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|  | **Year 5** |
|  | **Autumn** | **Spring** | **Summer** |
| **Science** | Living things and their habitats 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.Know the life cycle of different living things e.g. mammal, amphibian, insectReproduction in plantsReproduction in animals**Animals including Humans**Describe the changes as humans develop to old age.Create a timeline to indicate stages of growth in humans | Properties and changes of materialsCompare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 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 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. | Earth and space*.*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 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.ForcesExplain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object – and the impact on our lives.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. |
| **Computing** | CodingDesign, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs* Use technology to control an external device

Online SafetyUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.-understand that they have to make choices when using technology and that not everything is true and/or safe | Search EnginesUnderstand 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 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* Understand how search results are selected and ranked

Online SafetyUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.-understand that they have to make choices when using technology and that not everything is true and/or safe-understand that they have to make choices when using technology and that not everything is true and/or safe | Using ProgramsSelect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information-combine sequences of instructions and procedures to turn devices on and offOnline SafetyUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.-understand that they have to make choices when using technology and that not everything is true and/or safe |
| **Geog** |  | **South America** **Spring Two**Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Locational Knowledge**Know the names of and locate a number of South American Countries**Place knowledge**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and South America**Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **Rivers and Rainforests** **Summer One****Locational Knowledge**Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features of rivers and land-use patterns; and understand how some of these aspects have changed over time.**Human and physical geography**  Describe and understand key aspects of: Physical geography, including: climate zones, biomes, rivers and the water cycleKnow what is known by biomes and what the features of a specific biome are.Label layers of a rainforest and know what deforestation is |
| **Hist** | Invaders and Settlers **Auntumn One**Britain’s settlement by Anglo-Saxons and Scotsthe Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the ConfessorAnglo Saxons* *Know how Britain changed between the end of the Roman occupation and 1066*
* *Know about how the Anglo- Saxons attempted to bring about law and order in the country*
* *Know that during the Anglo-Saxon period Britain was divided in to many kingdoms*
* *Know that the way the kingdoms were divided led ti the creation of some of our county boundaries today*
* *Use a timeline to show when the Anglo-Saxons were in England*

