

YEAR 5

Autumn Term

Living in Harmony, Hazard Alley	Materials	Forces
<p><u>PSHE</u></p> <ul style="list-style-type: none"> To develop a positive approach and self-motivation towards personal safety and risk taking by establishing agreed class rules. <p><u>Art</u></p> <ul style="list-style-type: none"> To create a detailed pencil drawing using tone and shade (self-portrait) <p><u>Re - Buddhism</u></p> <ul style="list-style-type: none"> To explore the life of the Buddha. To consider how Buddhists try to follow the Buddha's example using the Eightfold path. To understand how and why Buddhists are compassionate to all beings. To observe and understand how church buildings communicate Christian belief. To reflect upon whether the Ten Commandments help Christians decide what is right or wrong. To interpret and respond to 'The Lord's Prayer'. To understand what Christians believe about the relationship between humans, their environment and other living creatures To consider how humans could demonstrate responsibility for the environment. <p><u>Art – Gaudi/stain glass windows</u> To use different pressures and techniques to get a desired effect when using paints. To match an artist's palette using careful colour mixing To offer feedback on pieces of work.</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further comparative and fair tests. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. To set up scientific enquiries, comparative and fair tests. Demonstrate that dissolving, mixing and changes of state are reversible changes. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Explain that some changes result in the formation of new materials and that this kind of change is not usually 	<p><u>Science</u></p> <ul style="list-style-type: none"> To identify scientific evidence that has been used to support or refute ideas of arguments Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects. To identify the effects air resistance, water resistance and friction that act between moving surfaces. Report and presenting findings from enquires, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

<p>To evaluate a final piece.</p> <p><u>PSHE</u> – Hazard Alley</p> <ul style="list-style-type: none"> To develop a positive approach and self-motivation towards personal safety and risk taking. Resisting pressure from friends – being positively assertive (links to play scripts) 	<p>reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <ul style="list-style-type: none"> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 	
<h2>SPRING TERM</h2>		
<p>The Invaders</p> <p><u>History</u></p> <ul style="list-style-type: none"> Place some key historical periods on a timeline thinking before/after/earlier/later To investigate who ruled Britain, including Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire. Anglo-Saxon and Viking rule. To investigate where the Anglo Saxon invaders came from. To investigate where the Anglo-Saxons settled Investigate Anglo-Saxons place names To know about Anglo-Saxon village life and culture To compare and contrast Anglo Saxon laws and justice. To describe how the Anglo-Saxons belief's changed from Paganism to Christianity. To investigate the Vikings as explorers and why they invaded Britain and where they came from and settled. 	<p>Music (linked to Invaders)</p> <ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory (E.g. call and response singing and copying rhythms by using body percussion- clicking, clap, stamp etc) To use and understand musical notations. (Crotchet and minim using graphic notation) Improvise and compose music for a range of purposes using Pitch (high or low sounds), Duration (long or short), Dynamics (loud or quiet), Tempo (speed), Timbre (types of sounds E.g. wooden, metallic, electronic, hard, soft etc), Texture (layers of sound), Structure (how it is organised) 	<p>Life Cycles</p> <p><u>Science</u></p> <ul style="list-style-type: none"> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of sexual and asexual reproduction in some plants (labelling different parts of the flower and explaining what happens) Record data and results of increasing complexity using scientific diagrams and labels, classification keys. Use relevant scientific language.

- To learn about the resistance by Alfred the Great
- To understand about Viking Gods and their meaning to Viking people.

DT

- Understand how key events and individuals in design and technology have helped shape the world.
- Investigate and analyse a range of existing products.
- 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 annotated sketches, cross-sectional diagrams, prototypes and computer aided design.
- 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, and ingredients, according to their functional properties and aesthetic qualities
- Understand and use mechanical systems in their products (e.g Cams, pulleys, gears)
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (3D Frame)
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- ART:

- To play tuned musical instruments with increasing accuracy, fluency, control and expression for a range of purposes e.g. sea shanty link to Vikings

