



Eastbury Primary School Wider Curriculum Overview Map for Year 5: September 2022/23

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- Europe History/Geography		Term 3: History -Victorians Term 4: Geography- Compass points using Maps		Term 5: History – Tudors Term 6- Geography Physical and Human features	
<b>SECTION A: TITLE OVERVIEW</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips and cultural capital experiences</b> Entry point Exit point	Entry point <ul style="list-style-type: none"> <li>Singing in a choir</li> <li>After school reading tuition</li> <li>Create instructions and make rice Krispy cakes</li> <li>Visit to Eastbury Manor House.</li> </ul>	Exit point <ul style="list-style-type: none"> <li>Learning how to program in computing</li> <li>Reading lessons in reading hut</li> <li>Write and perform a poem</li> </ul>	Entry point <ul style="list-style-type: none"> <li>Plant a seed and grow a vegetable</li> <li>Water Safety workshop</li> <li>Replicating the work of a famous artist</li> <li>Visit to the local library to carry out research</li> </ul>	Exit point: <ul style="list-style-type: none"> <li>Science week- Project/theme based week</li> <li>Designing and making bread</li> <li>Writing a letter to a famous footballer</li> <li>Tasting foods from different cultures/religions</li> <li>Meet a professional and learn more about their job- STEM</li> </ul>	Entry point: <ul style="list-style-type: none"> <li>Visit to Tate Modern Museum</li> <li>Visits to local park for outdoor Science lessons</li> <li>Walk around the local area</li> </ul>	Exit point: <ul style="list-style-type: none"> <li>Trip to the beach</li> <li>Trip to Natural History Museum</li> <li>Access to current affairs through Votes for School and Newsround</li> </ul>
<b>Diversity &amp; Global Learning opportunities</b>	History- Black History Month learning about the lives of significant black individuals from around the world. Children will create carnival masks in celebration of Notting Hill Carnival	PSHE: Children’s rights day. Learning about the life of those whose rights may not be respected and what we can do to help. As well as this, children will learn all about their own rights and explore their rights in action.	RE- Learning more about the Christianity faith and the celebration of Easter. Year 5 children will work together to create an Easter assembly to perform to school and parents. Children will	Science- Children will learn about the influence of scientists around the world and how important the contribution they made.  PSHE- Positive and negative relationships day. Children will understand and become more aware of	Maths- During Maths day, children will learn about the influence of mathematicians around the world and make links to their work to real life scenarios.	International Week/ Languages Day- Children will dress in their traditional colours/clothing to represent their heritage.

	as well as exploring artists from various backgrounds and dive deep into their culture.		audition for specific roles.	what a positive and negative relationship is and how this looks. Lessons will focus on how to navigate through this type of relationships and build healthy, happy relationships.		Music- Music week Children will have a chance to make their own musical instruments as well as explore body percussion (using their bodies to make sound/music).
<b>British values and Votes for Schools (check weekly)</b>	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
<b>Weekly celebration assembly focus: Eastbury values</b>	Respect	Enjoyment	Teamwork	Resilience	Aim High	Creativity
<b>Year group whole school performance (RE assembly)</b>	X	X	X	Easter Assembly Year 5 performance	X	X

**SECTION B: MATHS AND ENGLISH OVERVIEW OF TOPICS**

ENGLISH Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English (Lit and Lang scheme)</b>  (See also Overview chart in the handbook)	<b>Unit 1:</b> Prometheus and Pandora  <b>Genre:</b> Myth  <b>Fiction text:</b> Prometheus and Pandora  <hr/> <b>Genre:</b> Instruction	<b>Unit 2:</b> Bling!  <b>Genre:</b> Modern retelling of a myth  <b>Fiction text:</b> Bling!  <hr/> <b>Genre:</b> News paper	<b>Unit 3:</b> Last night I saw the city breathing! <b>Genre:</b> Poem  <b>Fiction text:</b> Last night I saw the city breathing!  <hr/> <b>Genre:</b> Persuasive writing	<b>Unit 4:</b> This is not a fairy tale! <b>Genre:</b> Story by a significant author  <b>Fiction text:</b> This is not a fairy tale!  <hr/> <b>Genre:</b> Biography/	<b>Unit 5:</b> Dragon Slayer  <b>Genre:</b> Story from another culture  <b>Fiction text:</b> Dragon Slayer  <hr/>	<b>Unit 6:</b> Father's Day  <b>Genre:</b> Playscript/ dramatic conventions  <b>Fiction text:</b> Father's Day  <hr/>

