



Eastbury Primary School Wider Curriculum Overview Map for Year 5: September 2020

Year: 5	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Topic theme title	Term 1: Ancient Greece		Term 2: Tudors		Term 3: Victorians	
SECTION A: TITLE OVERVIEW						
RETURN FROM LOCK DOWN	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Return from lock down and pupil well-being:</p> <p><i>At the beginning of each term go over daily expectations and procedures.</i></p>	<p>Use PHSE sessions to go over topics related to hand-washing, hygiene, safety, family bereavement, worries and anxieties.</p> <p>Go over school and class expectations. Behaviour and learning expectations. Having positive growth mind-set.</p> <p>Discuss any changes to school procedures such as timetables and movement around school (playtimes/lunch times).</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>

Trips and experiences Entry point Exit point	Entry point	British Museum - IPC Myths link – Exit point	Entry point	Exit point: Science Museum – Science week	Entry point: Tate Modern – Art week prep	Exit point: Greenwich Uni – aspirations
British values and Votes for Schools (check weekly)	Rule of law: Why do we have a school council? Why does our school have rules? How are these rules decided? Votes for schools	Democracy: How do we decide who is in charge? Why is it important to work together? Votes for schools	Mutual respect and tolerance: Why do we learn about other cultures? How does this change the way we behave towards people who are different from us? Votes for schools	Individual liberty: Why is it important for us to be able to make our own choices? Votes for schools	Rule of law Votes for schools	Mutual respect and tolerance: Votes for schools
Weekly celebration assembly focus: Eastbury values	Respect	Enjoyment	Teamwork	Resilience	Aim High	Creativity
Year group whole school performance (RE assembly)	X	X	X	Easter Assembly Year 5 performance	X	X

PLEASE NOTE:

Curriculum: Schemes and plans below specify what pupils will do each half term. Please note due to **COVID-19** closure additional time will be allocated as transition weeks to manage and deal with some of the gaps in subjects such as English and maths. Wider curriculum subjects will start as stated below with the topics. Any knowledge gap for these subjects will be covered during special days or special weeks during the academic year where possible. In most cases missed topics and skills re-occur. Year groups will continue to ensure to create and plan links between subjects where possible to close the knowledge gap.

Assessment: Assessment judgements in the wider curriculum will continue to use a triangulation approach, using topic assessment questions, plenary exit questions at the end of lessons, end of topic evaluations and progress check list. These will support the teacher judgements made on SIMS (Spring 1 and Summer 1).

SECTION B: MATHS AND ENGLISH OVERVIEW OF TOPICS

ENGLISH Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (Lit and Lang scheme)	Unit 1: Prometheus and Pandora Genre: Myth	Unit 2: Bling! Genre: Modern retelling of a myth	Unit 3: Last night I saw the city breathing! Genre: Poem	Unit 4: This is not a fairy tale! Genre: Story by a significant author	Unit 5: Dragon Slayer Genre: Story from another culture	Unit 6: Father's Day Genre: Playscript/ dramatic conventions

<p>(See also Overview chart in the handbook)</p> <p><i>Deal with gaps during transition weeks: highlighted during lock down (via intervention and support)</i></p>	<p>Fiction text: Prometheus and Pandora</p> <hr/> <p>Genre: Instruction</p> <p>Non-fiction text: How to write a myth/ How to write a recipe</p>	<p>Fiction text: Bling!</p> <hr/> <p>Genre: News paper</p> <p>Non-fiction text: Bravery award for hero boy</p>	<p>Fiction text: Last night I saw the city breathing!</p> <hr/> <p>Genre: Persuasive writing</p> <p>Non-fiction text: Meet the future</p>	<p>Fiction text: This is not a fairy tale!</p> <hr/> <p>Genre: Biography/ Autobiography</p> <p>Non-fiction text: Jeremy Strong/ Antony Horowitz biography</p>	<p>Fiction text: Dragon Slayer</p> <hr/> <p>Genre: Non-Chronological report</p> <p>Non-fiction text: The Kraken</p>	<p>Fiction text: Father's Day</p> <hr/> <p>Genre: Discussion text</p> <p>Non-fiction text: The Big Debate</p>
<p>Main grammar focus (Lit and Lang)</p> <p><i>Deal with gaps during transition weeks: highlighted during lock down (via intervention and support)</i></p>	<p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs</p>	<p>Relative clauses</p>	<p>Modal verbs and adverbs of possibility</p>	<p>Brackets, dashes and commas for parenthesis</p>	<p>Converting nouns or adjectives into verbs using suffixes Verb prefixes</p>	<p>Use commas to clarify meaning or avoid ambiguity.</p>
<p>MATHS Y5</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Mathematics topics (Inspire scheme)</p> <p><i>Transition topics: See also topics missed in Year 2 due to Lock down (March to July 2020).</i></p> <p><i>(Review any gaps)</i></p>	<p>Unit 1 and 2 Whole numbers</p> <ul style="list-style-type: none"> Place value Comparing numbers within 10million Rounding and estimating Multiplying and dividing by 10, 100 and 1000 <p>Order of operations</p>	<p>Unit 3 and 4 Fractions</p> <ul style="list-style-type: none"> Like and unlike fractions Adding and subtracting fractions Conversion of fractions to decimals Multiply and divide fractions 	<p>Unit 5 – Area of triangles</p> <ul style="list-style-type: none"> Recap area of rectangles and composite shapes <p>Unit 6 Ratio</p> <ul style="list-style-type: none"> Finding ratios Equivalent ratios 	<p>Unit 7 Decimals</p> <ul style="list-style-type: none"> Converting decimals to fractions Multiplying and dividing by 10, 100 and 1000 Using a calculator <p>Unit 8 Measurement</p> <ul style="list-style-type: none"> Converting units Centimetre to meter 	<p>Unit 11 Angles</p> <ul style="list-style-type: none"> Angles on a straight line Angles on a point Vertically opposite angles <p>Unit 12 Properties of Triangles</p> <ul style="list-style-type: none"> Recap properties of shapes Angles on a triangle 	<p>Unit 13 Geometrical construction</p> <ul style="list-style-type: none"> Drawing triangles Drawing 4 sided shapes <p>Unit 14 Volumes of Cubes and Cuboids</p> <ul style="list-style-type: none"> Building solid units Drawing cubes and cuboids

