Eastbury Primary School Wider Curriculum Overview Map for Year 5: September 2023/24

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**	
SECTION A: TITLE OVERVIEW						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Trips and experiences Entry point Exit point	Entry point • Singing in a choir • After school reading tuition • Create instructions and make rice Krispy cakes • Visit to Eastbury Manor House.	Exit point • Learning how to program in computing • Reading lessons in reading hut • Write and perform a poem	Entry point • Plant a seed and grow a vegetable • Water Safety workshop • Replicating the work of a famous artist • Visit to the local library to carry out research	Exit point: • Science week- Project/theme based week • Designing and making bread • Writing a letter to a famous footballer • Tasting foods from different cultures/religions • Meet a professional and learn more about their job- STEM	Entry point: • Visit to Tate Modern Museum • Visits to local park for outdoor Science lessons • Walk around the local area	Exit point: • Trip to the beach • Trip to Natural History Museum • Access to current affairs through Votes for School and Newsround

Diversity & Global Learning opportunities	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 as well as exploring artists from various backgrounds and dive deep into their culture.	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 audition for specific roles.	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 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.	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. 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).
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
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) **(See also Overview chart in the handbook)**	**Unit 1:** Prometheus and Pandora **Genre:** Myth **Fiction text:** Prometheus and Pandora **Genre:** Instruction	**Unit 2:** Bling! **Genre:** Modern retelling of a myth **Fiction text:** Bling! **Genre:** News paper	**Unit 3:** Last night I saw the city breathing! **Genre:** Poem **Fiction text:** Last night I saw the city breathing! **Genre:** Persuasive writing	**Unit 4:** This is not a fairy tale! **Genre:** Story by a significant author **Fiction text:** This is not a fairy tale! **Genre:** Biography/	**Unit 5:** Dragon Slayer **Genre:** Story from another culture **Fiction text:** Dragon Slayer	**Unit 6:** Father's Day **Genre:** Playscript/ dramatic conventions **Fiction text:** Father's Day

	Non- fiction text: How to write a myth/ How to write a recipe	**Non- fiction text:** Bravery award for hero boy	**Non- fiction text:** Meet the future	Autobiography **Non- fiction text:** Jeremy Strong/ Antony Horowitz biography	**Genre:** Non-Chronological report **Non- fiction text:** The Kraken	**Genre:** Discussion text **Non- fiction text:** The Big Debate
Main grammar focus (Lit and Lang)	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 abiguaity.
MATHS Y5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Mathematics topics (Inspire scheme)	Unit 1 and 2 Whole numbers • Place value • Comparing numbers within 10million • Rounding and estimating • Multiplying and dividing by 10, 100 and 1000 Order of operations	Unit 3 and 4 Fractions • Like and unlike fractions • Adding and subtracting fractions • Conversion of fractions to decimals • Multiply and divide fractions • Mixed numbers • Products of mixed numbers and whole numbers	Unit 5 – Area of triangles • Recap area of rectangles and composite shapes Unit 6 Ratio • Finding ratios • Equivalent ratios	Unit 7 Decimals • Converting decimals to fractions • Multiplying and dividing by 10, 100 and 1000 • Using a calculator Unit 8 Measurement • Converting units • Centimetre to meter • Meter to kilometre • Grams to kilograms	Unit 11 Angles • Angles on a straight line • Angles on a point • Vertically opposite angles Unit 12 Properties of Triangles • Recap properties of shapes • Angles on a triangle	Unit 13 Geometrical construction • Drawing triangles • Drawing 4 sided shapes Unit 14 Volumes of Cubes and Cuboids • Building solid units • Drawing cubes and cuboids • Understand measuring of volume