	<b>Non-fiction text:</b> How to write a myth/ How to write a recipe	<b>Non-fiction text:</b> Bravery award for hero boy	<b>Non-fiction text:</b> Meet the future	Autobiography <b>Non-fiction text:</b> Jeremy Strong/ Antony Horowitz biography	<b>Genre:</b> Non-Chronological report <b>Non-fiction text:</b> The Kraken	<b>Genre:</b> Discussion text <b>Non-fiction text:</b> The Big Debate
<b>Main grammar focus (Lit and Lang)</b>	Devices to build cohesion within a paragraph  Linking ideas across paragraphs	Relative clauses	Modal verbs and adverbs of possibility	Brackets, dashes and commas for parenthesis	Converting nouns or adjectives into verbs using suffixes Verb prefixes	Use commas to clarify meaning or avoid ambiguity.
<b>MATHS Y5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Mathematics topics (Inspire scheme)</b>	Unit 1 and 2 Whole numbers <ul style="list-style-type: none"> <li>Place value</li> <li>Comparing numbers within 10million</li> <li>Rounding and estimating</li> <li>Multiplying and dividing by 10, 100 and 1000</li> </ul> Order of operations	Unit 3 and 4 Fractions <ul style="list-style-type: none"> <li>Like and unlike fractions</li> <li>Adding and subtracting fractions</li> <li>Conversion of fractions to decimals</li> <li>Multiply and divide fractions</li> <li>Mixed numbers</li> <li>Products of mixed numbers and whole numbers</li> </ul>	Unit 5 – Area of triangles <ul style="list-style-type: none"> <li>Recap area of rectangles and composite shapes</li> </ul> Unit 6 Ratio <ul style="list-style-type: none"> <li>Finding ratios</li> <li>Equivalent ratios</li> </ul>	Unit 7 Decimals <ul style="list-style-type: none"> <li>Converting decimals to fractions</li> <li>Multiplying and dividing by 10, 100 and 1000</li> <li>Using a calculator</li> </ul> Unit 8 Measurement <ul style="list-style-type: none"> <li>Converting units</li> <li>Centimetre to meter</li> <li>Meter to kilometre</li> <li>Grams to kilograms</li> <li>Millilitres to litres</li> </ul> Unit 9 Mean <ul style="list-style-type: none"> <li>Understand mean (average)</li> </ul> Unit 10 – Percentage <ul style="list-style-type: none"> <li>Understand percent</li> <li>Convert fractions to percentages</li> <li>Percentage of a quantity</li> </ul>	Unit 11 Angles <ul style="list-style-type: none"> <li>Angles on a straight line</li> <li>Angles on a point</li> <li>Vertically opposite angles</li> </ul> Unit 12 Properties of Triangles <ul style="list-style-type: none"> <li>Recap properties of shapes</li> <li>Angles on a triangle</li> <li>Right-angled, isosceles and equilateral triangles</li> <li>Parallelograms, rhombuses and trapeziums</li> </ul>	Unit 13 Geometrical construction <ul style="list-style-type: none"> <li>Drawing triangles</li> <li>Drawing 4 sided shapes</li> </ul> Unit 14 Volumes of Cubes and Cuboids <ul style="list-style-type: none"> <li>Building solid units</li> <li>Drawing cubes and cuboids</li> <li>Understand measuring of volume</li> <li>Volume of a liquid</li> </ul> Cover missing topics from National Curriculum

SECTION C: SUBJECTS WITH SCHEMES OVERVIEW OF TOPICS						
SCIENCE Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Science (Collins Snap Science scheme)</b></p>	<p><b>Sc5/2.1</b></p> <p><b>NC title: Living Things and their habitats</b></p> <p><b>Collins title: Circle of life</b></p> <p><b>Key knowledge:</b> 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>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><b>Key skills:</b> Compare and contrast different life cycles, identifying common</p>	<p><b>Sc5/2.2</b></p> <p><b>NC title: Animals, including humans</b></p> <p><b>Collins title: Reproduction in plants and animals</b></p> <p><b>Key knowledge:</b> Learn that plants can reproduce in other ways, through asexual reproduction.</p> <p>Sc5/2.1b 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><b>Sc5/3.1</b></p> <p><b>NC title: Properties and Changes of Materials</b></p> <p><b>Collins title: Everyday materials</b></p> <p><b>Key knowledge:</b> Explore familiar objects in detail and find out about accidental scientific discoveries, such as the 'non-sticky' glue developed by Spencer Silver and used in 'Post it' notes, and how properties of 'super absorbent powders' can make them useful in everyday life.</p> <p><b>Key skills:</b> 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><b>Sc5/3.1</b></p> <p><b>NC title: Properties and Changes of Materials</b></p> <p><b>Collins title: Marvellous mixtures</b></p> <p><b>Key knowledge:</b> 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>Sc5/3.1f 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><b>Key skills:</b> 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,</p>	<p><b>Sc5/4.1</b></p> <p><b>NC title: Earth and Space</b></p> <p><b>Collins title: Earth and beyond</b></p> <p><b>Key knowledge:</b> 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>Sc5/4.1c 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><b>Key skills:</b> Use models for exploring and demonstrating ideas, first-hand observation made at night either in their gardens or local</p>	<p><b>Sc5/4.2</b></p> <p><b>NC title: Forces</b></p> <p><b>Collins title: Feel the force</b></p> <p><b>Key knowledge:</b> 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 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><b>Key skills:</b> Plan and carry out fair test and pattern-seeking investigations,</p>

