



Year 5 Autumn

Focus: Dynamic Dynasties (History)

Science	Combining and Separating Materials	Earth and Space
Art	Tints, tones and shades	Taotie
	Children learn about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.	Children learn about the significance and art of the taotie motif, including ancient and contemporary casting methods.
Computing	Systems and searching Computing Systems and Networks	Video production Creating Media
	Children learn to recognise IT systems in the world and how some can enable searching on the internet.	Children learn to plan, capture, and edit video to produce a short film.
Digital Literacy	Self-image and identity	Developing healthy Wellbeing
Design and Technology	Moving Mechanisms	
	Children learn about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.	
Geography	Investigating our world	
	Children learn about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.	
History	Dynamic Dynasties	
	Children learn about the history of ancient China, focusing primarily on the Shang Dynasty, and explore the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.	
Languages	As-Tu Un Animal? (Do You Have A Pet?)	La Date (What Is The Date?)
	Children learn to say what pet(s) they have and do not have in French	Children learn to say the date in French and consolidate numbers taught previously.
Music	Continuing Singing & Playing Unit	Performance Unit
	Children learn to reinforce and extend ongoing musical skills, such as vocal development, control in playing tuned and untuned instruments, listening and ensemble skills. The unit builds on previous musical experiences and introduces new musical genres and notation skills.	Children demonstrate the ability to perform in a group with confidence and expression. The unit builds up to a live performance or recording of musical material in singing and/or playing in parts. Skills in performing with others, following a musical lead, listening and appraising their own music are developed.
PSHE	Relationships - VIPs	Relationships: Digital wellbeing
	Children explore the importance of recognising and connecting with the special people in their lives, as well as the importance of support networks. The children will learn how to 'think before they act', how to disagree and the importance of knowing it is ok to disagree. They will learn when secrets are not appropriate and how to handle this.	Children will learn the positive and negative effects of the Internet and being aware of how to manage what we see online. They will learn about 'fake news', 'echo chambers' and cyberbullying and harassment. They will develop a firm understanding of how to stay connected online in a responsible way and how this can help children stay happy, safe and healthy online.
PE	Fitness	Dance
	Children will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Children will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Children are asked to recognise areas in which they make the most improvement using the scores they have collected.	Children learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Children will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Children will work safely with each other and show respect towards others.
	Netball	Tag Rugby
	Children will develop defending and attacking play during even-sided 5-a-side netball. Children will learn to use a range of different passes to keep possession and attack towards a goal. Children will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to	Children will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, children will support the ball carrier using width and drawing defence. When defending, children learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play

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show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Children also develop their understanding of the importance of fair play and honesty while self-managing games.

collaboratively in both uneven and then even sided games. Children will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.

RE

What does it mean for Christians to believe that God is holy and loving?

What does it mean to be a Muslim in Britain today?



Year 5 Spring

Focus: Sow, Grow and Farm (Geography)

Art	Line, Light and Shadows	Nature's Art
	Children learn about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.	Children learn about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.
Computing	Selection in physical computing Programming A	Flat-file databases Data and Information
	Children learn to explore conditions and selection using a programmable microcontroller.	Children learn to use a database to order data and create charts to answer questions.
Digital Literacy	Managing online information	Copyright and ownership
Design and Technology	Eat the Seasons	
	Children learn about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.	
Geography	Sow, Grow and Farm	
	Children learn about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.	
Languages	Quel Temps Fait-Il? (The Weather)	Les Habitats (Habitats)
	Children learn to describe the weather in French.	Children learn to speak and write about different habitats, plants and animals in French.
Music	Rhythm and Pulse Unit	Pitch Skills Unit
	Children learn to develop and extend rhythmic skills, playing patterns and ostinato confidently, maintain a strong pulse, using notation and playing in parts in a group. The unit should introduce opportunities to explore percussive sounds using instruments and the body, use graphic and rhythm notation and to improvise rhythmic material.	Children learn to reinforce and extend pitch skills in vocal work and play tuned instruments. The unit will introduce an understanding of pitch notation and scales, chords and harmony, develop aural work.
PSHE	Living in the Wider World: Diverse Britain	Living in the Wider World: Aiming High
	Children explore the structure and role of local and national government and how identities and communities work together. These lessons celebrate diversity and difference throughout the country and consider the importance of tolerance and human rights to our democratic society.	Children will understand and learn that they are capable of achieving and how they can break down potential barriers. They will learn about the importance of future decisions and their thought processes. They will learn about the importance of equal opportunities and how the world of 'working for a living' works.
PE	Gymnastics	Football
	Children create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Children are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, children develop performance skills considering the quality and control of their actions.	Children will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Children will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Children will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.
	Yoga	Swimming
	Children learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Children will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	Children focus on swimming fluently and with increased confidence and control. Children work to develop and improve swimming strokes, learn personal survival techniques and how to stay safe around water. Children have to keep afloat and propel themselves through the water.
RE	Why do Christians believe Jesus was the messiah?	Why is the Torah so important to Jews?

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Year 5 Summer

Focus: Ground-breaking Greeks (History)

Art	Mixed Media	Expression
	Children learn about paper and fabric collage. They explore mixed media artworks and create a small-scale mixed media collage.	Children learn about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.
Computing	Introduction to vector graphics Creating Media	Selection in quizzes Programming B
	Children learn to create images in a drawing program by using layers and groups of objects.	Children explore selection in programming to design and code an interactive quiz.
Digital Literacy	Understanding online bullying	Understanding online reputation
Design and Technology	Architecture	
	Children learn about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.	
Geography	Revision and retrieval practice	
	Children will have opportunities to consolidate and deepen the geographical content that has been taught so far.	
Languages	Les Jeux Olympiques (The Olympics)	Intercultural understanding
	Children learn to describe an Olympian by their sporting title and say what particular sport they play using the verb 'faire'.	Revision and retrieval practice of taught units and focus study on a French speaking country.
Music	Class Composing Unit	Musical Structures Unit
	Children are enabled to explore sounds and musical elements in the improvisation and composition of music. Sound sources are explored, analysed and appraised, which could include found sounds on ICT, and creative ideals developed. Sounds will be selected and ordered to form arrangements.	Children will learn to listen to and explore structures in music, such as conventional form in classical music or repeated chord structures in contemporary and folk music. Layering, harmony and texture may also be explored through listening, appraising and movement.
PSHE	Health and wellbeing: Safety first	Health and wellbeing: It's my body (RSE)
	Children will recognise the responsibilities that come along with their growing independence; and how they can avoid risks, hazards and danger when at home and out near roads, railways, water and fireworks. They will learn more about the risk of being put under pressure to do things that might make them feel unsafe and how to avoid this pressure by saying no to dares and peer pressure. They will learn how to communicate with emergency services and how to respond in emergency situations.	Children will have discussions around how we can stay safe and clean, avoid the spread of germs and make good choices around issues such as sun safety. Children are encouraged to develop an attitude of body confidence and self-worth, understanding what they are comfortable with and how they can make healthy, safe choices for themselves.
PE	Cricket	Athletics
	Children develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, children achieve this by striking a ball and trying to avoid fielders so that they can run between wickets to score runs. Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. Children learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.
	OAA	Rounders
	Children develop teamwork skills through completion of a number of challenges. Children work individually, collaboratively in pairs and in groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Children are also given the opportunity to lead groups and utilise negotiation skills. Children learn to orientate and navigate using a map.	Children develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. Children work with a partner and group to organise and self-manage their own games.

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Children play with honesty and fair play when playing competitively.

RE

What would Jesus do?

What matters most to humanists and Christians?