Vikings*-Know where the Vikings came from and show this on a map**-Know that the Vikings and Anglo- Saxons were often in conflict**-Know why the Vikings frequently won battles with the Anglo Saxons* | **World War 2** **Autumn Two & Spring One****Historical Enquiry** a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ***( Battle of Britain)******-****Describe events from the past**-Know how an event or events from the past has shaped our life today**-Draw an accurate timeline with different historical periods showing key historical events lives of significant people**-Know how crime and punishment over a period time**-Know how Britain has major influence on the world**-Know how the lives of wealthy people were different from the lives of poorer people.* | **The Mayans** **Summer Two**a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.-*Know about the impact that the Mayan Civilization had on the world**-Know why they were considered an advanced society in relation to that period of time in Europe* |
| **D.T** | Design 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 groupsGenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.DesignCome up with a range of ideas after collecting information from different sourcesProduce a detailed step by step plan Explain how a product will appeal to a specific audienceDesign a product that requires pulleys or gearsMakeUse a range of tools and equipment competentlyMake a prototype before making a final versionMake a product that relies on pulleys or gearsEvaluateSuggest alternative plans;outlining positive feature and draw backsEvaluate appearance and function against original criteriaTechnical KnowledgeLinks scientific knowledge to design by using pulleys and gearsUse more complex IT program to help enhance the quality of the product produced | Food TechnologyUnderstand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.Be both hygienic and safe in the kitchenKnow how to prepare a meal by collecting the ingredients in the first placeKnow which season various foods are available for harvesting | Design 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 groupsGenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.DesignCome up with a range of ideas after collecting information from different sourcesProduce a detailed step by step plan Explain how a product will appeal to a specific audienceDesign a product that requires pulleys or gearsMakeUse a range of tools and equipment competentlyMake a prototype before making a final versionMake a product that relies on pulleys or gearsEvaluateSuggest alternative plans;outlining positive feature and draw backsEvaluate appearance and function against original criteriaTechnical KnowledgeLinks scientific knowledge to design by using pulleys and gearsUse mre complex IT program to help enhance the quality of the product produced |
| **Art** | To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Great artists, architects and designers in historyUse lines to produce textureExperiment with shading to create mood and feelingExperiment with media to create emotion in art | To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Great artists, architects and designers in historyKnow how to use shading to create mood and feelingKnow how to organise line,tone,shape and colour to represent figures and forms in movementKnow how to create an accurate print design following given criteria | Great artists, architects and designers in historyResearch the work of an artist and use their work to replicate a style |
| **P.E** | **Gymnastics and Dance** Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patternsCompare their performances with previous ones and demonstrate improvement to achieve their personal best.-create complex extended sequences -combine action, balance and shape- perform consistently to different audiences -pick up on something a partner does well and also on something that can be improved-know why own performances was better or not as good as their last. | **Competitive Game**Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defendingCompare their performances with previous ones and demonstrate improvement to achieve their personal best.-gain possession by working in a team and pass in different ways-choose a specific tactic for defending and attacking -use a number of techniques to pass, dribble and shoot | **Athletics**Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.* Show control when taking off and landing
* Throwing with increasing accuracy
* Combine running and jumping
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| **R.E** | **Why do some people believe God exists**Outline clearly a Christianunderstanding of what God islike, using examples andevidence (A2). Give examples of ways in whichbelieving in God is valuable inthe lives of Christians, and waysin which it can be challenging(B2). Express thoughtful ideas aboutthe impact of believing or notbelieving in God on someone’slife (B1). Present different views on whypeople believe in God or not,including their own ideas (C1). | **What would Jesus do? Can people live by the values of****Jesus in the twenty-first century?**Outline Jesus’ teaching on how hisfollowers should live (A2). Offer interpretations of two of Jesus’parables and say what they might teachChristians about how to live (B3). Explain the impact Jesus’ example andteachings might have on Christians today(B1). Express their own understanding of whatJesus would do in relation to a moraldilemma from the world today (C3).**If God is everywhere, why go to a place of****worship?**Make connections between how believers feelabout places of worship in different traditions(A3).Select and describe the most importantfunctions of a place of worship for thecommunity (B3).Give examples of how places of worship supportbelievers in difficult times, explaining why thismatters to believers (B2).Present ideas about the importance of people ina place of worship, rather than the place itself | **What does it mean to be a Muslim in Britain today?**Make connections betweenMuslim practice of the FivePillars and their beliefs aboutGod and the ProphetMuhammad (A2). Describe and reflect on thesignificance of the Holy Qur’anto Muslims (B1). Describe the forms of guidancea Muslim uses and comparethem to forms of guidanceexperienced by the pupils (A2). Make connections between thekey functions of the mosqueand the beliefs of Muslims (A1). |
| **Languages** | **Ourselves Celebration**Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* Present ideas and information orally to a range of audiences\* Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally\* and in writing Languages – key stage 2 3 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English* **Name and describe people, a place and an object**
* **Give response using a short phrase**
* **Write phrases from memory**
* **Write 2-3 short sentences on a familiar topic**
 | **School Weather**Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* Present ideas and information orally to a range of audiences\* Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally\* and in writing Languages – key stage 2 3 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English* **Read and understand a short passage**
* **Explain the main points in a short passage**
* **Read a short passage independently**
* **Use a bilingual dictionary or glossary to look up new words**
* **Start to speak, using a full sentence**
 | **Hobbies Holidays**Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* Present ideas and information orally to a range of audiences\* Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally\* and in writing Languages – key stage 2 3 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English* **Write about what they like/dislike about a familiar topic**
* **Have a short conversation, saying 3 to 4 things**
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| **Music** | *National curriculum objectives*Pupils should be taught to:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -maintain own part whilst others are performing their partImprovise and compose music for a range of purposes using the inter-related dimensions of musicCompose music which meets specific criteriaChoose the most appropriate tempo for a piece of music Listen with attention to detail and recall sounds with increasing aural memory Repeat a phrase from music after listening intentlyUse and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Describe, compare and evaluate music using musical vocabularyExplain why they think music is successful or unsuccessfulDevelop an understanding of the history of music.Contrast the work of a famous composer with another and explain preferences  |