	<p>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><b>Key vocabulary:</b> 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, hibernation, nocturnal, 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,</p>	<p><b>Key skills:</b> 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, including posters, fact cards and guides.</p> <p><b>Key vocabulary:</b> 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>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><b>Key vocabulary:</b> 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, 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,</p>	<p>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>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><b>Key vocabulary:</b> material, compare, contrast, separate, mixture, sieve, filter, evaporate, solid, liquid, gas, powder, particle, dissolve, soluble, solution, contamination, contaminate, 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>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><b>Key vocabulary:</b> Aldebaran, Arctic, Antarctic, British Summer Time, Earth, Greenwich Meridian, International 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,</p>	<p>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> <p><b>Key vocabulary:</b> 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,</p>
--	--	--	---	---	---	--

	migrate, migration, navigate, genetic, endangered, threatened, extinct, extinction, evolution, giant panda, black rhino, peregrine falcon, bumblebee, salamander, osprey, koala bear		particle, polymer, volume, quantity		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	rotary motion, simple machines, speed, time, unbalanced force, upthrust, water resistance, weight arm, wheel
<b>COMPUTING Y5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Computing (Switched On scheme)</b>  <b>Year 5</b>	<p><b>Topic Title:</b> Introduction to Computing (Autumn 1)</p> <p><b>Key knowledge:</b> NC objectives:</p> <p>Introduction to Computing (Autumn 1) To use technology safely, respectfully and responsibly.</p> <p><b>Key Skills:</b> Improve keyboard skills. To identify a wide range of input and output devices that can be found on a computer system.</p>	<p><b>Topic Title:</b> We are game developers (Autumn 2)</p> <p><b>Key knowledge:</b> NC objectives:</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</p>	<p><b>Topic Title:</b> Internet Safety(Spring 1)</p> <p><b>Key knowledge:</b> NC objectives:</p> <p>Internet Safety(Spring 1) 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><b>Key Skills:</b> Internet Safety: Know what is appropriate and</p>	<p><b>Topic Title:</b> We are HTML editors (Spring 2)</p> <p><b>Key knowledge:</b> NC objectives:</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</p>	<p><b>Topic Title:</b> We are Blogger (Summer 1)</p> <p><b>Key knowledge:</b> NC objectives:</p> <p>We are Blogger (Summer 1) 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,</p>	<p><b>Topic Title:</b> Hour of coding (Summer 2)</p> <p><b>Key knowledge:</b> NC objectives:</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><b>Key Skills:</b> Hour of coding: To understand algorithm and use</p>

	<p><b>Key vocabulary:</b> QWERTY Keyboard Input/output Respect</p>	<p>variables and various forms of input and output</p> <p><b>Key Skills:</b> 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><b>Key vocabulary:</b></p> <p>Algorithm Sequence Select Repeat Decomposing tasks debug</p>	<p>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><b>Key vocabulary:</b> Internet safety Online Report problems Appropriate/ inappropriate Reliable/Unreliable</p>	<p>ranked, and be discerning in evaluating digital content</p> <p><b>Key Skills:</b> 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><b>Key vocabulary:</b></p> <p>HTML WWW Communication Online. Tags/ lines of codes</p>	<p>systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>Key Skills:</b> We are Bloggers: Research using a range of sources Work collaboratively Use presentation software such as Word or PowerPoint.</p> <p><b>Key vocabulary:</b> Digital media- text, sound, video Manipulate Drawing Presenting Publishing</p>	<p>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><b>Key vocabulary:</b></p> <p>Hour of coding: Algorithm Sequence Select Repeat Debug</p>
RE Y5	<p><b>Autumn 1/2</b> (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)</p>		<p><b>Spring 1/2</b> (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day) <b>EASTER ASSEMBLY YEAR 5</b></p>		<p><b>Summer 1/2</b> (optional religious festivals – to look at Ramadan/Eid/Father’s Day)</p>	
RE (Discovery RE scheme)	<p><b>Topic Title:</b> Sikhism - Belief into Action (T1) or</p>	<p><b>Topic Title:</b> Christianity – Christianity</p>	<p><b>Topic Title:</b> You can choose between either -</p>	<p><b>Topic Title:</b> Christianity – Easter (T2)</p>	<p><b>Topic Title:</b> Sikhism - Prayer and worship (T1) or</p>	<p><b>Topic Title:</b> Christianity - Beliefs and practices (T2)</p>

