

	Autumn	Spring	Summer
<b>Big question</b>	<p>Why is Brazil in the news again? What's so special about the USA?</p>  <p>A geography based unit that looks at locating world countries using maps to focus on north and south America concentration on their key physical and human characteristics and major cities.</p> <ul style="list-style-type: none"> <li>• Where in the world are North and South America?</li> <li>• Why is Brazil famous for its dancing?</li> <li>• Why is the rainforest important?</li> <li>• What makes Rio and New York two of the world's most visited cities?</li> </ul>	<p>Who were the Mayans and what can we learn from them?</p>  <p>A history based unit focusing on the Mayan civilization from around 900AD.</p> <ul style="list-style-type: none"> <li>• Who were the Mayans and where did they live?</li> <li>• What evidence do we have that the Mayans were an advanced civilization?</li> <li>• Why was the Sun an important feature in Mayan life?</li> <li>• What do we know of the rituals carried out by the Mayan civilization?</li> <li>• What caused the Mayan Civilization to disappear?</li> </ul>	<p>How can we re-consider the wonders of Ancient Egypt?</p>  <p>A history based unit focusing on Ancient Egypt.</p> <ul style="list-style-type: none"> <li>• What is an archaeologist and how have they helped us find out about the past?</li> <li>• How can we recreate the wonder of the pyramids?</li> <li>• Who were the Pharaohs' and why were they important?</li> </ul> <p>Were the Egyptians more advance then we are?</p>
<b>Wow Starter</b>	Children unpack a suitcase of items from both destinations and try to figure out what the items may mean.	Children to learn about the traditional game 'pok a tok' and recreate it, using resources available to them.	Letter from Howard Carter inviting year 5 on a historical excavation uncovering ancient artefacts.
<b>Art</b>		How did the great artists see themselves?	Where is the detail in that picture? Ancient Egyptian painting & sculpture.

			Papyrus, hieroglyphs.
<b>Art skills and elements taught through the class theme highlighted</b>	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage
<b>DT</b>	Carnival masks What would that map look like in 3d? Mouldable materials	Who will win the year 5 bake off?	What will our wall hanging celebrate? Design & make a shaduf. Pyramids
<b>D &amp; T skills taught through a designing and making project linked to class theme highlighted</b>	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas
<b>Mathematics</b> White Rose Hub	<b>Number and place value</b> – Place value.  <b>Number</b> – Addition and subtraction.  <b>Statistics</b>  <b>Number</b> – Multiplication and Division  <b>Measure</b> – Area and Perimeter	<b>Number</b> – Multiplication and Division  <b>Number</b> – Fractions  <b>Statistics</b>  <b>Number</b> – Decimals and Percentages	<b>Number</b> – Decimals  <b>Geometry</b> – Properties of Shapes  <b>Geometry</b> – Position and Direction  <b>Measurement:</b> Converting Units  <b>Measurement:</b> Volume
<b>English</b>	<b>Stories from other cultures</b> <u>Reading outcome:</u> Increase their familiarity with books from other cultures. Deduce, predict, infer & summarise. <u>Written Outcome:</u> reflect on the character from different viewpoints. Retell the story from several different perspectives in narratives, describing settings, characters & atmosphere & integrating	<b>Stories by significant children’s authors</b> <u>Reading outcome:</u> to discuss themes & issues enabling children to make connections with their own lives. Discuss & evaluate how authors use language, including figurative language, considering the impact on the reader. <u>Written Outcome:</u> plan, compose & edit	<b>Older literature</b> <u>Reading outcome:</u> increasing familiarity with a wide range of books from our literary heritage. <u>Written Outcome:</u> explore a text in detail. Write in the style of the author to complete sections of the story. Take the plot & theme from the text to plan & write their own