				• Millilitres to litres Unit 9 Mean • Understand mean (average) Unit 10 – Percentage • Understand percent • Convert fractions to percentages • Percentage of a quantity	• Right-angled, isosceles and equilateral triangles • Parallelograms, rhombuses and trapeziums	• Volume of a liquid 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**
Science (Developing Experts)	NC/DE title: Living Things and their habitats **Key knowledge:** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	NC/DE title: Animals, including humans **Key knowledge:** Describe the changes as humans develop to old age	NC/DE title: Properties of Materials **Key knowledge:** 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	NC/DE title: Changes of Materials **Key knowledge:** Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including	NC/DE title: Earth and Space **Key knowledge:** Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as	NC/DE title: Forces **Key knowledge:** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

	Key skills: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments **Key vocabulary:** reproduction asexual fertilisation tuber genes pouch mammary glands placental mammal monotreme mammal marsupial metamorphosis caterpillar amphibian larva pupa egg fledgling	**Key skills:** Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments	**Key skills:** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and	through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda **Key skills:** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Use test results to make predictions to set up	approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Key skills:** Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect **Key skills:** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

	egg tooth hatch embryo documentary naturalist primatologist endangered natural sciences living organism reproduction life cycle vertebrate warm-blooded	**Key vocabulary:** foetus dependent adolescent puberty reproduce gestation pregnant duration extreme breeding womb umbilical chord embryo trimester midwife growth spurt childhood motor skills milk teeth constant adolescence puberty hormones mood swing develop lifestyle keratin elasticity cataracts neurodegenerative	explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments **Key vocabulary:** conductive magnetic durable transparent versatile thermal conduction molecules degrees Celsius (°C) insulator hardness force iron steel stone dissolve solute insoluble soluble solvent solute solvent solution substance saturation pure substance mixture filtering sieving evaporation	further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments **Key vocabulary:** pure substance solute solvent solution evaporate reversible mixture physical change melting evaporate irreversible chemical change compare effervescence product fair test variable control variable corrosion rusting combustion fuel oxygen extinguish smother reaction predict acid bicarbonate of soda carbon dioxide	such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments **Key vocabulary:** terrestrial planet gas giant planets Solar System spherical orbit astronomy heliocentric geocentric dwarf planet orbit sundial time zone gnomon dial shadow moon phase waxing waning eclipse rocky planet gas planet moon orbit Solar system	Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments **Key vocabulary:** Sir Isaac Newton gravity astronomy weight mass Galileo Galilei air resistance opposing streamlined parachute water resistance streamlined upthrust buoyant sink friction resistance lubricant Newton meter Newton lever load pivot fulcrum pulley mechanism gear mesh rack and pinion bevel gear

