

Year 5

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	How do we know what life was like during the Early Islamic Civilisation?	Why are people inspired to explore space?	How can we make the best use of our natural resources?	Would you like to live in the Lake District?	How have people who break the law been treated differently in the past?	Does every crime deserve a punishment?
STEM	Maths					
	See separate document					
	Science					
	Forces Children will learn to explain the role of gravity on objects on Earth. They will identify the effects of air resistance, water resistance and friction. They will also learn how some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Earth and space Children will describe the movement of the Earth and other planets, relative to the sun in the solar system and describe the movement of the moon relative to the Earth. They will use Earth rotation to explain day and night due to the apparent movement of the sun across the sky.	Living things and their habitats (animals) Focusing on life cycles, children will compare those of a mammal, an amphibian, an insect and a bird. They will describe the life process of reproduction in some plants and animals.	Animals including humans Looking at gestation periods and developmental milestones, children will learn about the changes as humans develop from birth to old age.	Properties and changes of materials Children will compare and group together everyday materials based on their properties. They will learn about solubility and use their knowledge of solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation. Investigative work will support learning about reversible and irreversible changes.	
	Computing					
	Systems and searching After beginning with a focus on online safety, children will learn how computers can be connected together to form systems and recognise the role of computer systems in our lives. They will identify how to use a search engine and find out how search engines select and rank results, recognising why this is important.	Video production Children will explain what makes a video effective and capture videos using a range of devices. They will create storyboards; improve and edit videos while considering the impact of the choices made.	Selection in physical computing Children will control a simple circuit connected to a computer and write a programme that includes count-controlled loops. They will explain how a loop is developed and design a physical project that includes selection and programming controls.	Flat-file databases Children will use a form to record information and compare paper and computer-based databases. They will outline how you can answer questions and explain the tools to select specific data. In addition, they will explain that computer programs can be used to compare data visually and use real-world databases to answer questions.	Introduction to vector graphics Children will identify that drawing tools can be used to produce different outcomes and create vector drawings by combining shapes. They will also use tools to achieve a desired effect and group objects to make them easier to work with.	Selection in quizzes Children will explain how selection is used in computer programmes and relate conditional statements and outcomes. They will design, create and evaluate a programme that uses selection.
	D.T.					
		Mechanisms – Pulleys or gears Looking at a range of products, children will use observational drawings and questions to develop their understanding of products with pulley systems. They will learn about different sized pulleys and then learn to incorporate a pulley system into an electrical circuit. After constructing wooden frames, children will decide how to locate the components on their electric toy car, to make it appeal to the intended user.		Food: Celebrating culture and seasonality Children will find out about bread associated with different cultures both in the UK and around the world. After practising the techniques needed for bread-making, they will develop their own bread rolls, thinking about how seasonal ingredients can be used.		Structures - frame structures Children will investigate and make annotated drawings of a range of portable and permanent frame structures. After researching using triangulation to add strength to a structure, they will work with paper straws to build 3D structures. They will develop and make a small-scale frame structure, working with accuracy and evaluating.
	History					

Humanities	Early Islamic Civilisation After gaining an understanding about when and where the Early Islamic Civilisation developed, children will explore and discuss reasons it is important to study the Islamic civilisation in this period. They will learn about the city of Baghdad and the daily lives and beliefs of its citizens, including the importance of trade. Alongside will run work around what different sources of evidence tell us, and their reliability.	Space Race and Hidden Figures Children will develop their understanding of chronology through positioning important events on a timeline. They will then focus in on the role of a group of female global majority scientists within NASA and place these in the historical context of the USA in the 20th Century.			Crime and punishment The children will use their inquiry skills to explore the development of Crime and Punishment while investigating how societies have managed criminals. They will analyse historical evidence that illuminates punishments from 800 years ago. They will investigate how medieval justice was served, while exploring the evolution of crime and punishment between 1500 and 1750 and delve into shifting societal attitudes and their impact on penalties. Through these investigations, they will learn to decipher how the past is represented and interpreted, gaining insights into historical continuities and shifts in the realm of Crime and Punishment.	Crime and punishment The children continue their exploration of Crime and Punishment further investigating the evolution of punishments, from the grim realities of the 18th century to modern times; pondering the reasons behind the shift to more brutal penalties. Through analysis of historical evidence, they will explore the ever-changing landscape of crime prevention and punishment. The children will investigate how the methods of catching and penalising criminals have evolved over the last century, scrutinising the impact of these changes on society. Thus understanding why the 19th century was a pivotal period of transformation in the realm of Crime and Punishment.