	<p>dialogue to convey character &amp; advance the action using a wide range of devices to build cohesion within &amp; across paragraphs.  <u>Grammar outcome:</u> devices to build cohesion within a paragraph – then, after that. Linking ideas across paragraphs using adverbials of time &amp; tense choice.</p> <p><b>Poetic style</b>  <u>Reading outcome:</u> continuing to read a wide range of poetry. Performing poems showing understanding through intonation, tone &amp; volume so that meaning is clear to the audience.  <u>Written Outcome:</u> read, write &amp; perform free verse.  <u>Grammar outcome:</u> punctuation – commas, brackets, dashes.</p> <p><b>Persuasion</b>  <u>Reading outcome:</u> read arrange of persuasive texts &amp; compare &amp; discuss how language &amp; text features add meaning to the reader.  <u>Written Outcome :</u> show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.  <u>Grammar outcome:</u> model verbs &amp; adverbials. Different sentence types.</p> <p><b>Traditional stories – myths and legends</b>  <u>Reading outcome:</u> Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction &amp; books from other cultures and traditions.  <u>Written Outcome:</u> reflect on main character from different viewpoints. Retell story from different perspectives in narratives, describing settings, characters &amp; atmosphere &amp; integrating dialogue to convey character.</p>	<p>different genres based on text.  <u>Grammar outcome:</u> indicating degrees of possibility using adverbs or modal verbs.</p> <p><b>Film narrative</b>  <u>Reading outcome:</u> Children can form opinions and use textual evidence from a film to support and justify responses. Children demonstrate that they can infer authors' perspectives.  <u>Written Outcome:</u> Create a class story board which can be used as a skeleton to help structure written and oral outcomes. Demonstrate that they can manipulate narrative structure. Reflect critically on their own writing and edit and improve it.  <u>Grammar outcome:</u> use speech punctuation accurately.</p> <p><b>Instructions</b>  <u>Reading outcome:</u> identify how language, structure &amp; presentation contribute to meaning.  <u>Written Outcome:</u> detailed instructions with clear introduction &amp; conclusion.  <u>Grammar outcome:</u> revision of word &amp; sentence types.</p>	<p>version.  <u>Grammar outcome:</u> Punctuation for effects – presentation features.</p> <p><b>Recounts</b>  <u>Reading outcome:</u> reading books that are structured in different ways, reading for a range of purposes &amp; making comparisons within &amp; across books.  <u>Written Outcome:</u> Compose a biographical account based on research.  <u>Grammar outcome:</u> relative clauses beginning with who, which, where, why, whose. Devices to build cohesion within a paragraph – then, after that. Linking ideas across paragraphs using adverbials of time and tense choice.</p> <p><b>Classic narrative poems</b>  <u>Reading outcome:</u> continuing to read a wide range of poetry. Performing poems showing understanding through intonation, tone &amp; volume so that meaning is clear to the audience.  <u>Written Outcome:</u> research a particular poet. Personal responses to poetry, recite familiar poems by heart.  <u>Grammar outcome:</u> use poems to exploit grammar teaching &amp; revision.</p>
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<p><b><u>Terminology children MUST know by the end of Year 5</u></b></p>						
<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>						
<b>Science</b>	<p><b>Why was Neil Armstrong famous?</b> In this unit the children will look at the Earth &amp; Moon. It covers:</p> <ul style="list-style-type: none"> <li>• Earth relative to the Sun</li> <li>• Moon relative to the Earth</li> <li>• Relationship between Sun, Earth and Moon</li> <li>• Earth's rotation</li> <li>• Day and night</li> </ul>	<p><b>Can you feel the force?</b> In this unit the children will investigate a variety of forces:</p> <ul style="list-style-type: none"> <li>• Gravity</li> <li>• Air Resistance</li> <li>• Water Resistance</li> <li>• Friction</li> <li>• Gears, Pulleys, Leavers and Springs</li> </ul>	<p><b>Do all plants and animals start life as an egg?</b> In this unit the children study living things. It covers:</p> <ul style="list-style-type: none"> <li>• Life cycles of plants and animals</li> <li>• Birth, growth, development and reproduction</li> </ul>	<p><b>How different will you be when you are as old as your grandparents?</b> This unit focuses on the different stages of growth (including puberty) as humans develop from birth to old age. It covers:</p> <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Diet</li> <li>• Smoking</li> <li>• Alcohol &amp; drugs</li> </ul>	<p><b>SRE</b> We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> <li>• Puberty &amp; hygiene</li> <li>• Menstrual &amp; wet dreams</li> </ul>	<p><b>Can you be the next CSI investigator?</b> The children will investigate the properties and changes to materials covering:</p> <ul style="list-style-type: none"> <li>• Dissolving</li> <li>• Evaporating</li> <li>• Filtering</li> <li>• Reversible &amp; irreversible changes</li> </ul>
<b>Geography</b>	<p>Locate the world's countries, using maps to focus on North/South America and concentrating on their key physical and human characteristics, countries and major cities.</p>			<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime / Greenwich Meridian and time zones (including day and night)</p>		
<b>History</b>			<p>The achievements of the earliest civilizations and the impact on our society - Egypt</p>	<p>The achievements of the earliest civilizations and the impact on our society - Mayans</p>		
<b>Computing ('Switched On')</b>	<p>Developing an interactive game</p>	<p>Cracking codes</p>	<p>Fusing geometry and art</p>	<p>Creating a web page about cyber safety</p>	<p>Sharing experiences and opinions</p>	<p>Creating a virtual space</p>