COMPUTING Y5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Computing (Kapow) **Year 5**	**Topic Title:** Programming 1: Music **Key knowledge:** • To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. • To understand that using loops can make the process of writing music simpler and more effective. • To know how to adapt their music while performing. **Key Skills:** • Predicting how software will work based on previous experience. • Writing more complex algorithms for a purpose. • Iterating and developing their programming as they work. • Confidently using loops in their programming. • Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. • Writing code to create a desired effect. Using a range of programming commands.	**Topic Title:** Computing systems and networks: Search engines **Key knowledge:** • To know how search engines work. • To understand that anyone can create a website and therefore we should take steps to check the validity of websites. • To know that web crawlers are computer programs that crawl through the internet. • To understand what copyright is. **Key Skills:** • Developing searching skills to help find relevant information on the internet. • Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns. • Learn about different forms of communication that have developed with the use of technology. • Recognising that information on the Internet might not be true or correct and learning ways of checking validity.	**Topic Title:** Data handling: Mars Rover 1 **Key knowledge:** • To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock. • To know what numbers using binary code look like and be able to identify how messages can be sent in this format. • To understand that RAM is Random Access Memory and acts as the computer's working memory. • To know what simple operations can be used to calculate bit patterns. **Key Skills:** • Learning that external devices can be programmed by a separate computer. • Recognising how the size of RAM affects the processing of data. • Learning the vocabulary associated with data: data and transmit. • Recognising that computers transfer data in binary and understanding simple binary addition. • Relating binary signals (Boolean) to the simple character-based language, ASCII.	**Topic Title:** Creating media: Stop motion animation **Key knowledge:** • To know that decomposition of an idea is important when creating stop-motion animations. • To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. • To know that editing is an important feature of making and improving a stop motion animation. **Key Skills:** • Decomposing animations into a series of images. • Decomposing a story to be able to plan a program to tell a story. • Using video editing software to animate. **Key vocabulary:** algorithm, animation, app, blocks, bluetooth, code block, connection, create, debug, decompose, designing, desktop, device, download, images, input, instructions, laptop, load, loop, Micro:bit, outputs, pairing, pedometer, polling, predict,	**Topic Title:** Programming 2: Micro:bit **Key knowledge:** **Key Skills:** • Decomposing a program without support. • Predicting how software will work based on previous experience. • Writing more complex algorithms for a purpose. • Programming an animation. • Iterating and developing their programming as they work. • Confidently using loops in their programming. • Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. • Writing code to create a desired effect. Using a range of programming commands. • Using repetition within a program. • Using logical thinking to explore software more independently, making predictions based on their previous experience. • Identify ways to improve and edit programs, videos, images etc. **Key vocabulary:**	**Topic Title:** Skills showcase: Mars Rover 2 **Key knowledge:** • To understand that bit patterns represent images as pixels. • To understand that the data for digital images can be compressed. • To know the difference between ROM and RAM. • To understand various techniques that will improve the design of a 3D object (using CAD software). **Key Skills:** • Learning the difference between ROM and RAM. • Recognising how the size of RAM affects the processing of data. • Understanding the fetch, decode, execute cycle. • Learning how the data for digital images can be compressed. • Recognising that computers transfer data in binary and understanding simple binary addition. • Understanding how bit patterns represent images as pixels.

	• Using repetition within a program. Amending code within a live scenario. • Using logical thinking to explore software more independently, making predictions based on their previous experience. Using a software programme (Sonic Pi) to create music. • Identify ways to improve and edit programs, videos, images etc. **Key vocabulary:** algorithm, appropriate, copyright, correct, credit, data leak, deceive, fair, fake, inappropriate, incorrect, index, information, keywords, network, privacy, rank, real, search engine, TASK, web crawler, website	**Key vocabulary:** beat, bugs, coding, command, debug, decompose, error, instructions, loop, melody, mindmap, music, output, performance, pitch, play, predict, programming, rhythm, tempo, timbre, tinker, tutorials, typing	• Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. • Understanding how data is collected in remote or dangerous places. • Understanding how data might be used to tell us about a location. • Learn about different forms of communication that have developed with the use of technology. **Key vocabulary:** 8-bit binary, addition, ASCII, binary code, boolean, byte, communicate, construction, CPU, data transmission, decimal numbers, design, discovery, distance, hexadecimal, input, instructions, internet, Mars Rover, moon, numerical data, output, planet, radio signal, RAM, research, scientist, sequence, signal, simulation, space, subtraction, technology, transmit	program, repetition, reset, sabotage, scoreboard, screen, systematic, tablet, tinkering, USB, variables, wifi, wireless, wires	animation, animator, background, character, decomposition, design, edit, evaluate, flip book, fluid movement, frame, model, moving images, still image, storyboard, thaumatrope, zoetrope (Option 1 add in: digital device, onion skinning, stop motion) (Option 2 add in: effects, photos, script)	• Using logical thinking to explore software more independently, making predictions based on their previous experience. • Independently learning how to use 3D design software package TinkerCAD. • Learn about different forms of communication that have developed with the use of technology. **Key vocabulary:** 3D, algorithm, binary image, CAD, compression, CPU, data, drag and drop, "Fetch, decode, execute", ID card, input, JPEG, memory, online community, operating system, output, pixels, RAM, responsible, RGB, ROM, safe
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	**Topic Title:** you can choose between, Sikhism -Belief into Action (T1) or	***Complete topic not done in Autumn 1.***	**Topic Title:** You can choose between either - Sikhism - Beliefs and moral values(T1)	***Complete topic not done in Spring 1.*** Christianity – Easter (T2)	**Topic Title:** you may choose from either – Sikhism -Prayer and worship (T1) or	***Complete topic not done in Summer 1.***