<p><b>RE</b> - topics taken from discovery RE scheme of work - areas of enquiry targets <b>AT1 &amp; AT2 targets</b> or NC – national curriculum targets starting with Re have been selected.</p> <p><b>Key (T1) term 1 (T2) term 2</b></p> <p><b>Year 5</b></p>	<p>Hinduism - Prayer and Worship (T1)</p> <p>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.</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> 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><b>Key Skills:</b> to compare the different ways Sikhs put their religion into practice. To explore what is the best way for a Sikh to show</p>	<p>– Prayer / Christmas (T2)</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning</p> <p><b>Key knowledge:</b> To debate whether the Christmas story true? (T2)</p> <p><b>Key Skills:</b> To evaluate different accounts of the Christmas story and understand that stories can be true in different ways.(T2)</p> <p><b>Key vocabulary:</b> Christmas – old testament, cross, Jesus, church, nativity, gospels, Luke, Mathew</p> <p><b>Christmas concert performances</b></p>	<p>Sikhism - Beliefs and moral values(T1)</p> <p>Hinduism - Hindu beliefs (T1)</p> <p>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</p> <p><b>Key knowledge:</b> To research if Sikh stories are important today and if so, explore why? (T1)</p> <p>To analyse how can Brahman be everywhere and in everything? (T1)</p> <p><b>Key Skills:</b> 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</p>	<p>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</p> <p><b>Key knowledge:</b> To challenge and question if God intended Jesus to be crucified and if so, was Jesus aware of this? (T2)</p> <p><b>Key Skills:</b> 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><b>Key vocabulary:</b> Life after death, Holy Week, Bible</p> <p><b>Year 5 Assembly – Easter PREP.</b></p> <p><b>Whole school Easter hat parade.</b></p>	<p>Hinduism - Beliefs and moral values (T1)</p> <p>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.</p> <p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> 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><b>Key Skills:</b> To explore and evaluate how Sikhs show their commitment</p>	<p>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.</p> <p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> 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><b>Key Skills:</b> To understand how Christians, show their commitment to God and to evaluate if there is a best way. (T2)</p> <p><b>Key vocabulary:</b> Christianity – baptism, church wedding, church, cross, bible,</p>
--	---	--	--	--	---	--



	<p>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><b>Key vocabulary:</b> Sikhs, Guru Granth sahib, Gurdwara, Equality, Sewa, amrit and 5ks</p> <p>Hindus -worship, puja, arati, Lakshmi, brahma</p>		<p>many different aspects. (T1)</p> <p><b>Key vocabulary:</b> Sikh stories, guru, guru granth sahib, Guru Nanak</p> <p>Hindu, brahmin, brahma, Vishnu, pooja</p>		<p>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><b>Key vocabulary:</b> 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>prayer, confession, vicar, communion.</p> <p><b>End of year leavers /summer show celebrations</b></p>
<b>MUSIC Y5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Music (Charanga scheme)</b></p> <p><b>Year 5</b></p>	<p><b>Topic Title: Me &amp; Nativity performance</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2</b></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 speaking chants and rhymes</p>	<p><b>Topic Title: Me &amp; Nativity performance</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2</b></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 speaking chants and rhymes</p>	<p><b>Topic Title: My stories &amp; Everyone</b></p> <p><b>Key knowledge: Mu1/1.2/1.3</b></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><b>Topic Title: My stories &amp; Everyone</b></p> <p><b>Key knowledge: Mu1/1.2/1.3</b></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 music from around the world</p>	<p><b>Topic Title: Our World &amp; Big Bear Funk (transition unit)</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2/1.3</b></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 activities (learn about</p>	<p><b>Topic Title: Our World &amp; Big Bear Funk (transition unit)</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2/1.3</b></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,</p>

	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – 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><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p>the interrelated dimensions of music through singing, improvising and playing classroom instruments) and perform and share.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p>Musical activities (learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments) and perform and share.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes</p>
--	---	---	--	---	--	--

