

Autumn Y5	<u>Unit 1: Rainforests</u>		<u>Unit 2: The Mayans</u>
Science	Living things and their habitats <ul style="list-style-type: none"> 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 	Science	Forces <ul style="list-style-type: none"> 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, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect Isaac Newton Scientist Study Air Resistance Water Resistance- experiment
Geography	Locational knowledge <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) Human and physical geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts	Geography	Locational knowledge <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
History	Know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	History	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Learn about a non-European society that provides contrasts with British history - The Mayan Civilisation
Computing	<u>'We are web developers'</u> In this unit, the pupils work together to create a website explaining online safety and responsible online behaviour.	Computing	<u>We are Game Developers</u> The pupils plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive.

<p>DT</p>	<p>Make</p> <ul style="list-style-type: none"> Practical skills- using a range of tools, equipment and materials make a traditional Cream Tea (Link to British traditions). 	<p>D.T</p>	<p>Mayan masks</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
<p>Art</p>	<p>Sketching and Watercolours (Colour wheel, Rainforest animals or British monuments and famous landmarks)</p>	<p>Art</p>	<p>Draw Mayan Masks (links to DT)</p>
<p>P.S.H.E.</p>	<p>Nelson Mandela Saving the Rainforest Moral Values: When is enough enough? Diversity: Identities</p>	<p>P.S.H.E.</p>	<p>Belonging to groups The Power of laughter Mary Seacole & Florence Nightingale Understanding Cancer</p>
<p>R.E. (MK syllabus)</p>	<p><u>Christianity</u> The Bible Purpose and how to use How do Christians use the Bible to support their lives?</p>	<p>R.E. (MK syllabus)</p>	<p><u>Christianity</u> True Meaning of Christmas</p>
<p>P.E.</p>	<p>Games: Tag Rugby Dance (Rio 2 composition)</p>	<p>P.E.</p>	<p>Games: Football Gymnastics: balances, travels and sequences</p>
<p>Music</p>	<p>Sounds of the rainforest</p>	<p>Music</p>	<p>Songwriter with composition focus and performing together</p>

Spring Y5	<u>Unit 3: The Victorians - Children's Lives</u>		<u>Unit 4: The Victorians - Inventions</u>
Science	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials • 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 • 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 	Science	<ul style="list-style-type: none"> • Continuation of Properties of materials - inc recap of solids, liquids and gases.
Geography	<p>Locational knowledge Revisit counties and cities and geographical regions of the United Kingdom. Consider land-use patterns and understand how some of these aspects have changed over time</p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers and the water cycle • 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 	Geography	
History	<p>The Victorians – children's lives : a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	History	<p>The Victorians – Inventions: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 continued.</p>
Computing	<p>We are Artists The pupils use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex 'fractal' landscapes.</p>	Computing	<p>We are Advertisers In this unit, pupils review existing adverts or promotional films, create a storyboard, shoot original footage, source other media and edit a final version of their movie.</p>
D.T	<p>Make Gruel and Breadmaking</p>	DT	Design

	<ul style="list-style-type: none"> Practical skills- using a range of tools, equipment and materials make gruel from the poorhouse and then contrast by baking bread (link to science) 		<ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Technical knowledge</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Art	Pencil sketching and charcoal. Paint a Victorian cityscape	Art	Drawings of DT designs / blueprints
P.S.H.E.	The right to education Strong Societies Rights & Responsibilities: Getting the balance right Healthcare: Improving life chances	P.S.H.E.	Culture: The Roma Individual Liberty Magna Carta Heavyweight Punching: Muhammad Ali
R.E. (MK syllabus)	<u>Christianity</u> How do people express spiritual ideas?	R.E. (MK syllabus)	<u>Christianity</u> How do people express spiritual ideas?
P.E.	Games: Hockey Gymnastics: Jumps, rolls and sequencing	P.E.	Games : Handball Dance - Street Child/Victorians Life in Service stimulus

Summer Y5	<u>Britain at War</u>		<u>Water and Coastlines</u>
Science	Sound (From Year 4 curriculum instead of Earth and space) <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 	Science	Animals, including humans <ul style="list-style-type: none"> • describe the changes as humans develop to old age
Geography	Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Geography	Locational knowledge and continuation of Unit 5 work through history activities. Human and physical geography Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers and the water cycle • 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 Place Knowledge * use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers and the water cycle • 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
History	Local History Study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality: Bletchley Park; coding; WW11; legacy	History	Local History Study continued with comparison to Sheringham.

<p>Computing</p>	<p><u>We are Cryptographers</u> The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password.</p>	<p>Computing</p>	<p><u>We are bloggers</u> Blogging provides a worldwide audience for pupils' work. Commenting on others' work extends pupils' sense of membership of a learning community beyond school. In this unit, pupils create a media-rich blog, comment on blogs and respond to comments.</p>
<p>D.T.</p>	<p><u>Anderson Shelter</u> Make</p> <ul style="list-style-type: none"> 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>D.T.</p>	<p>Technical knowledge</p> <ul style="list-style-type: none"> Know that a 3D textiles product can be made from a combination of fabric shapes - Combining materials and cushion making related to Sheingham/seaside designs <p>Refer back to their design criteria as they design and make Use their design criteria to evaluate their completed products Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p>
<p>Art</p>	<p>Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Research great artists, architects and designers in history</p> <p>Stella McCartney Salvador Dali Christopher Wren</p>	<p>Art</p>	<p><u>Artist Study: Claude Monet</u></p> <p>A study of the work of Claude Monet and the style of Impressionism. Children will practise the style in different mediums, as well as discover about the life of Claude Monet. Produce a canvas acrylic painting of a landscape in Impressionist style.</p>
<p>P.S.H.E.</p>	<p>Democracy: Lesson 1 Celebrating the NHS For and Against: Where do you stand? Jealousy: The green eyed monster</p>	<p>P.S.H.E.</p>	<p>Climate Change Seeking a refuge AI:Artificial Intelligence Oil Disaster in Gulf of Mexico Why do we pay taxes</p>
<p>R.E. MK syllabus</p>	<p><u>Islam</u> The Story of Muhammad Inc compare revelation comparison with Moses</p>	<p>R.E. MK syllabus</p>	<p><u>Islam</u> The Five Pillars of Islam</p>
<p>P.E.</p>	<p>Games: Netball and basketball Athletics</p>	<p>P.E.</p>	<p>Games: Cricket and Rounders Athletics</p>
<p>Music</p>	<p>Songwriter with composition focus and performing together</p>		