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**	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 **Key knowledge:** To identify how far would a Sikh go for his/her religion? (T1) Research and think about what are the		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 are important today and if so, explore why? (T1) To analyse how can Brahman be everywhere and in everything? (T1) To challenge and question if God intended Jesus to be crucified and	EASTER ASSEMBLY TO WHOLE SCHOOL YEAR 5	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 AT2 F Values and commitments AT2 E Meaning, purpose and truth **Key knowledge:** Sikhism -To investigate and discuss what is the best way for a Sikh to	

	best ways for a Hindu to show commitment to God? (T1) To debate whither the Christmas story true? (T2) **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) To evaluate if there is a best way for Hindus to show their commitment to god,.(T1) to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.(T2) **Key vocabulary:** Sikhs, Guru Granth sahib,		if so, was Jesus aware of this? (T2) **Key Skills:** To explore and understand the relevance of Sikh stories today. (T1) To explain and understand the Hindu belief that there is one God with many different aspects. (T1) 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) **Key vocabulary:** Sikh stories, guru, guru granth sahib, Guru Nanak		show commitment to God?(T1) To debate and discuss if beliefs in karma, samsara and moksha help Hindus lead good lives?(T1) 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) **Key Skills:** To explore and evaluate how Sikhs show their commitment to God and to evaluate if there is a best way. (T1) To investigate and research how the impact of certain beliefs on a Hindu's life.(T1) To understand how Christians, show their commitment to God	

	Gurdwara, Equality, Sewa, amrit and 5ks Hindus -worship, puja, arati, Lakshmi, brahma Christmas – old testament, cross, Jesus, church, nativity, gospels, Luke, Mathew Christmas concert performances		Hindu, brahmin, brahma, Vishnu, pooja Life after death, Holy Week, Bible Year 5 Assembly – Easter PREP. **Whole school Easter hat parade.**		and to evaluate if there is a best way. (T2) **Key vocabulary:** Sikhism -guru, Amrit ceremony, guru granth sahib, langar, sewa, gurdwara, marriage, birth and death ceremonies Hinduism – prayer, Pooja, karma, moshukh, re-carination Christianity – baptism, church wedding, church, cross, bible, prayer, confession, vicar, communion. End of year leavers /summer show celebrations	
MUSIC Y5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Music (Charanga scheme) **Year 5**	**Topic Title: Me & Nativity performance**	**Topic Title: Me & Nativity performance** **Key knowledge: NC objective Mu1/1.1/1.2**	**Topic Title: My stories & Everyone** **Key knowledge: Mu1/1.2/1.3**	**Topic Title: My stories & Everyone** **Key knowledge: Mu1/1.2/1.3**	**Topic Title: Our World & Big Bear Funk (transition unit)**	**Topic Title: Our World & Big Bear Funk (transition unit)**

	Key knowledge: NC objective Mu1/1.1/1.2 To explore: growing, homes, colour, toys and how I look. To use their voices expressively and creatively by singing songs and speaking chants and rhymes **Key Skills:** - 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 **Key vocabulary:**	To explore: growing, homes, colour, toys and how I look. To use their voices expressively and creatively by singing songs and speaking chants and rhymes **Key Skills:** - 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 **Key vocabulary:** **Pulse (steady beat**) – foundation of all music. It is the musical heartbeat that never stops. **Rhythm** – is long and short sounds that	To explore using your imagination Christmas, festivals, fairies, pirates, superheroes, lets pretend, once a upon a time To explore family, friends, people and music from around the world **Key Skills:** - 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 **Key vocabulary:** **Pulse (steady beat**) – foundation of all music. It is the musical	To explore using your imagination Christmas, festivals, fairies, pirates, superheroes, lets pretend, once a upon a time To explore family, friends, people and music from around the world **Key Skills:** - 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 **Key vocabulary:** **Pulse (steady beat**) – foundation of all music. It is the musical	**Key knowledge: NC objective Mu1/1.1/1.2/1.3** To explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea and space. 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. **Key Skills:** - Listen and respond - Explore and create – initially using voices only but building into using classroom instruments too	**Key knowledge: NC objective Mu1/1.1/1.2/1.3** To explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea and space. 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. **Key Skills:** - Listen and respond - Explore and create – initially using voices only but building into using classroom instruments too