	Geography					
	Early Islamic Civilisation As part of their history topic, children will explore the importance of location to the Early Islamic Empire.		Natural resources Children will learn about natural resources and land use in Britain. They will look at the many ways land is used, how it has changed and the factors limiting the ways in which it can be used. They will find out about the natural resources that are burned to produce electricity, and compare these with renewable sources of energy. A focus on wood, steel, glass and concrete will allow children to understand different uses of natural resources, with a focus on the use of natural resources in the home.	UK focus: Lake district Use https://www.lakedistrict.gov.uk/ Following on from their learning about natural resources, and after learning about the counties of the UK, children will focus in on one area of the UK: the Lake District. Learning will include what makes this area unique and how it's physical and human geography compares to that of Greater London, as well as how this geography impacts the lives of the people who live in the Lake District. Some areas for learning and discussion will include: the harnessing of natural resources at Thirlmere Reservoir; the impact of the Industrial Revolution on the landscape; the role of farming in the area; the Lake District Natural Park and tourism.		
	RE					
	Islam: Ramadan and Id ul Fitr After recapping prior learning about the Five Pillars of Islam, children will learn about the importance of the month of Ramadan to Muslims, including fasting and worship. They will learn about the celebration of Id ul Fitr at the end of Ramadan and the importance of charity at Id.	Islam: Hajj and Id ul Adha Children will listen to and discuss the story of Prophet Ibrahim (pbuh) and his son Ismail (pbuh) rebuilding the Ka'aba. They will discuss Qur'anic quotes about Hajj and learn about Hajj requirements. They will learn about Id ul Adha, the festival that takes place the day after the gathering of pilgrims on Mount Arafah.	Sikhism 3: The Gurdwara and Guru Granth Sahib Children will learn about the Gurdwara as the centre for the Sikh community and a place of prayer and worship. They will find out about the Guru Granth Sahib, the Sikh holy book and final everlasting Guru, including how it is treated, its content and its use.	Sikhism 4: Belonging to the Sikh community Learning about Sikhism will continue by finding out about Guru Gobind Singh, the last human Guru, who established the Khalsa and developed the 5 Ks. Children will learn about going through the Amrit ceremony to become a Khalsa'd Sikh.	Christianity 8: Jesus Human and Divine Children will learn about the Trinity, how Christians see God as Father, Son and Holy Spirit. They will recap learning about Christmas as the celebration of Jesus' birth. They will consider the importance of friendship when they hear about Jesus choosing 12 disciples. They will learn about Jesus' temptations, baptism, miracles and acts of healing, and consider the importance of Easter as the end of Jesus' life on Earth.	Christianity 9: Leading a Christian Life Children will learn about commitment, belonging and belief in the special presence of God during significant life events. They will consider examples of at least one person and one charitable organisation that exemplifies Christianity in action. This will include a visit from a local Christian to share how their life is led by faith.
	Art					

The Arts	Making Monotypes Children will learn what a Monotype is and can see how artists use monotypes in their work. They will study drawings made by other artists and identify particular marks they have used in their drawings. They will listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in their head, and they will use these to create imagery which captures the mood of the piece of poetry. They will use their sketchbook to explore their ideas. They will use their mark making skills to create exciting monotypes, combining the process with painting and collage.		Typography and Maps Children will learn that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. They will see how other artists work with typography and share their thoughts on the work. They will explore how they can create their own letters in a playful way using cutting and collage. They will reflect upon what they like about the letters that they have made. They will use sketchbooks for referencing, collecting and testing ideas, and reflecting. They will learn how to make their drawings appear visually stronger by working over maps or newspaper.		Exploring Sculpture: Making a mobile Children will explore the work of Alexander Calder. They will then explore the relationships between line, shape, form and colour when working in three dimensions. Pupils explore the relationships between design and fine art, and practise Design through Making. They have the opportunity to explore balance and counter balance, and learn to take creative risks and solve problems.	