						and pulse stays the same.
PHSE Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>PHSE Y5 (JigSaw Scheme)</b></p> <p><b>Ico</b></p> <p><b>Year 5</b></p>	<p><b>Topic Title:</b> Healthy me Article 24  <b>Key knowledge:</b> 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.  <b>Key Skills:</b> Responsibility. Good life style choices, critical, developing a positive attitude to self  <b>Key vocabulary:</b> Smoking, cigarette, alcohol, lungs, liver, heart, anti-social behavior, drunk, wasted, popular culture, magazine, photo shop, air brushing, anorexia, bulimia</p>	<p>PSHE Taught through Votes for schools once a week  Article 19  <b>Topic Title:</b> Anti-Bullying Week  <b>Objectives</b>  To identify signs of bullying and what we can do to stop it for ourselves and others  <b>Activities</b>  Depends on the theme for that year  <b>Topic Title:</b> Black History Month  <b>Objectives</b>  To celebrate significant black figures and the diversity in our school.  <b>Activities:</b>  To research and create a written piece about a significant black figure</p>	<p>PSHE Taught through Votes for schools once a week  Article 19  Article 31  <b>Topic Title:</b> Children's Mental Health Week  <b>Objectives</b>  To understand how our mental health is important and strategies to help our mental health  <b>Activities</b>  Depend on the theme for that year  <b>Topic Title:</b> Safer internet week  <b>Objectives</b>  To understand how to be safe online and make good choices about how to interact online  <b>Activities:</b> Depend on the theme for that year</p>	<p>PSHE Taught through Votes for schools once a week  Article 38  And all of them  <b>Topic Title:</b> Peace Day  <b>Objectives</b>  To understand what peace is and issues that effect the world  <b>Activities</b>  Depend on the theme for that year</p>	<p><b>Topic Title:</b> Relationships  Article 15  Article 16  Article 21  Article 22  Article 25  <b>Key knowledge:</b> 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.  <b>Key Skills:</b> Develop self esteem, responsible online actions, recognise when too much time is being spent online, explain how to stay safe when communicating online.  <b>Key vocabulary:</b> Self-esteem, online, internet, screen- time, gaming, facebook, Instagram, snapchat, twitter, fortnite</p>	<p><b>Topic Title:</b> Changing me  Article 19  Article 31  <b>Key knowledge:</b> 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.  <b>Key Skills:</b> Self care, empathy towards the opposite gender.  <b>Key vocabulary:</b> puberty, hair, voice breaking, breasts menstruation wet dreams, erection, semen, periods tampon, sanitary towels</p>

<p><b>Lesson 1</b></p>	<p><b>Lesson 1:</b></p> <p><b>Objective:</b> know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p><b>Activity:</b> Debate whether the media encourage children to smoke. Chn to complete research first</p>				<p><b>Lesson 1:</b></p> <p><b>Objective:</b> have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p><b>Activity:</b> Ask the children to draw a stick figure that represents themselves in their Jigsaw Journal. Around the outside of the figure they need to write words that they consider to be their own positive personal qualities. This should be done independently with no discussion or consultation with others. Allow approximately 5 minutes for this task. Pair up the children with somebody who they get along with, and give each child a blank sheet of paper. Each child now writes on the paper what they regard as their partner's positive qualities, without reference to what has already been written. After a further 5 minutes they exchange papers. They then compare with what they wrote about themselves in their Jigsaw Journals to what their partner thought. Can they see how their self-perception matches</p>	<p><b>Lesson 1:</b></p> <p><b>Objective:</b> To explore the emotional and physical changes occurring in puberty</p> <p><b>Activity:</b> Ask chn what changes happen during puberty. Show internal and externa body parts and discuss the names. Chn name body parts</p>
------------------------	--	--	--	--	---	---

					or is different from someone else's perception of them?	
<b>Lesson 2</b>						
	<p><b>Lesson 2</b> <b>Objective:</b> Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p><b>Activity:</b> Read Gregg and Lottie's story. Identifying anti- social behaviour. Think of an alternative ending to the story where better choices are made.</p>				<p><b>Lesson 2</b> <b>Objective:</b> understand that belonging to an online community can have positive and negative consequences <b>Activity:</b> complete quiz about age limits. Using questions from jigsaw to support chn to see there are some responsibilities for gaming</p>	<p><b>Lesson 2</b> <b>Objective:</b> To understand male and female puberty changes in more detail. <b>Activity:</b> Go through changes for females- menstrual cycle and changes for males- sperm production and wet dreams etc. Play puberty card game. Chn to decide if statement is true or false.</p>
<b>Lesson 3</b>	<p><b>Lesson 3</b> <b>Objective:</b> know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations</p> <p><b>Activity:</b> Children in groups are given an emergency scenario. Write or draw a series of events to help the situation.</p>				<p><b>Lesson 3</b> <b>Objective:</b> understand there are rights and responsibilities in an online community or social network</p> <p><b>Activity:</b> Show chn picture of social media platform. Discuss risks of joining a group like this.</p>	<p><b>Lesson 3</b> <b>Objective:</b> To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty</p> <p><b>Activity:</b> play kim's game related to puberty. Deodorant, sanitary towels etc. discuss why items are important in puberty. Look at puberty problem page. Discuss advice to give to chn going through problems.</p>