	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.	happen over the pulse, so rhythm changes and pulse stays the same.	heartbeat that never stops. **Rhythm** – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.	heartbeat that never stops. **Rhythm** – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.	- Singing – nursery rhymes and action songs – building to singing and playing - Share and perform **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.	- Singing – nursery rhymes and action songs – building to singing and playing - Share and perform **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.
PHSE Y5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
PHSE Y5 (JigSaw Scheme)	**Topic Title:** Healthy me Article 24 **Key knowledge:** Understand the health risks of smoking. Understand the risk of misusing alcohol.	PSHE Taught through Votes for schools once a week Article 19 **Topic Title:** Anti-Bullying Week **Objectives**	PSHE Taught through Votes for schools once a week Article 19 Article 31 **Topic Title:** Children's Mental Health Week **Objectives**	PSHE Taught through Votes for schools once a week Article 38 And all of them **Topic Title:** Peace Day	**Topic Title:** **R**elationships Article 15 Article 16 Article 21 Article 22 Article 25 **Key knowledge:**	**Topic Title:** Changing me Article 19 Article 31 **Key knowledge:** Understand the emotional and physical changes that

lco **Year 5**	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. **Key Skills:** Responsibility. Good life style choices, critical, developing a positive attitude to self **Key vocabulary:** Smoking, cigarette, alcohol, lungs, liver, heart, anti-social behavior, drunk, wasted, popular culture, magazine, photo shop, air brushing, anorexia, bulimia	To identify signs of bullying and what we can do to stop it for ourselves and others **Activities** Depends on the theme for that year T**opic Title:** Black History Month **Objectives** To celebrate significant black figures and the diversity in our school. **Activities:** To research and create a written piece about a significant black figure	To understand how our mental health is important and strategies to help our mental health **Activities** Depend on the theme for that year **Topic Title:** Safer internet week **Objectives** To understand how to be safe online and make good choices about how to interact online **Activities:** Depend on the theme for that year	**Objectives** To understand what peace is and issues that effect the world **Activities** Depend on the theme for that year	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. **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. **Key vocabulary:** Self-esteem, online, internet, screen- time, gaming, facebook, Instagram, snapchat, twitter, fortnite	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. **Key Skills:** Self care, empathy towards the opposite gender. **Key vocabulary:** puberty, hair, voice breaking, breasts menstruation wet dreams, erection, semen, periods tampon, sanitary towels

Lesson 1						
	Lesson 1: **Objective:** know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart **Activity:** Debate whether the media encourage children to smoke. Chn to complete research first				**Lesson 1:** **Objective:** have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. **Activity:** 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	**Lesson 1:** **Objective:** To explore the emotional and physical changes occurring in puberty **Activity:** Ask chn what changes happen during puberty. Show internal and externa body parts and discuss the names. Chn name body parts

					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 or is different from someone else's perception of them?	
Lesson 2						
	Lesson 2 **Objective:** Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart **Activity:** Read Gregg and Lottie's story. Identifying anti- social				**Lesson 2** **Objective:** understand that belonging to an online community can have positive and negative consequences **Activity:** complete quiz about age limits. Using questions from jigsaw to support chn to see there are some responsibilities for gaming	**Lesson 2** **Objective:** To understand male and female puberty changes in more detail. **Activity:** Go through changes for females- menstrual cycle and changes for males- sperm production and wet dreams etc.