	Music					
	All classes group A: Steel pans All classes group B: Bandlab (digital composition)	All classes group A: Steel pans All classes group B: Bandlab ** 2 week break for Christmas Production rehearsal	All classes group B: Steel pans All classes group A: Bandlab	All classes group B: Steel pans All classes group A: Bandlab	All classes group A: Steel pans rehearsal and concert All classes group B: Great Composers In Great Composers, children will learn about the history of the Great Composers. They will explore their music and learn about popular Classical compositions.	All classes group B: Steel pans rehearsal and concert All classes group A: Great Composers
Wellbeing	PSHE					
	Keeping/Staying Safe: Peer Pressure Looking at how we can be influenced and pressured to make unsafe choices. Keeping/Staying Healthy: Smoking Smoking explores how someone can be pressured in to smoking. <i>Zones of Regulation Recap, Kilmore Rules and Kilmore Qualities</i>	Computer Safety: Image Sharing Image Sharing looks at how we can be pressured in to sending images and how to manage this.	Being Responsible: Looking Out for Others Looking Out for Others looks at the responsibility we have if we witness someone being bullied. First Aid This topic looks at basic life support techniques, such as the recovery position, CPR, and DRs ABC.	Growing and Changing: Puberty Puberty looks at the different changes boys and girls go through during puberty. RSHE Talking about Puberty The Reproductive System Help and Support	Feelings and Emotions: Anger Anger looks at the ways in which we can manage our emotions when we are unable to do something we wanted to. First Aid This topic looks at basic life support techniques, such as the recovery position, CPR, and DRs ABC.	The Working World: Enterprise Enterprise looks at how children can help pay for items they would like. A World Without Judgement Inclusion and Acceptance Inclusion and Acceptance explores the topic of a child having same sex parents.
	P.E. (Outdoor/Indoor)					
	NB: In Year 5 and 6, indoor PE is done on a rotational basis as each class gets a term of dance					
	Quicksticks hockey Children will learn how to dribble the ball in different directions, over a variety of distances with some accuracy and power, in a game situation. They will be taught to perform a pass using their stick with some control and accuracy while moving into a space. The children will hit a moving ball with some accuracy. They will learn to strike the ball safely and with accuracy at goal; begin to understand how to defend against an opponent in a game situation while tackling and marking and will begin to use techniques learned in a game situation and to understand the key rules.	Football Working on ball control, children will stop a ball in different ways and dribble with control. They will practise tackling and intercepting. They will play longer passes and develop skills to kick past a goalkeeper with some accuracy. Alongside this, they will develop tactical and sportsperson-ship skills.	Badminton Children will recap their basic understanding of holding a shuttlecock and how it is different to a ball. They will also gain understanding of where to throw the flight to land in a designated area. They will be able to hold a badminton racket correctly and to show forehand and backhand shots with the use of the nets. Children will go on to having simple rallies and understanding the scoring system. Once these skills are taught, they will put all the different skills together to have mini games of badminton.	Netball Children will learn to select the correct pass and to move into a space to be able to receive the ball on the move while performing the correct footwork (jump stop, stride stop and pivot). They will be able to perform three different dodges (Drive dodge and double dodge); be able to defend a player and attempt to intercept a pass. They will develop their knowledge of how to shoot into netball posts and begin to use attacking and defending techniques learned in a game situation. Finally, the children will play mini and full matches and work together as a team being able to communicate with each other.	Athletics Children will learn a variety of different athletic activities based around sports day and will recap the acronym FAST. They will learn to accelerate quickly with speed and control in movement while pacing themselves when needed. They will recap their knowledge on throwing a javelin/vortex using a good stance, good height and distance. Children will perform jumps with balance, control and distance.	Rounders Children will focus on throwing and catching the ball while learning to make the correct decisions in a game situation. The children will be Introduced to a donkey drop bowl; will recap their batting technique, being able to hit the ball in different directions and will develop their knowledge of how to field the ball using a long barrier and attempting the run and scoop. The children will play rounders games and work as a team, discussing tactics of striking and fielding.