<ul style="list-style-type: none"> • To cut, make and combine shapes to create recognisable forms. • To develop joining and cutting techniques. • To use tools to carve, add shape, add texture and pattern to a sculpture. 		
<h2>SUMMER TERM</h2>		
Easter	The Americas	Earth, Moon and Sun, Growing up
<p><u>RE</u></p> <ul style="list-style-type: none"> • To investigate and respond to key figures in the Jewish faith (Moses, Esther) • To explore how Passover is celebrated and describe how Passover is connected to freedom. • To understand the events of the last week of Jesus' life. • To explore different ways of celebrating Easter and Lent. • To understand why Christians celebrate Easter in different ways. • To explore the themes Easter and Passover have in common. • To understand the challenges Jewish people may face when observing Shabbat and following Kosher Laws. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> • Locate key countries in North and South America, using maps concentrating on their environmental regions, key physical and human characteristics and major cities. • Use symbols and keys in maps to build knowledge of South America. • Use the eight points of a compass and 4 grid figure reference. (link Maths) • Describe and understand key aspects of volcanoes and earthquakes. • To understand geographical similarities and differences and change through the study of human and physical geography of a region with North or South America. • Deepen an understanding of the interaction between physical and human processes. 	<p><u>Science</u></p> <ul style="list-style-type: none"> • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Describe the Sun, Earth and Moon as approximately spherical bodies. • 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 Earth. • Use the idea of Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. <p><u>Geography</u></p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude.

	<ul style="list-style-type: none"> Describe and understand key aspects of human geography including economic activity including trade links and the distribution of natural resource including energy, food, minerals and water Use fieldwork to observe measure and record and present the human and physical features in the local area and on residential trips using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>RE</u></p> <ul style="list-style-type: none"> To reflect on how Fair Trade (A Christian charity) represents Christians values and the teaching of Jesus. <p><u>PSHE</u></p> <ul style="list-style-type: none"> To research information and identify relevant issues linked to topical issues, problems and events (Fair Trade) To describe what is important to them and form reasoned opinions about a particular countrywide or worldwide topic <p><u>History</u></p> <ul style="list-style-type: none"> Place some key historical periods on a timeline thinking before/after/earlier/late To consider similarities and differences between ancient 	<ul style="list-style-type: none"> Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). <p>Music</p> <ul style="list-style-type: none"> To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions /historical periods and from great composers and musicians. (E.g. Holst (link to Planets topic) and Paul Simon El condor pasa (Peruvian folk tune) <p><u>PSHE</u></p> <ul style="list-style-type: none"> To describe the changes that take place as humans develop to old age. To know how changes at puberty affect the body in relation to hygiene To know how to cope with periods in school (i.e. where to go for help or assistance.) To know of the types of products available to use during menstruation and know how to use these (pads). <p><u>Science/PHE</u></p> <ul style="list-style-type: none"> To describe the changes as humans develop to old age. Order developments from gestation to old age. <p><u>RE</u></p> <ul style="list-style-type: none"> To explore how 'growing up' is celebrated in different religions
--	---	---

	<p>religions and different religions today. To look at the characteristics of Maya gods and design their own/think about similarities between Mayan and Viking gods.</p> <ul style="list-style-type: none">• To investigate a Mayan city. Investigate Chichen Itza and write a tourist information leaflet.• To evaluate the usefulness of a variety of sources and form our own opinions on historical evidence. Investigate Mayan ways of life.•• Describe similarities and differences between people, events and objects and now• Identify changes (connections, contrasts and trends) during time period.• Study of a non-European society that provides contrasts with British History (Mayan Civilization)• Understand how our knowledge of the past is constructed from a range of sources new.• To use relevant sources to make independent enquires• To evaluate accuracy of different sources• Present findings and communicate knowledge and understanding in different ways.	
--	--	--

DT

- Prepare and cook a savoury dish (frying & baking)
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Art

- To make a clay masks linked to Mayans
- Uses a variety of methods, colour, tools and techniques including glazes
- Evaluate a final piece (suggest improvements, effectiveness, media used)
- Revisit initial ideas to develop a final piece
- To give detailed observations about the works of famous ad notable artists
- To create a simple biography/fact file of an artist
- To understand the historical and cultural development of their art form
- To use works from famous artists to inspire a piece of work.
- *Linked to*