	behaviour. Think of an alternative ending to the story where better choices are made.					Play puberty card game. Chn to decide if statement is true or false.
Lesson 3	**Lesson 3** **Objective:** know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations **Activity:** Children in groups are given an emergency scenario. Write or draw a series of events to help the situation.				**Lesson 3** **Objective:** understand there are rights and responsibilities in an online community or social network **Activity:** Show chn picture of social media platform. Discuss risks of joining a group like this.	**Lesson 3** **Objective:** To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty **Activity:** 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.
Lesson 4	**Lesson 4** **Objective** understand how the media, social media and celebrity				**Lesson 4** **Objective:** know there are rights and	**Lesson 4** **Objective:** identify what I am looking

	culture promotes certain body types **Activity:** Put people into groups. Give out text message cards. They turn over and think of a nice reply to help self-esteem.				responsibilities when playing a game online **Activity:** Chn to imagine they are creators of a game. What advice card can they create to make sure the game is safe.	forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) **Activity:** Chn to create birthday card for someone age 13, 14, 5 or 16. What advice would you write inside.
Lesson 5	**Lesson 5** **Objectives** 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 **Activity:** In groups of 3 or 4, ask children to write a recipe for a Healthy Body Image.				**Lesson 5** **Objectives** recognise when I am spending too much time using devices (screen time) **Activity:** 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	**Lesson 5** **Objectives** identify what I am looking forward to when I move to my next class **Activity:** Assessment opportunity

					signs in the left-hand column.	
Lesson 6	**Lesson 6** **Objective** know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy **Activity:** Complete assessment activity				**Lesson 6** **Objective:** explain how to stay safe when using technology to communicate with my friends **Activity:** Complete assessment activity	
PE Y5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
PE **Year 5**	**Topic Title: Gymnastics** **Key knowledge:** To develop flexibility, strength, technique, control and balance. **Key Skills:** Building agility, balance and coordination in gymnastics and using the skills to perform a variety movements.	**Topic Title: Sports games and Team games** **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.	**Topic Title: Dance** **Key knowledge:** To perform dances using a range of movement patterns. **Key Skills:** Bollywood dance, Sequence movements to music, create patterns and shapes that flow, understand rhythm and	**Topic Title: Invasion games** **Key knowledge:** To perform dances using a range of movement patterns and play competitive games **Key Skills:** Use basketball and netball skill accurately in games. Apply rules and tactical approaches in	**Topic Title: Team games** **Key knowledge:** To play competitive games, use running, jumping, throwing and catching in isolation and in combination **Key Skills:** Continue to develop skill in game play, direct others during games in order	**Topic Title: Athletics and Sports day preparation and OAA (Outdoor Adventurous Activity** **Key knowledge:** To take part in outdoor and adventurous activity challenges both individually and within a team. To play competitive games, develop

	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. **Key vocabulary:** Accuracy, Formation, rhythm, movement, stretch, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, Team work, group performance and solo performance.	**Key Skills:** Catching and throwing in hockey, football, basketball and netball. Building agility, balance and coordination, strengthening and understanding technical throws and plays. **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.	create solo and group performances. Evaluate own performance and peer performance and identify areas for development. **Key vocabulary:** pivot, Sequence, pattern, team work, group performance and solo performance, evaluate, feedback, assess	game play. Evaluate own performance and peer performance and identify areas for development. **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	to gain and keep passion, develop effective and purposeful communication. **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.	flexibility, strength, technique, control and balance, use running, jumping, throwing and catching in isolation and in combination **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**.** 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. **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. **Reflect and improve** To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
BSL Y5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
		Topics: Bling! Bravery Award BSL Basic Skills. **Key Knowledge:** To engage with English topic through BSL. To ask and answer questions in BSL.	**Topics:** Last Night I Saw the City Breathing Debate about the Football Stadium BSL Basic Skills. **Key Knowledge:** To engage with English topic through BSL. To ask and answer questions in BSL.	**To be added**		