<p><b>Lesson 4</b></p>	<p><b>Lesson 4</b>  <b>Objective</b> understand how the media, social media and celebrity culture promotes certain body types</p> <p><b>Activity:</b>  Put people into groups. Give out text message cards. They turn over and think of a nice reply to help self-esteem.</p>				<p><b>Lesson 4</b></p> <p><b>Objective:</b> know there are rights and responsibilities when playing a game online</p> <p><b>Activity:</b>  Chn to imagine they are creators of a game. What advice card can they create to make sure the game is safe.</p>	<p><b>Lesson 4</b></p> <p><b>Objective:</b> identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p><b>Activity:</b> Chn to create birthday card for someone age 13, 14, 5 or 16. What advice would you write inside.</p>
<p><b>Lesson 5</b></p>	<p><b>Lesson 5</b>  <b>Objectives</b>  describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p><b>Activity:</b>  In groups of 3 or 4, ask children to write a recipe for a Healthy Body Image.</p>				<p><b>Lesson 5</b></p> <p><b>Objectives</b>  recognise when I am spending too much time using devices (screen time)</p> <p><b>Activity:</b>  Divide the children into small groups and hand out the 'Screen time solutions' resource, one per group. Challenge the children to suggest solutions for each of the warning signs in the left-hand column.</p>	<p><b>Lesson 5</b></p> <p><b>Objectives</b>  identify what I am looking forward to when I move to my next class</p> <p><b>Activity:</b> Assessment opportunity</p>
<p><b>Lesson 6</b></p>	<p><b>Lesson 6</b></p>				<p><b>Lesson 6</b></p>	

	<p><b>Objective</b> know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p><b>Activity:</b> Complete assessment activity</p>				<p><b>Objective:</b> explain how to stay safe when using technology to communicate with my friends</p> <p><b>Activity:</b> Complete assessment activity</p>	
PE Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Year 5	<p><b>Topic Title: Gymnastics</b></p> <p><b>Key knowledge:</b> To develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> 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</p>	<p><b>Topic Title: Sports games and Team games</b></p> <p><b>Key knowledge:</b> 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><b>Key Skills:</b> Catching and throwing in hockey, football, basketball and netball. Building agility, balance and coordination, strengthening and understanding technical throws and plays.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-</p>	<p><b>Topic Title: Dance</b></p> <p><b>Key knowledge:</b> To perform dances using a range of movement patterns.</p> <p><b>Key Skills:</b> 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><b>Key vocabulary:</b> pivot, Sequence, pattern, team work, group performance and solo performance, evaluate, feedback, assess</p>	<p><b>Topic Title: Invasion games</b></p> <p><b>Key knowledge:</b> To perform dances using a range of movement patterns and play competitive games</p> <p><b>Key Skills:</b> 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><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position,</p>	<p><b>Topic Title: Team games</b></p> <p><b>Key knowledge:</b> To play competitive games, use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Key Skills:</b> 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><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Position, Passing, Game area, possession, communication,</p>	<p><b>Topic Title: Athletics and Sports day preparation and OAA (Outdoor Adventurous Activity)</b></p> <p><b>Key knowledge:</b> 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><b>Key Skills:</b> Work together in small groups, develop problem solving skills, confidently follow directions and maps</p>

	<p>movements. Participate in peer and self-evaluation, give positive feedback for improvement. Develop confidence and perform in front of their peers.</p> <p><b>Key vocabulary:</b> Accuracy, Formation, rhythm, movement, stretch, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, Team work, group performance and solo performance.</p>	<p>ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>		<p>dodging, weaving, marking, intercepting, opponent, anticipate. Pass, throw, catch, pivot, opposition, team work, evaluate, feedback, assess</p>	<p>attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate. running, jumping, throwing.</p>	<p>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> <p><b>Key vocabulary:</b> 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><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<b>SPANISH Y5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Spanish Year 5</b>	<p><b>Topic Title:</b> Buildings</p> <p><b>Key Knowledge:</b> To understand and say the names of buildings</p>	<p><b>Topic Title:</b> Directions Navidad</p> <p><b>Key Knowledge:</b></p>	<p><b>Topic Title:</b> Revision- Hobbies/ Sports (year 4) Simple future</p> <p><b>Key Knowledge:</b></p>	<p><b>Topic Title:</b> Hobbies/Sports and Opinions Numbers (0 -50) Semana Santa</p>	<p><b>Topic Title:</b> Numbers Comparisons- greater than, less than</p> <p><b>Key Knowledge:</b></p>	<p><b>Topic Title:</b> Food and Opinions</p> <p><b>Key Knowledge:</b></p>