<b>Music</b>	<b>First Access Music provision</b> Learning to play stringed instruments					
<b>PE</b>	<p><b>Quick-sticks hockey</b> -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p><b>Dance</b> -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Sports Hall Athletics</b> -Develop flexibility, strength, technique, control and balance. -Use running, jumping, throwing and catching in isolation and in combination. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Gymnastics</b> -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Basketball/netball</b> -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p><b>Dance</b> -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Cricket</b> -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p><b>Gymnastics</b> -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Football</b> -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p><b>Outdoor and Adventurous Activities</b> -Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p><b>Tennis</b> -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p><b>Athletics</b> -Develop flexibility, strength, technique, control and balance. -Use running, jumping, throwing and catching in isolation and in combination. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<b>RE</b> Visit to be made to Jewish synagogue	<b>Creation + Harvest</b> Why do Christians want to share the world's resources?	<b>Incarnation</b> Why are titles given to Jesus at Christmas time?	<b>Judaism + Bible Explorer</b> Why is Passover important to Jews?	<b>Forgiveness</b> How and why do Christians confess their sins? Does God forgive those who don't	<b>Islam</b> How does a mosque show that the idea of one community is important to	<b>Hinduism</b> How do Hindus describe God? How important is God in Hindu family

			<p>CWAC: Jewish belief about God.</p>	<p>forgive others? <b>Salvation</b> What can we learn from Christian works of art about salvation? <b>Resurrection</b> What did the 'Road to Emmaus' story show Christians about Jesus? What evidence is there for the resurrection?</p>	<p>Muslims?  CWAC: The Qu'ran and other teaching.</p>	<p>life?  CWAC: Hindu belief in one God represented through many different images and names and worshipped in many forms. Beliefs expressed in stories.</p>
<b>PSHE</b>	New beginnings	Friendship Peer mediation	Good to be me	Democracy	Changes	Going for Goals
<b>French</b>	<p>Free-time/Hobbies – vocabulary, opinions and reasons, present tense of some regular/high frequency irregular verbs, subject pronouns focus on numbers to 31 general conversation days, months, date, birthdays weather phrases telling the time – on the hour</p>		<p><u>Where I live</u> – vocabulary, descriptions, opinions, directions focus on numbers to 60 telling the time – digital near future tense (aller + infinitive)</p>		<p><u>At the Café</u> – vocabulary, likes/dislikes, hungry/thirsty, role plays telling the time – analogue clock introduction to past tense – present tense of avoir + past participle focus on numbers to 100</p>	
<b>Educational visits/celebration</b>	<p>Rio day Space Port</p>		<p>Tony North – Egyptian day Liverpool museum</p>			