		<ul style="list-style-type: none"> Mixed numbers Products of mixed numbers and whole numbers 		<ul style="list-style-type: none"> Meter to kilometre Grams to kilograms Millilitres to litres <p>Unit 9 Mean</p> <ul style="list-style-type: none"> Understand mean (average) <p>Unit 10 – Percentage</p> <ul style="list-style-type: none"> Understand percent Convert fractions to percentages Percentage of a quantity 	<ul style="list-style-type: none"> Right-angled, isosceles and equilateral triangles Parallelograms, rhombuses and trapeziums 	<ul style="list-style-type: none"> Understand measuring of volume Volume of a liquid <p>Cover missing topics from National Curriculum</p>
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SECTION C: SUBJECTS WITH SCHEMES OVERVIEW OF TOPICS

SCIENCE Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science (Collins Snap Science scheme)	<p>Sc5/2.1</p> <p>NC title: Living Things and their habitats</p> <p>Collins title: Circle of life</p> <p>Key knowledge: Sc5/2.1a Extend understanding of what a life cycle is, and learn about the life cycles of some familiar (and some less familiar) mammals, amphibians, insects and birds.</p>	<p>Sc5/2.2</p> <p>NC title: Animals, including humans</p> <p>Collins title: Reproduction in plants and animals</p> <p>Key knowledge: Learn that plants can reproduce in other ways, through asexual reproduction.</p> <p>Sc5/2.1b</p>	<p>Sc5/3.1</p> <p>NC title: Properties and Changes of Materials</p> <p>Collins title: Everyday materials</p> <p>Key knowledge: Explore familiar objects in detail and find out about accidental scientific discoveries, such as the ‘non-sticky’ glue developed by Spencer Silver and used</p>	<p>Sc5/3.1</p> <p>NC title: Properties and Changes of Materials</p> <p>Collins title: Marvellous mixtures</p> <p>Key knowledge: Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p>	<p>Sc5/4.1</p> <p>NC title: Earth and Space</p> <p>Collins title: Earth and beyond</p> <p>Key knowledge: Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p>	<p>Sc5/4.2</p> <p>NC title: Forces</p> <p>Collins title: Feel the force</p> <p>Key knowledge: Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Sc5/4.2b identify the</p>