	<p>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><b>Key skills:</b></p> <p>Make simple sentences and manipulate them by changing an element</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><b>Key vocabulary:</b></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>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><b>Key skills:</b></p> <p>Join in a variety of games, using directions with accurate pronunciation 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>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><b>Key skills:</b></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><b>Key vocabulary:</b></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><b>Key Knowledge:</b></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 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><b>Key skills:</b></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>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><b>Key Skills:</b></p> <p>Join in number games, reciting Spanish numbers with accurate pronunciation</p> <p>Make simple sentences and manipulate them by changing some elements Understand and use comparative sentences</p> <p>Appreciate similarities between Spanish and English</p> <p><b>Key vocabulary:</b></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,</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><b>Key skills:</b></p> <p>Find words in a dictionary and check spellings</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>Experimenting with writing (letter to Los Reyes Magos)</p> <p><b>Key vocabulary:</b></p> <p>A la izquierda, a la derecha, en el centro</p> <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>Simple future tense Voy a + hobby/sport No voy a + hobby/sport</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>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><b>Key vocabulary:</b></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,</p>	<p>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 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>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><b>Key vocabulary:</b></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>
--	--	--	---	--	---	--

				<p>veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta</p> <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>		
--	--	--	--	---	--	--

**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><b>Topic Title: Ancient Greece</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• A study of Ancient Greece - Greek life and achievements and their influence on</li> </ul>		<p><b>Topic Title: Tudors</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Local history study linked with Tudor dynasty - establishment of Tudor</li> </ul>		<p><b>Topic Title: Victorians</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• The importance of the Victorian Era - British Empire (Empress of India), Industrial revolution.</li> </ul>	

	<p>the western world (eg. Political structure of Greek society: Athenian democracy)</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Use evidence to describe the culture and traditions of studied periods.</li> <li>• Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• Use evidence to describe buildings and their uses by people in the past.</li> <li>• Describe similarities and differences between people, events and artefacts.</li> <li>• Make links between some of the features of past societies. (eg. religion and society)</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC</li> </ul>		<p>dynasty (Henry VII to death of Elizabeth I)</p> <ul style="list-style-type: none"> <li>• Major events in the Tudor Dynasty (eg. Battle of Bosworth, Henry VIII and the dissolution of Catholicism, Spanish Armada, Shakespeare)</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Use evidence to describe the culture and traditions of studied periods.</li> <li>• Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• Use evidence to describe buildings and their uses by people in the past.</li> <li>• Describe similarities and differences between people, events and artefacts.</li> <li>• Make links between some of the features of past societies. (eg. religion and society)</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini)</li> <li>• Use a timeline to place historical events in chronological order</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Use evidence to describe the culture and traditions of studied periods.</li> <li>• Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• Use evidence to describe buildings and their uses by people in the past.</li> <li>• Describe similarities and differences between people, events and artefacts.</li> <li>• Make links between some of the features of past societies. (eg. religion and society)</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini)</li> <li>• Use a timeline to place historical events in chronological order and main changes in a period of history.</li> <li>• Describe the main changes in a period in history.</li> </ul> <p><b>Key vocabulary:</b></p> <p>Victorians, Tudors, Ancient Greece,</p>	
--	--	--	--	--	---	--

	<p>(before Christ) and AD (Anno Domini)</p> <ul style="list-style-type: none"> <li>• Use a timeline to place historical events in chronological order and main changes in a period of history.</li> <li>• Describe the main changes in a period in history.</li> </ul> <p><b>Key vocabulary:</b></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"> <li>• Describe the main changes in a period in history.</li> </ul> <p><b>Key vocabulary:</b></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>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>	
<b>GEOGRAPHY Y5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Geography Year 5</b>		<p><b>Topic Title: Myths and Legends - Ancient Greece</b></p> <p><b>Key knowledge:</b> Ge2/1.1 <b>Locational Knowledge</b> Ge2/1.1b To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</p>		<p><b>Topic Title: Important people – British history</b></p> <p><b>Key knowledge:</b> Ge2/1.1 <b>Locational Knowledge</b> Ge2/1.1c To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p>		<p><b>Topic Title: Our local area – Eastbury manor house/ River Thames</b></p> <p><b>Key knowledge:</b> Ge2/1.3 <b>Human and Physical Geography</b> Ge2/1.3b To describe and understand key aspects of human geography, including:</p>

	<p>characteristics, key topographical features (including hills, mountains, coasts and rivers),</p> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b> Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b> Ge2/1.4b To use the 8 points of a compass, 4 and 6-figure grid references, symbols and key.</p> <p><b>Key Skills:</b></p> <p>Begin to suggest questions for investigating</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</p>		<p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></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><b>Key Skills:</b> Begin to suggest questions for investigating</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;</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 symbols.</p>		<p>types of settlement and land use</p> <p>Country: UK and local (Barking and Dagenham)</p> <p><b>Key Skills:</b></p> <p>Begin to suggest questions for investigating</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;</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.</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</p>
--	--	--	--	--	---

