

English

- Non-chronological Report
- Narrative Classic Story

Music - Charanga

Unit Title: Livin on a Prayer

Unit Theme: Rock Anthems

Style of Main Song: Rock

Supporting Songs: We Will Rock You by Queen, Smoke On The Water by Deep Purple, Rockin' All Over The World by Status Quo, Johnny B.Goode by Chuck Berry, I Saw Her Standing There by The Beatles

History – The Viking and Anglo-Saxon Struggle for the Kingdom of England

- To understand what Britain was like before the first Viking invasions. To understand where Vikings came from. To understand how and why and how Vikings invaded Britain.
- To find out about Viking invasions. *Danegeld. Ethelred the Unready. Lindisfarne*
- To understand the Viking resistance by Alfred the Great. 871 King of Wessex,
- To understand Anglo Saxon Laws and Justice (Crime and Punishment Unit).
- To understand what life was like for Vikings living in Britain.
- To understand the events that led to the end of the Anglo-Saxon/Viking era in Britain.

Computing – Mars Rover 1

- To understand why and how data is collected from space.
- To identify how messages can be sent using binary code
- To read and calculate numbers using binary code
- To identify the computer architecture of the Mars Rovers
- To use simple operations to calculate bit patterns
- To represent binary as text

Maths

Maths No Problem

- Numbers to 1 million
- Addition and Subtraction

PE

To show passing a ball to a teammate using a hockey stick. To demonstrate dribbling and passing a ball using a hockey stick. To demonstrate shooting a ball at a goal. To select attacking tactics 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 select attacking tactics when playing a game. 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

RE – Hindu Dharma

- make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty
- explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus
- explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer
- describe and explain a variety of ways that Hindus might celebrate the festival of Holi
- suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate
- explain how Holi celebrations might express Hindu beliefs about equality
- explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions
- consider the different ways that myth and stories are and used
- explain how a 'truth' might be contained within a story

PSHE - Relationships

- Respecting Ourselves and Others
- Families and Friendships
- Safe Relationships
 - Responding respectfully to a wide range of people; recognising prejudice and discrimination
 - Managing friendships and peer influence.
 - Physical contact and feeling safe.

Year 5
Autumn 1

Science – Living Things and Their Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Art – Formal Elements of Art – Architecture

- To draw by interpreting forms from direct observation
- To compose a print from a larger observational drawing
- To transform the look of a building in the style of a famous artist- Hundertwasser
- To design a building in an architectural style.
- To design a monument to symbolise an event or a person.

Languages – Spanish

(Jolie Ronde)

- Review Greetings and basic conversation
- HAY + buildings on the High Street
- Directions
- Asking where places are

English

- Science Fiction Stories
- Information Books
- Poems with a structure

Music - Charanga

Unit Title: Classroom Jazz 1

Unit Theme: Jazz and Improvisation

Style of Main Song: Bossa Nova and Swing

Supporting Songs:

Classroom Jazz by Ian Gray, **Desafinado** by Stan Getz (Swing), **Cotton Tail** by Ben Webster, **5 Note Swing** by Ian Gray, **Perdido** by Woody Herman

Geography - My World and Me

- To explore economic activity as part of a local area study.
- To explore land use as part of a local area study.
- To explore settlements as part of a local area study.
- To explore climate zones as part of a local area study.
- To explore rivers as part of a local area study.
- To explore hills as part of a local area study

Computing – Mars Rover 2

- To understand how bit patterns represent images as pixels
- To explain how the data for digital images can be compressed
- To identify and explain the 'fetch, decode, execute' cycle
- To create a safe online profile and tinker with 3D design software
- To modify the design of a 3D object using CAD software

Maths

Maths No Problem

- Multiplication
- Division
- Word Problems

PE

To demonstrate passing and catching a rugby ball with consistency, accuracy and control. To pass and catch rugby ball with consistency, accuracy and control. To apply simple tactics when playing a rugby type game. To apply simple attacking and defending tactics when playing a rugby-type game.