	<p>Learn about incredible journeys that some animals undertake to complete their life cycles, and about the different ways in which humans are supporting some endangered animals to increase their population numbers.</p> <p>Sc5/2.2a describe the changes as humans develop to old age.</p> <p>Key skills: Compare and contrast different life cycles, identifying common features as well as explaining key differences.</p> <p>Apply knowledge of life cycles to help them as they create a fantastical creature of their own, complete with its own distinct life cycle.</p> <p>Key vocabulary: life cycle, birth, growth, reproduction, metamorphosis, aging, death, animal, mammal, amphibian, insect, bird, elephant, toad, bumblebee, blue tit, hedgehog, bat, polar bear, mountain gorilla, cubs, pups, hibernate, nocturnal,</p>	<p>As they learn about reproduction in animals children will find out more about specific mammals, birds, insects and amphibians and how they reproduce.</p> <p>There are three lessons focusing on humans, one of which is about the complete human life cycle and two of which focus on puberty. These lessons can be taught to mixed or single gender groups, but all children should learn about changes in boys and girls</p> <p>Key skills: Carry out first-hand observation of flowering and other plants, and also use secondary sources of information.</p> <p>Group and classify living things according to similarities in reproduction processes.</p> <p>Report and present findings from enquiries in a variety of ways,</p>	<p>in 'Post it' notes, and how properties of 'super absorbent powders' can make them useful in everyday life.</p> <p>Key skills: Sc5/3.1a To 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>Carry out comparative and fair tests to answer questions about how and why certain materials are selected and used because of their properties.</p> <p>Key vocabulary: properties, material, building, construction, structure, organic, natural, manufactured, man-made, weathering, decay, decompose, break down, brittle, fragile, metal, plastic, wood, ceramic, concrete, compare, contrast, group, organise, criteria, strong,</p>	<p>Sc5/3.1f 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> <p>Key skills: Plan different types of enquiries to answer questions, recognising and controlling variables where necessary.</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p> <p>Key skills: Use models for exploring and demonstrating ideas, first-hand observation made at night either in their gardens or local area, or from visits to local observatories, secondary sources of information (mainly web-based) to answer scientific questions increasingly independently, and diagrams, charts and graphs for recording data.</p> <p>Report and present findings in different ways, including booklets, oral presentations and annotated diagrams, draw conclusions, identify causal relationships and explain their thinking.</p> <p>Key vocabulary: Aldebaran, Arctic, Antarctic, British Summer Time, Earth, Greenwich Meridian, International</p>	<p>effects of air resistance, water resistance, friction, gravitational attraction, upthrust and drag forces that act between moving surfaces</p> <p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>Key skills: Plan and carry out fair test and pattern-seeking investigations, observe carefully, record accurate measurements, and construct different mechanisms.</p> <p>Look at scientific ideas from the past and carry out an activity to find evidence to support or refute famous scientists' ideas.</p> <p>Make predictions as a result of carrying out simple activities and go on to plan new investigations. There are opportunities to develop graphing skills as well as communication and presentation skills</p>
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	<p>marsupial, toad, newt, salamander, tree frog, metamorphosis, tadpole, larva, frog, toad, gills, cold blooded, ladybird, butterfly, dragonfly, head, thorax, abdomen, antennae, egg, pupa, cocoon, adult, thrush, peregrine falcon, ostrich, emperor penguin, breeding cycle, clutch, brood, hatch, fledge, prey, predator, reproduce, habitat, environment, humpback whale, blue whale, swift, osprey, wildebeest, caribou, monarch butterfly, migrate, migration, navigate, genetic, endangered, threatened, extinct, extinction, evolution, giant panda, black rhino, peregrine falcon, bumblebee, salamander, osprey, koala bear</p>	<p>including posters, fact cards and guides.</p> <p>Key vocabulary: reproduction, reproduce, flower, organ, carpel, stamen, pollen, seeds, seed head, berry, fruit, pollinator, pollination, fertilisation, reproduction, reproduce, propagate, stem, leaf and root cuttings, runners, tubers, bulbs, rhizomes, gender, male, female, sex, sexual, asexual, metamorphosis, mate, sperm, pregnant, give birth, young, pup, calf, foal, chick, hatch, fledge, fledgling, Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty</p>	<p>strength, weakness, durability, wear, tear, stretch, flexible, flexibility, hardness, light, heavy, durable, durability, waterproof, washable, stain resistant, reusable, bicycle, suspension, brakes, tyre tread, saddle, weight, mass, criteria, ovenproof, heat, temperature, room temperature, thermal conductor, thermal insulator, insulate, insulation, viscosity, viscous, sticky, stickiness, tackiness, adhesive, glue, saturated, powder, particle, polymer, volume, quantity</p>	<p>Use a range of science equipment with increasing accuracy and precision, and use a variety of ways to report and present their findings to an audience.</p> <p>Key vocabulary: material, compare, contrast, separate, mixture, sieve, filter, evaporate, solid, liquid, gas, powder, particle, dissolve, soluble, solution, contamination, contaminate, contaminated, impurity, pure, purity, suspension, saturated, saturation, reversible, non-reversible, microbes, bacteria, types of oil, liquid, solid, detergent, sticky, filter, mechanical, boom, residue, environment, biological, marine life, purify, drinkable, sterilise</p>	<p>Date Line, Jupiter, Mars, Mercury, Milky Way, Moon, North Pole, Saturn, South Pole, Sun, Neptune, Universe, Uranus, Venus, asteroid, autumn, axis, compass, crescent, dawn, degrees, dusk, equator, equinox, fixed stars, Full Moon, galaxy, gibbous, hemisphere, horizon, illuminate, leap year, longitude, lunar month, meridian, nebula, New Moon, northern, orbit, planet, reflect, rotate, rotation, solar system, solstice, southern, spin, spring, star, summer, sunrise, sunset, telescope, temperature, tilt, time zone, waning, waxing, winter, year, change, compare, draw conclusions, explain, explanation, investigation, line graph, measure, model, observations, plan, predict, prediction, presentation, question, record, review, scientific diagram, table</p>	<p>Key vocabulary: air resistance, Aristotle, balanced, balanced forces, bevel gears, clockwork, cogs, compress, extend, effort, force arm, forces, force, friction, force arrow, fulcrum, gravity, Galileo, gear ratio, gears, gear trains, lever, lift, machine, mechanisms, movement, Newton, Newton meter, pinion, pivot, pulley, pull, push, rack, resistance, rotary motion, simple machines, speed, time, unbalanced force, upthrust, water resistance, weight arm, wheel</p>
COMPUTING Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Computing (Switched On scheme)</p> <p>Year 5</p>	<p>Topic Title: Introduction to Computing (Autumn 1)</p> <p>Key knowledge: NC objectives:</p>	<p>Topic Title: We are game developers (Autumn 2)</p> <p>Key knowledge: NC objectives:</p>	<p>Topic Title: Internet Safety(Spring 1)</p> <p>Key knowledge: NC objectives: Internet Safety(Spring 1)</p>	<p>Topic Title: We are HTML editors (Spring 2)</p> <p>Key knowledge: NC objectives:</p>	<p>Topic Title: We are Blogger (Summer 1)</p> <p>Key knowledge: NC objectives: We are Blogger (Summer 1)</p>	<p>Topic Title: Hour of coding (Summer 2)</p> <p>Key knowledge: NC objectives:</p>

	<p>Introduction to Computing (Autumn 1) To use technology safely, respectfully and responsibly.</p> <p>Key Skills: Improve keyboard skills. To identify a wide range of input and output devices that can be found on a computer system.</p> <p>Key vocabulary: QWERTY Keyboard Input/output Respect</p>	<p>We are game developers (Autumn 2) To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Key Skills: To understand algorithm and use sequence, select and repetition in programs To solve problems by decomposing tasks into smaller sub tasks Write programs to accomplish specific goals. Create own digital content like character and background To program a working game (eg. In Scratch). To use logical reasoning to debug a program.</p> <p>Key vocabulary:</p>	<p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Key Skills: Internet Safety: Know what is appropriate and inappropriate content online Understand how to stay safe and be respectful online. Know where to get help and report problems Understand what personal information is and how to keep it secure To confidently explain the risks of social media and understand the impact of their digital footprint.</p> <p>Key vocabulary: Internet safety Online Report problems Appropriate/inappropriate Reliable/Unreliable</p>	<p>We are HTML editors (Spring 2) To 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 To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Key Skills:</p> <p>We are HTML: understand different ways to communicate online understand what is HTML and what it is used for understand what the Internet is and how it works Recognise simple HTML codes Use simple HTML codes.</p> <p>Key vocabulary:</p> <p>HTML WWW Communication Online. Tags/ lines of codes</p>	<p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content To 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> <p>Key Skills: We are Bloggers: Research using a range of sources Work collaboratively Use presentation software such as Word or PowerPoint.</p> <p>Key vocabulary: Digital media- text, sound, video Manipulate Drawing Presenting Publishing</p>	<p>Hour of coding (Summer 2) To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Key Skills: Hour of coding: To understand algorithm and use sequence, select and repetition in programs Write programs to accomplish specific goals. Solve problems by decomposing them into smaller parts Use logical reasoning to debug a program.</p> <p>Key vocabulary:</p> <p>Hour of coding: Algorithm Sequence Select Repeat Debug</p>
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		Algorithm Sequence Select Repeat Decomposing tasks debug				
RE Y5	Autumn 1/2 (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)		Spring 1/2 (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day) EASTER ASSEMBLY YEAR 5		Summer 1/2 (optional religious festivals – to look at Ramadan/Eid/Father’s Day)	
RE (Discovery RE scheme) RE - topics taken from discovery RE scheme of work -areas of enquiry targets AT1 & AT2 targets or NC – national curriculum targets starting with Re have been selected. Key (T1) term 1 (T2) term 2 Year 5	Topic Title: you can choose between, Sikhism -Belief into Action (T1) or Hinduism - Prayer and Worship (T1) Christianity – Christmas (T2) RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. RE2c: To recognise and explain diversity within religious expression, using appropriate concepts. AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment AT2 E Meaning, purpose and truth	Complete topic not done in Autumn 1.	Topic Title: You can choose between either - Sikhism - Beliefs and moral values(T1) Hinduism - Hindu beliefs (T1) Christianity – Easter (T2) RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 F Values and commitments AT2 E Meaning, purpose and truth Key knowledge: To research if Sikh stories	Complete topic not done in Spring 1. Christianity – Easter (T2) EASTER ASSEMBLY TO WHOLE SCHOOL YEAR 5	Topic Title: you may choose from either – Sikhism -Prayer and worship (T1) or Hinduism - Beliefs and moral values (T1) Christianity - Beliefs and practices (T2) RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities RE2c: To recognise and explain diversity within religious expression, using appropriate concepts. AT1 B Practices and ways of life	Complete topic not done in Summer 1.

