position and significance</u></p> <p>2. The world and continents - Locate the world's countries, using maps to focus on Europe (inc location of Russia) and N and S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>5. Understanding places and connections - Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p>			<p><u>Climate zones and vegetation belts</u></p> <p>2. The world and continents - Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>3. Physical themes - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p>	
Art	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p>						

	<p>Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>					
	<p><u>Space Art - Peter Thorpe</u> <u>Drawing - Oil Pastels</u> <i>Lines - movement, shadow, reflection</i> <u>Artist - Impressionism – Seurat, Monet, Degas</u></p> <ul style="list-style-type: none"> - Use dry media to make different marks, lines, patterns and shapes within a drawing. - Use different techniques for different purposes i.e. shading, hatching within their own work. - Start to develop their own style using tonal contrast and mixed media. 			<p><u>Sculpture - Design and create 3D Model of Nile / Pyramid / Sarcophagus / Canopic Jar</u> <i>Life like / real life proportions</i> <i>Stability and form - frameworks</i> <i>Texture, shape and pattern</i> <u>Artist - Michelangelo</u></p>	<p><u>Painting - Japanese wave art - sketching to show movement</u></p> <ul style="list-style-type: none"> - Show an awareness of how paintings are created i.e. Composition. - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours 	<p><u>Printing - Japanese screen prints</u> <i>Accurate patterns / fine detail</i> <i>Purpose</i> <i>Layers of colour</i> <i>Tile prints</i> <u>Artist - Hokusai, Morita</u></p>
<p>DT</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. With growing confidence apply a range of finishing techniques, including those from art and design. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. 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>Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product. Weigh and measure accurately (time, dry ingredients, liquids). Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Start to evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment. Begin to evaluate it personally and seek evaluation from others. Evaluate the key designs of individuals in design and technology has helped shape the world</p>					
		<p><u>Design and make a moving part fairground ride</u></p> <ul style="list-style-type: none"> - Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Understand how mechanical systems such as cams, pulleys or gears create movement. - With growing confidence select appropriate materials, tools and techniques. 	<p><u>Design and make an egyptian mask</u></p> <p><i>Designing a mask based on research.</i> <i>Shaping masks from cardboard</i> <i>Practising and applying skills in using modroc to create final model.</i></p>		<p><u>Nutrition - World Foods</u></p> <ul style="list-style-type: none"> - Understand that food is grown, reared and caught in the UK, Europe and the wider world. - Begin to understand that seasons may affect the food available. - Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. - Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	
<p>MFL</p>	<p>Culture (French cities) and more complex sentences/ questions about everyday life. ou habites-tu?, en villes, toutes directions</p>		<p>School, Telling the time and Everyday objects A l'école, les objets de la classe Quelle heure est-il?,</p>		<p>Complex weather conversations, the number system and money (culture). Assessment. quel temps fait il Les nombres 40-200, L'euro</p>	

PHSE	New beginnings and falling out Money Week	Anti-Bullying Week E Safety	Good to be me	E Safety Waste Week	Relationships and changes	Healthy Eating Week Feel Good Week E Safety
RE	Christianity – How is God 3 yet 1? Who did Jesus say he was?	Christmas – Why is light an important sign at Christmas?	Hinduism – What helps Hindus to worship?	Easter – How do Christians know what happened at Easter?	Christianity – How can churches help us to understand what Christians believe? What is the golden rule and are they all the same?	Islam – How does a mosque help us to understand the Muslim faith?
PE	Netball Indoor Athletics	Hockey (next year spring) Dodgeball	Swimming Dance (next year aut)	Swimming Orienteering	Athletics Gymnastics	Tennis Dance
Music See Charanga	Livin' on a Prayer Rock anthems	Classroom Jazz 1 Jazz and improvisation	Make You Feel My Love Pop ballads	Fresh Prince of Bel Air Old school hip hop	Dancing in the Street Motown	Reflect, Rewind and Replay Revision of music and performance