		To build upon basic, functional skills. **Key skills:** Receptive: To understand everyday and topic-based BSL. Productive: To sign everyday and topic-based BSL. To combine both skills by engaging in conversation using BSL. **Key topic vocabulary**: Bling! What is the main character's name? Billy What is his cat's name? Goji How does Billy group people? Into winners or losers Does Billy feel like a winner or a loser? A loser. Who did Billy help? A chimichanga What did Billy wish for? Gold! Why did he wish for that? Then people won't ignore him – they'll pay attention. What happened to Goji? Frozen into solid gold. How can he get the cat back to life? Everything gold must go back to normal.	To build upon basic, functional skills. **Key skills:** Receptive: To understand everyday and topic-based BSL. Productive: To sign everyday and topic-based BSL. To combine both skills by engaging in conversation using BSL. **Key topic vocabulary**: Personification Metaphor Simile To debate To persuade Person A: Did you know they are building a new football stadium? Person B: Yes, I've been longing for a new stadium! Person A: It is going to be a monster! Person B: No… it will be hi-tech. Person A: They are going to destroy an area of outstanding beauty. Person B: They care deeply about the environment. Person A: They will leave thousands of animals without a home!			

		Do you think Billy will save his cat? Yes or no? Newspaper What is the headline? Bravery Award for Fire Hero Boy How old is Conor, the hero? 14 How tall is the hero? Six foot one Why is he a hero? He saved a young family from a house fire. How did he save them? He caught 2 children as they jumped out the window. Who caught the mother? Conor's Dad How is Conor's Dad described? A proud father. What was Conor doing before the fire? Jogging with his Dad. Why are people shocked that Conor is only 14? He was calm and composed – not panicked. Would you be calm and composed too? Yes or no?	Person B: But the Youth Development programme will be the best in the country. Person A: I want to save Denton! Person B: I'm looking forward to Denton's future!			
SECTION D: HISTORY AND GEOGRAPHY OVERVIEW OF TOPICS						
HISTORY Y5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History **Year 5**	**Topic Title: Ancient Greece** **Key knowledge:** • A study of Ancient Greece - Greek life		**Topic Title: Tudors** **Key knowledge:** • Local history study linked with Tudor dynasty -		**Topic Title: Victorians** **Key knowledge:** • The importance of the Victorian Era - British Empire	

	and achievements and their influence on the western world (eg. Political structure of Greek society: Athenian democracy) • 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) **Key Skills:** • 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.		establishment of Tudor dynasty (Henry VII to death of Elizabeth I) • Major events in the Tudor Dynasty (eg. Battle of Bosworth, Henry VIII and the dissolution of Catholicism, Spanish Armada, Shakespeare) **Key Skills:** • 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)		(Empress of India), Industrial revolution. **Key Skills:** • 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) **Chronological understanding** • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini)	

	• Describe similarities and differences between people, events and artefacts. • Make links between some of the features of past societies. (eg. religion and society) **Chronological understanding** • 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. **Key vocabulary:** Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy,		**Chronological understanding** • 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. **Key vocabulary:** 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.		• 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. **Key vocabulary:** 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.	

	significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration, child labour, nation, empire, reformers, epidemic, turning point.					
GEOGRAPHY Y5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Geography **Year 5**		**Topic Title: Myths and Legends - Ancient Greece** **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, mountains, coasts and rivers), Ge2/1.4 **Geographical Skills and Fieldwork** Ge2/1.4a		**Topic Title: Important people – British history** **Key knowledge:** Ge2/1.1 **Locational Knowledge** Ge2/1.1c To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. Ge2/1.4 **Geographical Skills and Fieldwork** Ge2/1.4c To use fieldwork to observe, measure, record and present the human and physical		**Topic Title: Our local area – Eastbury manor house/ River Thames** **Key knowledge:** Ge2/1.3 **Human and Physical Geography** Ge2/1.3b To describe and understand key aspects of human geography, including: types of settlement and land use Country: UK and local (Barking and Dagenham) **Key Skills:**