	<p>Key knowledge: To identify how far would a Sikh go for his/her religion? (T1)</p> <p>Research and think about what are the best ways for a Hindu to show commitment to God? (T1)</p> <p>To debate whether the Christmas story true? (T2)</p> <p>Key Skills: to compare the different ways Sikhs put their religion into practice. To explore what is the best way for a Sikh to show commitment to God?(T1)</p> <p>To evaluate if there is a best way for Hindus to show their commitment to god,.(T1)</p> <p>to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.(T2)</p> <p>Key vocabulary: Sikhs, Guru Granth sahib, Gurdwara, Equality, Sewa, amrit and 5ks</p>		<p>are important today and if so, explore why? (T1)</p> <p>To analyse how can Brahman be everywhere and in everything? (T1)</p> <p>To challenge and question if God intended Jesus to be crucified and if so, was Jesus aware of this? (T2)</p> <p>Key Skills: To explore and understand the relevance of Sikh stories today. (T1)</p> <p>To explain and understand the Hindu belief that there is one God with many different aspects. (T1)</p> <p>To investigate if Jesus is the incarnation of God To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. (T2)</p>		<p>AT2 F Values and commitments</p> <p>AT2 E Meaning, purpose and truth</p> <p>Key knowledge: Sikhism - To investigate and discuss what is the best way for a Sikh to show commitment to God?(T1)</p> <p>To debate and discuss if beliefs in karma, samsara and moksha help Hindus lead good lives?(T1)</p> <p>To discuss the best way for a Christian to show commitment to God and then evaluate in groups and present to rest of their peers?(T2)</p> <p>Key Skills: To explore and evaluate how Sikhs show their commitment to God and to evaluate if there is a best way. (T1)</p> <p>To investigate and research how the impact of certain beliefs on a Hindu's life.(T1)</p> <p>To understand how Christians, show their commitment to God and to</p>	
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	<p>Hindus -worship, puja, arati, Lakshmi, brahma</p> <p>Christmas – old testament, cross, Jesus, church, nativity, gospels, Luke, Mathew</p> <p>Christmas concert performances</p>		<p>Key vocabulary: Sikh stories, guru, guru granth sahib, Guru Nanak</p> <p>Hindu, brahmin, brahma, Vishnu, pooja</p> <p>Life after death, Holy Week, Bible</p> <p>Year 5 Assembly – Easter PREP.</p> <p>Whole school Easter hat parade.</p>		<p>evaluate if there is a best way. (T2)</p> <p>Key vocabulary: Sikhism - guru, Amrit ceremony, guru granth sahib, langar, sewa, gurdwara, marriage, birth and death ceremonies</p> <p>Hinduism – prayer, Pooja, karma, moshukh, re-carination</p> <p>Christianity – baptism, church wedding, church, cross, bible, prayer, confession, vicar, communion.</p> <p>End of year leavers /summer show celebrations</p>	
MUSIC Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Music (Charanga scheme)</p> <p>Year 5</p>	<p>Topic Title: Me & Nativity performance</p> <p>Key knowledge: NC objective Mu1/1.1/1.2</p> <p>To explore: growing, homes, colour, toys and how I look.</p> <p>To use their voices expressively and creatively by singing songs and</p>	<p>Topic Title: Me & Nativity performance</p> <p>Key knowledge: NC objective Mu1/1.1/1.2</p> <p>To explore: growing, homes, colour, toys and how I look.</p> <p>To use their voices expressively and creatively by singing</p>	<p>Topic Title: My stories & Everyone</p> <p>Key knowledge: Mu1/1.2/1.3</p> <p>To explore using your imagination Christmas, festivals, fairies, pirates, superheroes, lets pretend, once a upon a time</p> <p>To explore family, friends, people and</p>	<p>Topic Title: My stories & Everyone</p> <p>Key knowledge: Mu1/1.2/1.3</p> <p>To explore using your imagination Christmas, festivals, fairies, pirates, superheroes, lets pretend, once a upon a time</p>	<p>Topic Title: Our World & Big Bear Funk (transition unit)</p> <p>Key knowledge: NC objective Mu1/1.1/1.2/1.3</p> <p>To explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea and space.</p> <p>Transition unit - to listen and appraise, Musical</p>	<p>Topic Title: Our World & Big Bear Funk (transition unit)</p> <p>Key knowledge: NC objective Mu1/1.1/1.2/1.3</p> <p>To explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea and space.</p>