		<p>compass points; Begin to use 4 figure co-ordinates to locate features on a map. Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. Measure straight line distance on a plan. Find/recognise places on maps of different scales. Use index and contents page within atlases. Use medium scale land ranger OS maps.</p> <p><b>Key vocabulary:</b></p> <p>See bottom of sheet for list of Cities and Counties</p> <p>Rivers – Upper: waterfall, rapids, gorges</p>		<p>Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. Measure straight line distance on a plan. Find/recognise places on maps of different scales. Draw a plan view map with some accuracy. Use index and contents page within atlases.  Use medium scale land ranger OS maps.</p> <p><b>Key vocabulary:</b></p> <p>latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</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,</p>		<p>distance on a plan. Find/recognise places on maps of different scales. Use index and contents page within atlases. Use medium scale land ranger OS maps.</p> <p><b>Key vocabulary:</b></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>
--	--	---	--	--	--	---

		<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-east, north-west, south-west</p>		north-east, south-east, north-west, south-west		
--	--	--	--	--	--	--



SECTION E: ART AND DT						
ART Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art and design</p> <p>Year 5</p>	<p><b>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</b></p> <p><b>Topic Title: Ancient Greece</b></p> <p><b>Key knowledge:</b> Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Create sketchbook.</li> <li>• Rough sketching.</li> <li>• Sketching (lightly) before painting to combine line and colour).</li> <li>• Shading.</li> </ul>		<p><b>Topic Title: Historical figures in Great Britain and cityscape.</b></p> <p><b>Key knowledge:</b> Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Sketching portraits of historical figures (Queen Victoria, Prince Albert...)</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Use dry media to make different marks lines, patterns and shapes</li> </ul>		<p><b>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.</b></p> <p><b>Topic Title: Piet Mondrian</b></p> <p><b>Key knowledge:</b> Ar2/1.3: To learn about great artists, architects and designers in history.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Review understanding of primary colours.</li> <li>• Research the work and life of Piet Mondrian.</li> <li>• Use rulers to create geometrical shapes.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Shadow definition.</li> <li>• Colour.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources of information.</li> </ul> <p><b>Key vocabulary:</b> Ancient Greece, clay pots, pattern, mythical creatures, shape, material, sketch, draw, shade, colour, paint...</p>		<p>within a drawing.</p> <ul style="list-style-type: none"> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Use different techniques for different purposes i.e. Shading/ hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Sketching (lightly) before painting to combine line and colour).</li> <li>• Plan, design and create sculpture of cityscape using mixed media - Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures.</li> </ul> <p><b>Key vocabulary:</b></p>		<ul style="list-style-type: none"> <li>• Reproduce the art of Piet Mondrian.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources.</li> </ul> <p><b>Key vocabulary:</b> Famous artists, Piet Mondrian, colour block, primary colours, colours, black lines, research, life, work, geometrical shapes, reproduce, comment, progress...</p>	
--	---	--	---	--	---	--

			Sketching, detailed drawing, lines, patterns, shading, hatching, tonal contrast, mixed media, painting, plan, design, sculpt, sculpture, cityscape...			
<b>DT Y5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Design and technology (DT)</b>  <b>Year 5</b>		<p><b>Topic Title:</b> Creative Cam</p> <p><b>Key knowledge:</b> 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, 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</p>		<p><b>Topic Title:</b> Great Bread Bake Off (twinkl)</p> <p><b>Key knowledge:</b> 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 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; DT2/2.1c: To understand the source, seasonality and characteristics of a broad range of ingredients DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p><b>Key Skills:</b></p>		<p><b>Topic Title:</b> Marvellous Structures (twinkl)</p> <p><b>Key knowledge:</b> 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 programme, monitor and control their products. DT2/1.1b To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,</p>

		<p>particular individuals or groups.  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  DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  <b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Design a cam toy</li> <li>• Label the features.</li> <li>• Plan materials needed</li> <li>• Construction – Moving toy creation</li> <li>• Evaluate outcomes</li> </ul> <p><b>Key vocabulary:</b>  Cam toy, materials, features, construct, measure, mechanism, object</p>		<ul style="list-style-type: none"> <li>• Research bread</li> <li>• Annotate</li> <li>• Plan</li> <li>• Design</li> <li>• Make</li> <li>• Evaluate</li> <li>• Cooking and nutrition</li> </ul> <p><b>Key vocabulary:</b>  Influence, Warburton, technology, product analysis,  Shape, design, product, taste/smell, flavouring.</p>		<p>pattern pieces and computer-aided design  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  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  DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  <b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Make</li> <li>• Evaluate</li> <li>• Technological knowledge</li> </ul> <p><b>Key vocabulary:</b>  Freestanding, structure, reinforce, equipment, design, plan, evaluate, materials, product, components.</p>
--	--	---	--	--	--	--

<b>BSL</b>						
To be added half-termly						