		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. **Key Skills:** Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale Collect and record evidence unaided Analyse evidence and draw conclusions Use 8		features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Key Skills:** Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale Collect and record evidence unaided Analyse evidence and draw conclusions Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using		Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale Collect and record evidence unaided Analyse evidence and draw conclusions Use 8 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. Begin to use atlases to find out about

		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. **Key vocabulary:**		symbols and a key; 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. Draw a plan view map with some accuracy. Use index and contents page within atlases. Use medium scale land ranger OS maps. **Key vocabulary:** latitude, longitude, Equator, Northern		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. **Key vocabulary:** maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS) coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west

		See bottom of sheet for list of Cities and Counties Rivers – Upper: waterfall, rapids, gorges Middle: bend, wider, shallow, valley, meander, oxbow lake Lower: wide flat-bottomed valleys, floodplain, delta Erosion Mountains: summit, slope, steep valley = gorge Volcanoes: Tectonic plates, movement, inner core, outer core, mantle, crust Water cycle: precipitation, collection, evaporation, condensation environmental regions, physical, human		Hemisphere and Southern Hemisphere. maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS) coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west		

		characteristics, countries, cities maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS) coordinates, grid, plot, north, south, east, west, 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**
Art and design **Year 5**	**Beginning of the year, all year groups must recap on primary/secondary colours, colour**		**Topic Title: Historical figures in Great Britain and cityscape.** **Key knowledge:**		**By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should**	

	mixing, and teaching techniques to shade and tint. **Topic Title: Ancient Greece** **Key knowledge:** Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas. **Key Skills:** • Create sketchbook. • Rough sketching. • Sketching (lightly) before painting to combine line and colour). • Shading. • Shadow definition. • Colour. • Compare ideas, methods and approaches in their own and		Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. **Key Skills:** • Sketching portraits of historical figures (Queen Victoria, Prince Albert…) • Work in a sustained and independent way to create a detailed drawing. • 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		**also have had the opportunity to study artists' lives and their work.** **Topic Title: Piet Mondrian** **Key knowledge:** Ar2/1.3: To learn about great artists, architects and designers in history. **Key Skills:** • Review understanding of primary colours. • Research the work and life of Piet Mondrian. • Use rulers to create geometrical shapes. • Reproduce the art of Piet Mondrian. • Spot the potential in unexpected	

	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. **Key vocabulary:** Ancient Greece, clay pots, pattern, mythical creatures, shape, material, sketch, draw, shade, colour, paint…		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 - Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. **Key vocabulary:** Sketching, detailed drawing, lines, patterns,		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. **Key vocabulary:** Famous artists, Piet Mondrian, colour block, primary colours, colours, black lines, research, life, work, geometrical shapes, reproduce, comment, progress…	

			shading, hatching, tonal contrast, mixed media, painting, plan, design, sculpt, sculpture, cityscape…			
DT Y5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Design and technology (DT) **Year 5**		**Topic Title:** Creative Cam **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 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] DT2/1.2a: To select from and use a wider range of tools and equipment to perform		**Topic Title:** Great Bread Bake Off (twinkl) **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 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		**Topic Title:** Marvellous Structures (twinkl) **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 programme, monitor and control their products. DT2/1.1b

		practical tasks accurately 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. **Key Skills:** • Design a cam toy		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 **Key Skills:** • Research bread • Annotate • Plan • Design • Make • Evaluate • Cooking and nutrition **Key vocabulary:** Influence, Warburton, technology, product analysis, Shape, design, product, taste/smell, flavouring.		To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, 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

		• Label the features. • Plan materials needed • Construction – Moving toy creation • Evaluate outcomes **Key vocabulary:** Cam toy, materials, features, construct, measure, mechanism, object				DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Key Skills:** • Design • Make • Evaluate • Technological knowledge **Key vocabulary:** Freestanding, structure, reinforce, equipment, design, plan, evaluate, materials, product, components.