	<p>speaking chants and rhymes</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Listen and respond - Explore and create – initially using voices only but building into using classroom instruments too - Singing – nursery rhymes and action songs – building to singing and playing - Share and perform <p>Key vocabulary: Pulse (steady beat) – foundation of all music. It is the musical heartbeat that never stops. Rhythm – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p>songs and speaking chants and rhymes</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Listen and respond - Explore and create – initially using voices only but building into using classroom instruments too - Singing – nursery rhymes and action songs – building to singing and playing - Share and perform <p>Key vocabulary: Pulse (steady beat) – foundation of all music. It is the musical heartbeat that never stops. Rhythm – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p>music from around the world</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Listen and respond - Explore and create – initially using voices only but building into using classroom instruments too - Singing – nursery rhymes and action songs – building to singing and playing - Share and perform <p>Key vocabulary: Pulse (steady beat) – foundation of all music. It is the musical heartbeat that never stops. Rhythm – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p>To explore family, friends, people and music from around the world</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Listen and respond - Explore and create – initially using voices only but building into using classroom instruments too - Singing – nursery rhymes and action songs – building to singing and playing - Share and perform <p>Key vocabulary: Pulse (steady beat) – foundation of all music. It is the musical heartbeat that never stops. Rhythm – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p>activities (learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments) and perform and share.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Listen and respond - Explore and create – initially using voices only but building into using classroom instruments too - Singing – nursery rhymes and action songs – building to singing and playing - Share and perform <p>Key vocabulary: Pulse (steady beat) – foundation of all music. It is the musical heartbeat that never stops. Rhythm – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p>Transition unit - to listen and appraise, Musical activities (learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments) and perform and share.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Listen and respond - Explore and create – initially using voices only but building into using classroom instruments too - Singing – nursery rhymes and action songs – building to singing and playing - Share and perform <p>Key vocabulary: Pulse (steady beat) – foundation of all music. It is the musical heartbeat that never stops. Rhythm – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>
PHSE Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>PHSE Y5 (JigSaw Scheme)</p> <p>(Check also additional sessions to complete due to return from Lock-down) – See Sharepoint and read notes above.</p> <p>Year 5</p>	<p>Topic Title: Being me in my world</p> <p>Key knowledge: To know how to face new challenges and set goals. Understand my rights and responsibilities as a citizen of my country and school. To understand rewards and consequences and my behaviour are related. Understand how an individual’s behaviour affects a group. Understand democracy and its benefits the community.</p> <p>Key Skills: Perseverance, responsible, good behaviour, confident to speak out.</p> <p>Key vocabulary: Team work, empathy, opinion, democracy, community, roles</p>	<p>Topic Title: Celebrating Difference</p> <p>Key knowledge: Understand that we sometimes make assumptions about people based on how they look. Understand the influences for these assumptions. Understand that bullying is difficult to spot and what to do. Understand why sometimes individuals join in the bullying. Understand that each individual is special</p> <p>Key Skills: Critical thinking. Assertiveness, appreciating others</p> <p>Key vocabulary: Similar, different, culture, hobbies, bullying, friend, friendship, witness, hurtful words</p>	<p>Topic Title: Dreams and Goals</p> <p>Key knowledge: Understand money is important to achieve some dreams. Know a range of jobs and explore how much each job earns. Understand what motivates individuals to achieve it. Understand the dreams and goals from a culture different to our own. Understand communicating with someone in a different culture helps us learn from each other. Encourage my peers to support those abroad to meet aspirations.</p> <p>Key Skills: Budgeting, valuing money, identify a job I like to do, be motivated, empathy, awareness of world.</p> <p>Key vocabulary: Money, salary, earnings Goals, targets, barriers, challenges, realistic, preserving, ambitious, evaluate, culture, differences, similarities</p>	<p>Topic Title: Healthy me</p> <p>Key knowledge: Understand the health risks of smoking. Understand the risk of misusing alcohol. Know some emergency procedures and know how to get help in an emergency. Understand how popular culture promotes a certain body type. Understand the different roles food can play in peoples lives and understand how eating problems develop. Understand a healthy lifestyle including eating.</p> <p>Key Skills: Responsibility. Good life style choices, critical, developing a positive attitude to self</p> <p>Key vocabulary: Smoking, cigarette, alcohol, lungs, liver, heart, anti-social behavior, drunk, wasted, popular culture, magazine, photo shop, air brushing, anorexia, bulimia</p>	<p>Topic Title: Relationships</p> <p>Key knowledge: Understand who I am as a person in terms of my characteristics and personal qualities. understand that belonging to an online community can have positive and negative consequences. Understand the rights and responsibilities in an online community. Understand the rights and responsibilities when playing a game online.</p> <p>Key Skills: Develop self esteem, responsible online actions, recognise when too much time is being spent online, explain how to stay safe when communicating online.</p> <p>Key vocabulary: Self-esteem, online, internet, screen- time, gaming, facebook, Instagram, snapchat, twitter, fortnite</p>	<p>Topic Title: Changing me</p> <p>Key knowledge: Understand the emotional and physical changes that occur during puberty. Know male and female changes in puberty in more detail. Understand the affect of the reproductive system. Understand puberties impact on physical hygiene.</p> <p>Key Skills: Self care, empathy towards the opposite gender.</p> <p>Key vocabulary: puberty, hair, voice breaking, breasts menstruation wet dreams, erection, semen, periods tampon, sanitary towels</p>
<p>PE Y5</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>