Year 5
Autumn 2

RE- Christianity (Jesus)

- describe Christian beliefs about miracles as 'signs' of the divinity of Jesus
- retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus
- describe why some Christians might go on pilgrimage to places associated with miraculous events
- explain the impact that belief in miracles and the power of prayer might have on a Christian
- explain the difference between fact, opinion and belief
- consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God
- discuss their own beliefs – is there anything that they accept as truth which others may not agree with?
- reflect on how they make decisions about what is/is not true

PSHE - Relationships

- Respecting Ourselves and Others
- Families and Friendships
- Safe Relationships
 - Responding respectfully to a wide range of people; recognising prejudice and discrimination
 - Managing friendships and peer influence.
 - Physical contact and feeling safe.

Science –Earth and Space

- 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.

DT – African Music

- To investigate and analyse African musical instruments.
- To explore kalimbas, how they work and how they can be recreated.
- To select suitable tools and materials to create a kalimb
- To investigate and design a strengthened body of an African percussion instrument.
- To create an African-inspired percussion instrument.
- To use our products in a performance and evaluate their effectiveness.

Languages – Spanish

(Jolie Ronde)

- Numbers
- Times of the day and daily timetable
- Christmas

English

-Literacy Shed Unit: The Piano – narrative recount/letter writing
-Novel as a theme – inventors and inventions

Music - Charanga

Unit Title: Make You Feel My Love

Unit Theme: Pop ballads

Style of Main Song: pop

Supporting Songs: To Make You Feel My Love sung by Adele, Make You Feel My Love by Bob Dylan, So Amazing by Luther Vandross, Hello by Lionel Ritchie, The Way You Look Tonight by Tony Bennett

History - Ancient Egypt

- To understand the different ways in which ancient Egyptians lived and worked.
- To understand what was important to people during ancient Egyptian times.
- To understand and explain the ancient Egyptian ritual of mummification.
- To understand how evidence can give us different answers about the past – Tutankhamun,
- To understand how evidence can give us different answers about the past – Egyptian Writing systems *Rosetta Stone, Hieroglyphics,*
- To investigate the inventions and achievements of the ancient Egyptians.

Computing – Microbit

- To tinker with BBC Microbit
- To decompose an animation into a series of images
- To understand the difference between ‘on start’ and ‘forever’
- To be able to choose the blocks I need for my program
- To recognise coding structures.
- To decompose and debug a program.

Maths

Maths No Problem

- Graphs
- Fractions

PE

To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus. To create a gymnastic sequence with counter balances and counter tension in a group/partner. To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances.

RE – Judaism

- Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers
- Explain the impact of Jewish beliefs and values – including reasons for diversity
- Explain differing forms of expression within the context of Jewish worship.
- Describe diversity of religious practices and lifestyle within t
- Interpret the deeper meaning of symbolism – contained in stories, images and actions
- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities
- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

PSHE - Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work
 - Protecting the environment; compassion towards others.
 - how information online is targeted; different media types, their role and impact.
 - Identifying job interests and aspirations; what influences career choices; workplace stereotypes

Year 5
Spring 1

Science – Materials - Properties

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

Art – Every Picture Tells a Story

- To evaluate and analyse creative work using the language of art, craft and design
- To understand that art can have both meaning and message – Banksy
- To use symbols to convey meaningful messages – Emojis
- To develop ideas for 3D work through sketching, drawing and visualisation in 2D – Magdalene Odundo

Languages – Spanish

(Jolie Ronde)

- Days of the week
- Sports and hobbies
- basic food items including fruit

English

Magazine

Information text – hybrid

Amazon Adventure

Music - Charanga

Unit Title: The Fresh Prince of Bel Air

Unit Theme: Old School Hip Hop

Style of Main Song: Hip Hop

Supporting Songs: **Fresh Prince of Bel-Air** rapped by Will Smith, Me Myself and I by De La Soul, Ready or Not by Fugees, Rapper's Delight by The Sugarhill Gang, U Can't Touch This by M C Hammer

