
















| Subject / Term | Term 1   | Term 2  | Term 3  | Term 4   | Term 5  | Term 6  |
|----------------|--|---|---|--|---|---|
| <p>English</p> | <p><b>Writing Outcomes-</b><br/>Diary Entries<br/>Poetry<br/>Narratives</p> <p><b>SPaG</b><br/>Use a full range of punctuation from previous year groups<br/>Use devices to show cohesion across paragraphs<br/>Evaluate and edit their own work</p> |   |  <p><b>The Secret Garden</b><br/>Reading Skills (VIPERS – vocabulary, inferring, predicting, explaining, retrieving and summarising)</p>  <p><b>The Wonderful World of Food</b></p> <p><b>Writing Outcomes-</b><br/>Information texts<br/>Non- chronological reports</p> <p><b>SPaG</b><br/>Use relative clauses beginning with a relative pronoun<br/>Use commas to clarify meaning and avoid ambiguity<br/>Select and use organisational and presentational devices that are relevant to the text type (bullet points, headings and underlining)</p> |  |  <p><b>Who Let the Gods Out</b><br/>Reading Skills (VIPERS – vocabulary, inferring, predicting, explaining, retrieving and summarising)</p>  <p><b>The Odyssey</b></p> <p><b>Writing Outcomes-</b><br/>Persuasive letters<br/>Newspaper reports</p> <p><b>SPaG</b><br/>Use brackets, commas and dashes to indicate parenthesis<br/>Proofread words to precis longer passages by removing unnecessary repetition or irrelevant details<br/>Use adverbs and modal verbs to indicate degrees of possibility</p> |   |
|                | <p>Maths</p>   | <p>Number: Place value<br/>Number: Addition and subtraction</p> | <p>Number: Multiplication and division A<br/>Number: Fractions A</p>  | <p>Number: Multiplication and division B<br/>Number: Fractions B</p> | <p>Number: Fractions B<br/>Number: Decimals and percentages<br/>Measurement: Perimeter and area<br/>Statistics</p>  | <p>Geometry: Properties of shapes<br/>Geometry: Position and direction<br/>Number: Decimals</p> |

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| <p style="text-align: center;"><b>Science</b></p>   |  <p><b>Earth and Space</b></p> <p>This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night.</p>  |  <p><b>Forces &amp; Mechanisms</b></p> <p>This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.</p> |  <p><b>Properties &amp; Changes in Materials</b></p> <p>This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes and use common indicators to identify irreversible changes.</p> |  <p><b>Human Reproduction and Ageing</b></p> <p>This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.</p> |
| <p style="text-align: center;"><b>Geography</b></p> |  <p><b>Investigating Our World</b></p> <p>This essential skills and knowledge project teaches children 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.</p> |  <p><b>Sow, Grow and Farm</b></p> <p>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p>  | <div style="background-color: #cccccc; height: 100%;"></div>   |   |

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| <p>History</p>          |  <p><b>Dynamic Dynasties</b></p> <p>This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</p>   |   |  |   |  <p><b>Groundbreaking Greeks</b></p> <p>This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p> |   |
| <p>R.E.</p>             | <p>Why do some people think God exists?</p>  | <p>If God is everywhere why go to a place of worship?</p>   | <p>What would Jesus do? (Can we live by the values of Jesus in the 21st century?)</p>  | <p>What would Jesus do? (Can we live by the values of Jesus in the 21st century?)</p> | <p>What does it mean to be a Muslim in Britain?</p>   | <p>What does it mean to be a Muslim in Britain?</p> |
| <p>Art &amp; Design</p> |  <p><b>Tints, Tones &amp; Shades</b></p> <p>This project teaches children 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.</p> |  <p><b>Taotie</b></p> <p>This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.</p> |  <p><b>Line, Light and Shadows</b></p> <p>This project teaches children 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.</p> |   |  <p><b>Expression</b></p> <p>This project teaches children 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.</p>  |   |

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| Design & Technology |  <p><b>Moving Mechanisms</b></p> <p>This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.</p> |   |  <p><b>Eat the Seasons</b></p> <p>This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.</p>  |  |  <p><b>Architecture</b></p> <p>This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.</p>                      |   |
|                     | Music  | <p>Livin' On a Prayer</p> <p>Classroom jazz</p>   | <p>Make you feel my love</p> <p>The Fresh Prince of Bel Air</p>   | <p>Dancing in the Street</p> <p>Reflect, Rewind and Replay</p>   |  |   |
| P.E.                | <p>Gymnastics 1</p> <p>Hockey</p>  | <p>Dance 1</p> <p>OAA</p>   | <p>Gymnastics 2</p> <p>Handball</p>   | <p>Dance 2</p> <p>Badminton</p>  | <p>Football</p> <p>Athletics</p>   | <p>Swimming</p> <p>Cricket</p>  |
| MFL                 | <p>Les planets</p>   | <p>Qu'elle est la date</p>  | <p>En classe</p>  | <p>Les vetements</p>   | <p>Les habitats</p>  | <p>Les jeux Olympiques</p>  |
| Computing           | <p>We are web developers</p>   | <p>We are game developers</p>   | <p>We are artists - fusing geometry and art</p>   | <p>We are cryptographers</p>   | <p>We are bloggers</p>   | <p>We are architects - creating a virtual space</p>   |
| PSHE                | <p><b><u>Being Me</u></b></p> <ol style="list-style-type: none"> <li>1. My year ahead</li> <li>2. Being a citizen of my country</li> <li>3. Year 5 responsibilities</li> <li>4. Rewards and consequences</li> <li>5. Our learning charter</li> <li>6. Owning our learning charter</li> </ol>                 | <p><b><u>Celebrating Difference</u></b></p> <ol style="list-style-type: none"> <li>1. Difference cultures</li> <li>2. Racism</li> <li>3. Rumours and name-calling</li> <li>4. Types of bullying</li> <li>5. Does money matter?</li> <li>6. Celebrating difference across the world</li> </ol> | <p><b><u>Dreams and Goals</u></b></p> <ol style="list-style-type: none"> <li>1. When I grow up (my dream lifestyle)</li> <li>2. Investigate jobs and careers</li> <li>3. My dream job. Why I want it and the steps to get there</li> <li>4. Dreams and goals of young people in other cultures</li> <li>5. How can we support each other?</li> <li>6. Rallying support</li> </ol> | <p><b><u>Healthy Me</u></b></p> <ol style="list-style-type: none"> <li>1. Smoking</li> <li>2. Alcohol</li> <li>3. Emergency aid</li> <li>4. Body image</li> <li>5. My relationship with food</li> <li>6. Healthy me</li> </ol> | <p><b><u>Relationships</u></b></p> <ol style="list-style-type: none"> <li>1. Recognising me</li> <li>2. Safety with online communities</li> <li>3. Being in an online community</li> <li>4. Online gaming</li> <li>5. My relationship with technology: screen time</li> <li>6. Relationships and technology</li> </ol> | <p><b><u>Changing Me</u></b></p> <ol style="list-style-type: none"> <li>1. Self and body image</li> <li>2. Puberty for girls</li> <li>3. Puberty for boys</li> <li>4. Conception</li> <li>5. Looking ahead 1</li> <li>6. Looking ahead 2</li> </ol> |