|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Y5 | ENGLISH | SCIENCE | HISTORY | GEOGRAPHY | DT and Art | COMPUTING | PSHE | RE | MUSIC | PE | MFL |
| **A1** | **Non-narrative (6)****NCR**Relative clauses.Use of commas to separate clausesApostrophes for contractionOrganisation of writing using paragraphs and sub-headings | **Decay and Recycling**SC1: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | **Mayan Civilisation**To develop a chronologically secure knowledge and understanding of British, local and world historyTo construct informed responses that involves thoughtful selection and organisation of relevant historical information.Using sourcesMayan religion and beliefsWas chocolate important to the Maya? |  | **Art: Sketching**Using pencilsLine and texture Shape, form, pattern & PerspectiveWrite an artist profileobservational sketch using pencilsUsing other means**Dt**: Cooking (Link to Mayan)To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **We are artists.**Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.  | **UoP Growth mindset sessions**(RE link) To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To work collaboratively towards shared goals | **Comparing Islam** Exploring controversial religious issues in the modern world – including media misrepresentations of religionLift their learning to the wider world, gaining a sense of personal autonomy in preparation for adult life | **Charanga Don’t Stop Believing**Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds. | **Games**Play competitive games, modified where appropriate.Apply basic principles suitable for attacking and defending | **French: Holidays**listen attentively to spoken language and show understanding by joining in and responding. |
| **A2** | **Narrative (6)****Mystery**Use a wide range of ambitious vocabularyUse sophisticated connectionsBuild tension and suspense in writing | **Earth in Space**To describe the movement of the Earth, and other planets, relative to the Sun in the solar system To describe the movement of the Moon relative to the Earth To 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. | **The Americas (Link to Mayan)**Locate the Americas using maps.Identify the America’s environmental regions.What are the different physical and human characteristics of the Americas?What are the major cities?Compare modern maps to ancient ones. | **Art:** **Americas/Islam– Painting**Colour mixingBrushes, sponge, finger painting. ZentanglesObservational drawings landscapePainting portraits - Van Gogh Study of artistsArtist profileGallery visit  | **We are game developers**Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. | **UoP Growth mindset sessions**Resilience, overcoming barriers and plan my learning. Link to residential to Colomendy | **Islam**Exploring controversial religious issues in the modern world – including media misrepresentations of religionTo enrich and encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. | **Five Gold Rings**Listen, comment on and discuss with confidence, ideas together as a group | **Dance**Perform dances using a range of movement patterns | **French: Hobbies**Present ideas and information orally to a range of audiences\* |
| **Sp1** | **Non-narrative (6)****Inform**Modal verbs.Passive and subjective.Use hyphens to avoid ambiguity.Fronted adverbials.Formal Langugae | **Materials**Compare and group together everyday materials on the basis of their properties. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. | **Crime and punishment through the ages.**To note connections, contrasts and trends over time and develop the appropriate use of historical terms.They should understand how our knowledge of the past is constructed from a range of sources.Compare and contrast forms of punishment over time.Debate: courtroom dramaWhat is the difference between crime and punishment? |  | **Art: Sculpture**Research famous designers/Architects – present findingsBuildingsCardWireNatural materialsClay sculpture**Dt: Control**To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]use research to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups | **We are cryptogrpahers**Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **UoP Growth mindset sessions**Everyone is equal: To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. | **Christianity Easter**Using their own experience and background to reflect on questions of truth and morality and deeper meanings of life and death | **Classroom Jazz 1**Have a greater understanding of melody, words and their importance and how to interpret a song musically. | **Gymnastics**Develop flexibility, strength, technique, control and balance.  | **French: At School**Names of objects.Classroom instructionsSubjects (link to like and dislike) |
| **Sp2** | **Narrative (6)****Describe focus: voyage and return**Expanded noun phrases.Use semi colons, colons and brackets.Opening narrative to engage the reader. | **Forces**explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction.  |  | **Feed the World- Land Use**human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  | **Art: Other art**Tie dyePaper MachePrinting (Andy Warhol)PhotographyMosaic | **We are web developers**Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | **Enterprise Project** About enterprise and the skills that make someone ‘enterprising’Link to healthy tuck shop | **A Tragic Story**Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. | **Games**Apply basic principles suitable for attacking and defending | **French: Recap greetings, days of the week, month and colours.**Common coloursDays of the week and monthsGreetings to friends, family and school staff (link to prior unit) |
| **Su1** | **Non-narrative (6)****Argue and persuade**Use clauses fit for purpose and audience.Write with a level of confidence and maturity.Write with a clear voice appropriate for target audience | **Animals including humans**Describe the changes as humans develop to old age.  | **Medicine through the ages**Ask and answer historically valid questions about change, cause, similarity and difference, and significance.Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims  |  | **Art: Craft**Research famous craft makersUsing different materialsSewing and stitchingWeaving**DT: Cooking**(Link to healthy eating)generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypesTo apply the principles of nutrition and healthy eating | **We are bloggers**Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | **5s Strategies:****Strategy**: Be curious, plan my learning and apply my learning.  | **Precious**Lift their learning to the wider world, gaining a sense of personal autonomy in preparation for adult lifeWhat is valued to me?What are the 7 sacrements? | **Stop!**Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse | **Games and Athletics**Use running, jumping, throwing and catching in isolation and in combination | **French: Eating out**Name of foods.Asking for the bill. |
| **Su2** | **Narrative (6)****Overcoming the Monster**Use a range of techniques to engage the reader.Use a variety of sentence structures  | **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.  |  | **Biomes, Habitats and Climate zones**Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  | **Art:** **Research artist**Project bookPresent research findingsPlan ArtPractice techniquesProduce Final pieceReview and analyseDisplay and share | **We are architects**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  | **5s Strategies:****Social**Know when and how to work with others. Empathy and social cues.  | **The Natural World**Lift their learning to the wider world, gaining a sense of personal autonomy in preparation for adult life.How was the world created? Compare views from other religions.  | **Reflect, Rewind, Replay**Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding. | **OAA**Take part in outdoor and adventurous activity challenges both individually and within a team  | **French: Holidays**Names of countriesPlaces to stayTravel |