Geography – Rivers

- To explore and name famous rivers. Locate them on a map.
- To find out about rivers and how they erode, transport and deposit materials.
- To understand why rivers are important.
- To find out about the causes of river pollution and the effect it has on the environment.
- To investigate the Amazon River in detail including the effects on the environment and landscape

Computing – Search Engines

- To understand what a search engine is and how to use it
- To be aware that not everything online is true
- To search effectively – key words, TASK, use search to answer questions.
- To understand fair use and how to credit people for information, images and videos
- To understand the role of a web index. To understand what web crawlers are.
- To understand page rank.

Maths

Maths No Problem

- Decimals

-Money

PE

Can demonstrate how to “set or “orientate” a map when moving around a simple course. Can plan an efficient route around a simple course. Can demonstrate how to get around a simple course using the 8 points of a compass. Can plan a route to a control. Can find the correct control marker using a map. Can find the correct control marker using a map during a score event. Can plan a route on which control markers to visit and how to get there. Can navigate to a control markers during a score event. Can make decisions about which control markers to visit.

Year 5
Spring 2

RE – Christianity (God)

- describe Christian beliefs about sin and forgiveness
- describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God
- suggest different ways that this story might be understood by Christians
- describe and explain how and why Christians might use the Lord's Prayer
- analyse and interpret the Lord's Prayer – and what guidance it provides for Christians
- suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations
- consider the different ways that myth and stories are and used
- explain how a 'truth' might be contained within a story
- consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)
- discuss and debate things that they consider to be true that others might disagree with

- PSHE - Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work
 - Protecting the environment; compassion towards others.
 - how information online is targeted; different media types, their role and impact.
 - Identifying job interests and aspirations; what influences career choices; workplace stereotypes

Science – Forces

- 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.

DT – Bridges

- To explore ways in which pillars and beams are used to span gaps.
- To explore ways in which trusses can be used to strengthen bridges.
- To explore ways in which arches are used to strengthen bridges.
- To understand how suspension bridges are able to span long distances.
- To develop criteria and design a prototype bridge for a purpose.
- To analyse and evaluate products according to design criteria.

Languages – Spanish

(Jolie Ronde)

- Dates, days of the week, months of the year
- Food (connectives, breakfast and dessert)

English

- Literacy Shed Unit - Red Mistake (writing dialogue/creating a fairytale)
- Debate writing

Maths

- Maths No Problem
- Decimals
 - Percentages
 - Geometry

PSHE

- Physical health and Mental Well-being
- Growing and changing
- Keeping Safe
 - Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies.
 - Personal identity, recognising individuality and different qualities; mental well-being
 - Keeping safe in different situations including responding in emergencies and first aid

Music - Charanga

Unit Title: Dancing in the Street

Unit Theme: Motown

Style of Main Song: Motown

Supporting Songs: Dancing in the Street sung by Martha and The Vandellas, I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops, I Heard it Through the Grapevine by Marvin Gaye, Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell, You Are the Sunshine of My Life by Stevie Wonder

PE

Pupils will have well-structured group dances depicting their planet. Increased teamwork skills, spatial awareness and timing. Group dance which follows a narrative. Dances using different formations and performed in unison. Demonstrate creative skills and decision making in the creation of a new duet. Pupils will have selected, structured, rehearsed and performed their dances, demonstrating a broad range of skills.

History- Crime and Punishment

- To introduce the broad trends of crime and punishment from the Romans to the 21st century
- To explore crime and punishment in the Roman period.
- To explore and punishment in the Anglo-Saxon and Viking period.
- To explore crime and punishment in the medieval and Tudor periods.
- To explore crime and punishment in the early modern period. Gunpowder Plot 1605, poachers, smugglers, highwaymen, "Bloody code"
- To explore crime and punishment in the Victorian period.

Year 5
Summer 1

Science – Materials – Reversible and Irreversible Changes

- 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.