<p>PE</p> <p>Year 5</p>	<p>Topic Title: Gymnastics</p> <p>Key knowledge: To develop flexibility, strength, technique, control and balance.</p> <p>Key Skills: Building agility, balance and coordination in gymnastics and using the skills to perform a variety movements. Develop skills of straight jump, full turns, cat leap half turns, straddle rolls and strengthen understanding of the necessary flexibility, strength and control needed to perform the movements. Move between high and low shapes in singular and combination movements. Participate in peer and self-evaluation, give positive feedback for improvement. Develop confidence and perform in front of their peers.</p> <p>Key vocabulary: Accuracy, Formation, rhythm, movement, stretch, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, Team work,</p>	<p>Topic Title: Sports games and Team games</p> <p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination and play competitive games. To develop flexibility, strength, technique, control and balance.</p> <p>Key Skills: Catching and throwing in hockey, football, basketball and netball. Building agility, balance and coordination, strengthening and understanding technical throws and plays.</p> <p>Key vocabulary: Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>Topic Title: Dance</p> <p>Key knowledge: To perform dances using a range of movement patterns.</p> <p>Key Skills: Bollywood dance, Sequence movements to music, create patterns and shapes that flow, understand rhythm and create solo and group performances. Evaluate own performance and peer performance and identify areas for development.</p> <p>Key vocabulary: pivot, Sequence, pattern, team work, group performance and solo performance, evaluate, feedback, assess</p>	<p>Topic Title: Invasion games</p> <p>Key knowledge: To perform dances using a range of movement patterns and play competitive games</p> <p>Key Skills: Use basketball and netball skill accurately in games. Apply rules and tactical approaches in game play. Evaluate own performance and peer performance and identify areas for development.</p> <p>Key vocabulary: Catching and throwing, Target throwing, Co-ordination, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate. Pass, throw, catch, pivot, opposition, team work, evaluate, feedback, assess</p>	<p>Topic Title: Team games</p> <p>Key knowledge: To play competitive games, use running, jumping, throwing and catching in isolation and in combination</p> <p>Key Skills: Continue to develop skill in game play, direct others during games in order to gain and keep passion, develop effective and purposeful communication.</p> <p>Key vocabulary: Catching and throwing, Target throwing, Co-ordination, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate. running, jumping, throwing.</p>	<p>Topic Title: Athletics and Sports day preparation and OAA (Outdoor Adventurous Activity)</p> <p>Key knowledge: To take part in outdoor and adventurous activity challenges both individually and within a team. To play competitive games, develop flexibility, strength, technique, control and balance, use running, jumping, throwing and catching in isolation and in combination</p> <p>Key Skills: Work together in small groups, develop problem solving skills, confidently follow directions and maps with accuracy. Work to a time limit and develop navigational and leadership skills.</p> <p>Use running, jumping and throwing skills to work as a part of a team, apply skills learnt effectively in preparation for sports day at the end the summer term.</p>
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	group performance and solo performance.					<p>Key vocabulary: Catching and throwing, Target throwing, Co-ordination, Position, athletics, event, track, field, running, jumping, throwing, team work, equipment, navigate, decision making, leadership, problem solving.</p> <p>Reflect and improve To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
SPANISH Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish Year 5	<p>Topic Title: Buildings</p> <p>Key Knowledge:</p> <p>To understand and say the names of buildings with accurate pronunciation and recognise these words in written form</p> <p>To know how to use the sentence structure: Hay + buildings on the high street.</p> <p>Key skills:</p> <p>Make simple sentences and manipulate them by changing an element</p>	<p>Topic Title: Directions Navidad</p> <p>Key Knowledge:</p> <p>To understand and say directions with accurate pronunciation and recognise these words in written form</p> <p>To learn and understand how Christmas is celebrated in Spain. (los Reyes Magos)</p> <p>Key skills:</p>	<p>Topic Title: Revision- Hobbies/ Sports (year 4) Simple future</p> <p>Key Knowledge:</p> <p>To understand and say hobbies and sports with accurate pronunciation and recognise these words in written form</p> <p>To understand and use simple future in Spanish</p> <p>Key skills:</p>	<p>Topic Title: Hobbies/Sports and Opinions Numbers (0 -50) Semana Santa</p> <p>Key Knowledge:</p> <p>To understand and say the names of hobbies/sports with accurate pronunciation and recognise these words in written form</p> <p>To express opinions and preferences</p> <p>To understand and say numbers 0-50 with</p>	<p>Topic Title: Numbers Comparisons- greater than, less than</p> <p>Key Knowledge:</p> <p>To understand and say numbers (0-50) with accurate pronunciation and recognise these words in written</p> <p>To understand and use the Spanish structure to express comparison using numbers</p> <p>...más que... more than ...menos que... less than</p>	<p>Topic Title: Food and Opinions</p> <p>Key Knowledge:</p> <p>To understand and say the names of food with accurate pronunciation and recognise them in written form</p> <p>To express opinions and preferences</p> <p>Key skills:</p> <p>Find words in a dictionary and check spellings</p>