	<p>Leadership</p> <p>Children will gain knowledge of what a good Play Leader is. They will develop ways to communicate to range of ages. They will develop skills to create games using equipment and organise participants into teams, knowing when to make a game easier or harder to improve the engagement of the participants. They will learn different ways to organise children into teams fairly.</p>	<p>Gymnastics</p> <p>Children will perform complex shapes with control and some flexibility. They will perform more complex jumps, including a tuck, pike and a scissor kick. They will develop symmetrical and asymmetrical balances and a ‘squat on’ and squat off’ on various apparatus They will then link skills to create a sequence with fluency, while learning to co-operate, communicate and collaborate with others.</p>	<p>Boccia</p> <p>Children will learn how throw in a variety of ways and roll the ball with increasing accuracy. They will learn how to get the ball as close to the target as possible using different angles and distances. They will develop strategies with their throws to knock off opponent’s balls to get closer to the target. Children will learn to block their opponents and communicate with teammates to improve this. They will learn attack and defence strategies to apply in a game situation.</p>	<p>Multi-skills</p> <p>Children will develop ability to balance equipment while moving and co-ordinating another action. They will develop their agility to change direction quickly and efficiently with equipment. They will co-ordinate using both sides of the body with fluency to perform a combination of movements or actions. They will test and measure their balance, agility and co-ordination confidently and accurately.</p>	<p>Street Dance</p> <p>Children will be taught street dance by a specialist dance teacher. They will develop flexibility, strength, technique, balance and control. They will co-operate and collaborate to create a warmup displaying a variety of movement patterns. They will translate ideas from a stimulus showing control and fluency. They will dance in unison in a group keeping in time with each other and in canon, showing good timing. They will perform using a variety of levels and using the space. These skills will be put together for a class performance.</p>	<p>Street Dance</p> <p>(Each class will have one term with a specialist dance teacher)</p>
	Links to Articles from the UN Convention on the Rights of the Child					
	<p>All classes will begin the year by using the UNCRC Articles to create their own Class Charter.</p> <p>ARTICLE 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p> <p>RE</p> <p>Article 14: Children will discuss their right to hold different beliefs and to express these.</p>	<p>ARTICLE 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p>ARTICLE 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>English and History Articles 28 & 29: The right to fair access to education will be discussed when learning about the Hidden Figures involved in the Space Race and 1950s USA.</p>	<p>ARTICLE 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.</p> <p>ARTICLE 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p> <p>ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>English and Geography Articles 12, 13 & 24 will be discussed during our Natural Resources topic.</p>	<p>ARTICLE 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.</p> <p>Science</p> <p>Article : This article will be discussed during learning about human development.</p>	<p>ARTICLE 37 (inhumane treatment and detention) Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.</p> <p>ARTICLE 40 (juvenile justice) A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.</p> <p>History</p> <p>Articles 37 & 40: These articles will be a focus point during our Crime and Punishment topic, especially when drawing comparisons with historical sanctions and detention.</p>	<p>ARTICLE 9 (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.</p> <p>ARTICLE 10 (family reunification) Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child’s parents live apart in different countries, the child has the right to visit and keep in contact with both of them.</p> <p>PSHE</p> <p>Articles 9 & 10: This PSHE topic about inclusion and acceptance will be an opportunity to discuss the importance of the rights of children and their families.</p>
MFL						
Languages	<p>La date In this unit pupils will learn to: □ Recognise and recall the 7 days of the week in French. □ Recognise and recall the 12 months of the year in French. □ Recognise and recall numbers 1-31 in French. □ Ask and answer the question ‘Quelle est la date aujourd’hui ?’ (What is the date today?) in French. □ Ask and answer the question ‘C’est quand ton anniversaire ?’ (When is your birthday?) in French.</p>	<p>Les vêtements In this unit the children will learn how to: □ Repeat and recognise the vocabulary for a variety of clothes in French. □ Use the appropriate genders and articles for these clothes. □ Use the verb porter in French with increasing confidence. □ Say what they wear in different weather/situations. □ Describe clothes in terms of their colour and apply adjectival agreement. □ Use the possessives with increased accuracy.</p>	<p>Les jeux olympiques In this unit pupils will learn how to: □ Listen attentively to longer passages in French about the ancient and modern Olympic Games. □ Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in French. □ Recall the nouns in French for 10 key sports in the current Olympic games with their articles/determiners. □ Form positive and negative sentences using the verb faire (to do) in French. □ Recognise the concept of gendered nouns in French in regard to the male and female Olympians.</p>	<p>Au salon de thé In this unit the children will learn how to: □ Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. □ To understand better how to change a singular noun to plural form. □ Perform a short role-play ordering what they would like to eat and drink.</p>	<p>En ville In this unit pupils will learn how to: • Recall 10 key places in a town in French with their respective definite articles/determiners. • Follow 5 different directional instructions in French. • Ask where a place is in French and respond with a description of relative distance (nearby/far away) in French. • Use prepositions to give the precise location of a key place around town in relation to another in French. • Use transactional language to facilitate a dialogue with a partner about where places are in a town in French.</p>	<p>Le weekend In this unit pupils will learn how to: □ Ask what the time is in French. □ Tell the time accurately in French. □ Learn how to say what they do at the weekend in French. □ Learn to integrate connectives into their work. □ Present an account of what they do and at what time at the weekend.</p>
	English					
	See separate document					