Computing – Sonic Pi

- To be able to tinker with Sonic Pi
- To use Sonic Pi to create a program that plays music. To create loops and debug.
- To plan a program that tells a story.
- To use a range of programming commands to program a soundtrack.
- To combine known commands.
- To code music with a purpose.
- To use repetition in a program
- To use various forms of output [sound]

RE – Islam

- explore Islamic beliefs about the Qur'an as the word of God
- explain how and why the Qur'an is a source of guidance for life for a Muslim
- explain the impact of believing that the Qur'an is divine revelation
- describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets
- explain how and why Muslims might commemorate the Night of Power
- describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God
- explain how the teachings of the Qur'an might influence the actions and choices of a Muslim
- discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority
- suggest when and why people might want guidance about how to live
- discuss who or what has guided them in their own beliefs, values and commitments
- reflect on what 'ultimate authority' might mean for them

Art – Art and Design Skills

- To use fine control with a pencil to make a detailed and analytical observational drawing
- can add tonal graduation using a 2B pencil
- To create a continuous line drawing
- To create a collage and draw this from observation
- To successfully upscale a drawing and paint accurately
- To use imagination and visualisation to create an original piece of artwork

Languages – Spanish

(Jolie Ronde)

- Saying where you live
- Saying where you are from + nationalities
- Weather

English

Folk Tales
Debate Writing
Poems on a theme

Maths

Maths No Problem
- Geometry
- Position and movement
- Roman Numerals

PSHE

- Physical health and Mental Well-being
- Growing and changing
- Keeping Safe
 Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies.
 Personal identity, recognising individuality and different qualities; mental well-being
 Keeping safe in different situations including responding in emergencies and first aid

Music - Charanga

Unit Title: Reflect, Rewind and Replay

Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.

Style of Main Song: Classical

Supporting Songs: Music from Compline – Traditional – Early Music, Dido and Aeneas: Overture by Henry Purcell – Baroque, Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical, Minute Waltz in D-flat by Chopin – Romantic, Central Park in the Dark by Charles Edward Ives – 20th Century, Clapping Music by Steve Reich – Contemporary

PE

To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To take off and land using a hop, step and jump. To perform a heave throw. To take off part in an athletics event and recording times and distances.

Geography – International Focus – Brazil

- To know the location of Brazil
- To explore the physical geography of Brazil
- To understand the importance of the Amazon rainforest
- To find out about the urbanisation of Brazil
- To explore life in a Brazilian city
- To explore Rio de Janeiro as a tourist destination
- To explore the culture of Brazil

Year 5
Summer 2

Science – Living Things and Their Habitats

--Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
-Describe the life process of reproduction in some plants and animals.
-Describe the changes as humans develop to old age.

Computing – Animation

- To understand the history of animation
- To create my own 19th century animation toy
- To take photos of an object
- To make small changes to my object between each photo
- To be able to follow the steps in using an editing piece of software
- To plan a stop motion video, thinking about characters to create a stop motion animation
- To edit and assess stop motion animation

RE – Christianity (Church)

- describe what Christians mean when they talk about one God in Trinity
- identify the beliefs contained within the Apostle's Creed
- explain why the Christian community (The Church) might want/need an agreed statement of belief
- describe and explain the meaning of a range of symbols that might be used for the Trinity
- explain how symbols might unite the worldwide Christian Church
- describe the role of places like Taizé where Christians from different backgrounds might come together to worship
- consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life
- discuss different responses to sources of authority
- raise meaningful questions about things that puzzle them
- differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values

DT – Fashion and Design

- To understand how visual language can be used to communicate personality and interests
- To work collaboratively to a specific design brief
- know that designs can be reviewed and modified as a project develops
- To design a product which is appealing and purposeful
- To understand how advertising, words, USP and packaging help to sell a product and to give it an identity
- To communicate through spoken and visual language to 'sell' a product

Languages – Spanish

(Jolie Ronde)

- Key Similarities and differences between life in the UK and Spain.
-Recognise stereotypes.
-Revise and consolidate key vocabulary from Y5.