	<p>Understand and use negatives</p> <p>Recite a short text with accurate pronunciation</p> <p>Appreciate similarities and differences between Spanish and English high streets</p> <p>Key vocabulary:</p> <p>Un Mercado, una tienda, un supermercado, una oficina de correos, un banco, un café, una plaza, una tienda de ropa, una catedral</p>	<p>Join in a variety of games, using directions with accurate pronunciation</p> <p>Contribute to a classroom display illustrating a busy high street</p> <p>Memorise and present two or three sentences describing a high street</p> <p>Manipulate language by changing an element in a sentence</p> <p>Understand that there are cultural differences at Christmas between England and Spain.</p> <p>Use books/ computers/ iPads to research, collect and record information about Christmas in Spain.</p> <p>Join in singing Spanish carols</p> <p>Experimenting with writing (letter to Los Reyes Magos)</p> <p>Key vocabulary:</p> <p>A la izquierda, a la derecha, en el centro</p>	<p>Integrate new language into previously learned language</p> <p>Identify strategies for learning vocabulary</p> <p>Pronounce most of key vocabulary accurately</p> <p>Attempt to write sentences from memory</p> <p>Recognise positive and negative statements</p> <p>Read and understand a short paragraph with familiar vocabulary and structures</p> <p>Key vocabulary:</p> <p>Jugar + sport Jugar al rugby, jugar al tenis, jugar al fútbol, jugar al badminton, jugar al netball bailar, nadar, ver la tele, leer, ir al parque</p> <p>Simple future tense Voy a + hobby/sport No voy a + hobby/sport</p>	<p>correct pronunciation and recognise these words in written form</p> <p>To learn and understand how Easter is celebrated in Spain. (Las procesiones)</p> <p>Key skills:</p> <p>Identify strategies for learning vocabulary</p> <p>Find new words in a dictionary and check spellings</p> <p>Pronounce most of key vocabulary accurately</p> <p>Understand and express simple opinions</p> <p>Attempt to write sentences from memory</p> <p>Recognise positive and negative statements</p> <p>Read and understand a short paragraph with familiar vocabulary and structures</p> <p>Develop an understanding of Spanish traditions and customs</p>	<p>Key Skills:</p> <p>Join in number games, reciting Spanish numbers with accurate pronunciation</p> <p>Make simple sentences and manipulate them by changing some elements</p> <p>Understand and use comparative sentences</p> <p>Appreciate similarities between Spanish and English</p> <p>Key vocabulary:</p> <p>Los números (0-50) Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta Treinta, cuarenta, cincuenta</p> <p>Note that afterwards (treinta, cuarenta and cincuenta) use “y” then the numbers from 1 to 9</p>	<p>Pronounce most of key vocabulary accurately</p> <p>Take part in a conversation expressing likes and dislikes of certain foods, using installing strategies as appropriate.</p> <p>Listen to and understand a native speaker expressing likes and dislikes</p> <p>Attempt to write sentences from memory</p> <p>Extend basic sentences using connectives e.g. And- y But-pero</p> <p>Recognise positive and negative statements</p> <p>Read and understand a short paragraph with familiar vocabulary and structures</p> <p>Recognise that some words occur in both English and Spanish although they may sound different- e.g. El chocolate</p> <p>Key vocabulary:</p>
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		<p>*Notice the vocabulary can vary depends on what children find in their research (IPads, books, dictionaries etc.)</p> <p>Los Reyes Magos, (Melchor, Gaspar y Baltasar), la cabalgata de los Reyes Magos, los regalos, el roscón de reyes, la haba, la carta a los Reyes Magos</p>		<p>Use books/ computers/ iPads to research, collect and record information about Easter processions in Spain</p> <p>Experimenting with writing (Diary – a day in the processions)</p> <p>Key vocabulary:</p> <p>Jugar + sport jugar al rugby, jugar al tenis, jugar al fútbol, jugar al badminton, jugar al netball bailar, nadar, comer en un restaurante, leer, ver la tele, ir al parque</p> <p>Me gusta, me encanta, no me gusta, detesto, odio</p> <p>Los números 0-50 Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta</p>	<p>e.g. Treinta y uno, treinta y dos, treinta y tres etc. so, the numbers are formed using three words.</p> <p>El comparativo ...más que... more than ...menos que... less than e.g. Cincuenta es más que cuarenta y cuatro.</p>	<p>*Notice the vocabulary can vary depends on what children find in the dictionary</p> <p>El pan, el arroz, la pasta, las patatas, el jamón, el pescado, el queso, el agua, el yogur, el chocolate, el helado, el pastel, las galletas, las patatas fritas, las patatas fritas de bolsa, las zanahorias, los guisantes, la ensalada</p>
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				<p>Treinta, cuarenta, cincuenta</p> <p>Note that afterwards (treinta, cuarenta and cincuenta) use “y” then the numbers from 1 to 9 e.g. Treinta y uno, treinta y dos, treinta y tres etc. so, the numbers are formed using three words.</p> <p>*Notice the vocabulary can vary depends on what children find in their research (IPads, books, dictionaries etc.)</p> <p>Semana Santa, los capirotos, los nazarenos, los marrajos, las saetas, los caramelos, las procesiones, los tronos, las flores, la gente, los churros con chocolate</p>		
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SECTION D: HISTORY AND GEOGRAPHY OVERVIEW OF TOPICS

HISTORY Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</p> <p>Year 5</p>	<p>Topic Title: Ancient Greece</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • A study of Ancient Greece - Greek life and achievements and their influence on the western world (eg. Political structure of Greek 		<p>Topic Title: Tudors</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Local history study linked with Tudor dynasty - establishment of Tudor dynasty (Henry VII to death of Elizabeth I) 		<p>Topic Title: Victorians</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • The importance of the Victorian Era - British Empire (Empress of India), Industrial revolution. 	

	<p>society: Athenian democracy)</p> <ul style="list-style-type: none"> • Greek life - religious beliefs (Greek mythology and legends), structure of warfare (Sparta as a centre of war, the battle of Marathon, and wars with the Persians: Trojan Horse) <p>Key Skills:</p> <ul style="list-style-type: none"> • Use evidence to describe the culture and traditions of studied periods. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. • Describe similarities and differences between people, events and artefacts. • Make links between some of the features of past societies. (eg. religion and society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Use a timeline to place historical events in 		<ul style="list-style-type: none"> • Major events in the Tudor Dynasty (eg. Battle of Bosworth, Henry VIII and the dissolution of Catholicism, Spanish Armada, Shakespeare) <p>Key Skills:</p> <ul style="list-style-type: none"> • Use evidence to describe the culture and traditions of studied periods. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. • Describe similarities and differences between people, events and artefacts. • Make links between some of the features of past societies. (eg. religion and society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order 		<p>Key Skills:</p> <ul style="list-style-type: none"> • Use evidence to describe the culture and traditions of studied periods. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. • Describe similarities and differences between people, events and artefacts. • Make links between some of the features of past societies. (eg. religion and society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order and main changes in a period of history. • Describe the main changes in a period in history. <p>Key vocabulary:</p>	
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	<p>chronological order and main changes in a period of history.</p> <ul style="list-style-type: none"> Describe the main changes in a period in history. <p>Key vocabulary:</p> <p>Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy, significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration, child labour, nation, empire, reformers, epidemic, turning point.</p>		<p>and main changes in a period of history.</p> <ul style="list-style-type: none"> Describe the main changes in a period in history. <p>Key vocabulary:</p> <p>Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy, significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration, child labour, nation, empire, reformers, epidemic, turning point.</p>		<p>Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy, significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration, child labour, nation, empire, reformers, epidemic, turning point.</p>	
GEOGRAPHY Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year 5		<p>Topic Title: Myths and Legends - Ancient Greece</p> <p>Key knowledge: Ge2/1.1 Locational Knowledge Ge2/1.1b To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</p>		<p>Topic Title: Important people – British history</p> <p>Key knowledge: Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1c To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p>		<p>Topic Title: Our local area – Eastbury manor house/ River Thames</p> <p>Key knowledge: Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3b To describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>Country: UK and local (Barking and Dagenham)</p>

		<p>mountains, coasts and rivers),</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4b To use the 8 points of a compass, 4 and 6-figure grid references, symbols and key.</p> <p>Key Skills: Begin to suggest questions for investigating^{[1][1]}_[SEP]</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions Use 8 compass points^{[1][1]}_[SEP]</p>		<p>Ge2/1.4c To 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>Key Skills: Begin to suggest questions for investigating^{[1][1]}_[SEP]</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions Use 8 compass points^{[1][1]}_[SEP]</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key; Use/recognise OS map</p>		<p>Key Skills: Begin to suggest questions for investigating^{[1][1]}_[SEP]</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions Use 8 compass points^{[1][1]}_[SEP]</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs^{[1][1]}_[SEP]</p> <p>Select a map for a specific purpose.</p> <p>Begin to use atlases to find out about other features of places.</p> <p>Measure straight line distance on a plan^{[1][1]}_[SEP]</p> <p>Find/recognise places on maps of different scales.</p>
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		<p>Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places.</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales.</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Key vocabulary:</p> <p>See bottom of sheet for list of Cities and Counties</p> <p>Rivers – Upper: waterfall, rapids, gorges</p>		<p>symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places.</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales.</p> <p>Draw a plan view map with some accuracy.</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Key vocabulary:</p> <p>latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique,</p>		<p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Key vocabulary:</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>
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		<p>Middle: bend, wider, shallow, valley, meander, oxbow lake Lower: wide flat-bottomed valleys, floodplain, delta Erosion</p> <p>Mountains: summit, slope, steep valley = gorge</p> <p>Volcanoes: Tectonic plates, movement, inner core, outer core, mantle, crust</p> <p>Water cycle: precipitation, collection, evaporation, condensation</p> <p>environmental regions, physical, human characteristics, countries, cities</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-</p>		<p>Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>		
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		east, north-west, south-west				
SECTION E: ART AND DT						
ART Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and design Year 5	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p> <p>Topic Title: Ancient Greece</p> <p>Key knowledge: Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Create sketchbook. • Rough sketching. • Sketching (lightly) before painting to 		<p>Topic Title: Historical figures in Great Britain and cityscape.</p> <p>Key knowledge: Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Sketching portraits of historical figures (Queen Victoria, Prince Albert...) • Work in a sustained and independent 		<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p> <p>Topic Title: Piet Mondrian</p> <p>Key knowledge: Ar2/1.3: To learn about great artists, architects and designers in history.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Review understanding of primary colours. • Research the work and life of Piet Mondrian. 	

	<p>combine line and colour).</p> <ul style="list-style-type: none"> • Shading. • Shadow definition. • Colour. • 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. • Annotate work in sketchbook. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Ancient Greece, clay pots, pattern, mythical creatures, shape, material, sketch, draw, shade, colour, paint...</p>		<p>way to create a detailed drawing.</p> <ul style="list-style-type: none"> • Use dry media to make different marks lines, patterns and shapes within a drawing. • Explore colour mixing and blending techniques with coloured pencils. • 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. • Sketching (lightly) before painting to combine line and colour). • Plan, design and create sculpture of cityscape using mixed media - 		<ul style="list-style-type: none"> • Use rulers to create geometrical shapes. • Reproduce the art of Piet Mondrian. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources. <p>Key vocabulary: Famous artists, Piet Mondrian, colour block, primary colours, colours, black lines, research, life, work, geometrical shapes, reproduce, comment, progress...</p>	
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			<p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Key vocabulary: Sketching, detailed drawing, lines, patterns, shading, hatching, tonal contrast, mixed media, painting, plan, design, sculpt, sculpture, cityscape...</p>			
DT Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Design and technology (DT)</p> <p>Year 5</p>		<p>Topic Title: Creative Cam</p> <p>Key knowledge: DT1/1.2b: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.2b: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting,</p>		<p>Topic Title: Great Bread Bake Off (twinkl)</p> <p>Key knowledge: DT2/2.1a: To understand and apply the principles of a healthy and varied diet DT2/2.1b: To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet DT2/2.1c: To become competent in a range of cooking techniques [for</p>		<p>Topic Title: Marvellous Structures (twinkl)</p> <p>Key knowledge: DT2/1.4a: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures DT2/1.4b: To understand and use mechanical systems in their products DT2/1.4c: To understand and use electrical systems in their products DT2/1.4d: To apply their understanding of computing to</p>

		<p>shaping, joining and finishing]</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.1a: To 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>DT2/1.2b: To 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>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design a cam toy • Label the features. 		<p>example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients;</p> <p>DT2/2.1c: To understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Research bread • Annotate • Plan • Design • Make • Evaluate • Cooking and nutrition <p>Key vocabulary: Influence, Warburton, technology, product analysis, Shape, design, product, taste/smell, flavouring.</p>		<p>programme, monitor and control their products.</p> <p>DT2/1.1b To 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>DT2/1.1a: To 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>DT2/1.2b: To 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>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design • Make • Evaluate
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		<ul style="list-style-type: none"> • Plan materials needed • Construction – Moving toy creation • Evaluate outcomes <p>Key vocabulary: Cam toy, materials, features, construct, measure, mechanism, object</p>				<ul style="list-style-type: none"> • Technological knowledge <p>Key vocabulary: Freestanding, structure, reinforce, equipment, design, plan, evaluate, materials, product, components.</p>
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SPANISH NOTES:

*Notes on key knowledge

The progression plan incorporates the Four areas of learning a foreign language (half termly) in every topic learnt: speaking, listening, reading and writing in which The National Curriculum objectives are presented in line with the KS2 Languages programmes of study where pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.