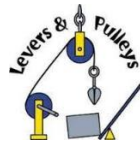
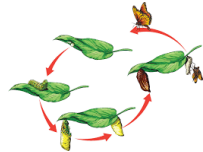














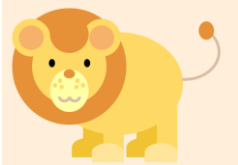
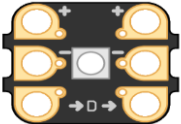



| YEAR 5  | AUTUMN 1<br>Terrific Tudors                                                                                                                                                                                                                                                                                                                                                                                                                                                           | AUTUMN 2<br>Space Explorers                                                                                                                                                                                                                                                                                                                                                         | SPRING 1<br>Great Greeks                                                                                                                                                                                                                                                                                  | SPRING 2<br>Water World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SUMMER 1<br>Victorian Ilkley                                                                                                                            | SUMMER 2<br>Hostile Earth? |
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| SCIENCE | <u>Forces</u><br><br>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.<br> | <u>Earth and Space</u><br><br>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br>Describe the movement of the Moon relative to the Earth<br>Describe the Sun, Earth and Moon as approximately spherical bodies<br>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | <u>Living Things and their Habitats</u><br><br>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br>Describe the life process of reproduction in some plants and animals.<br> | <u>Materials - Properties and changes</u><br><br>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<br>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution<br>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating<br>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br>Demonstrate that dissolving, mixing and changes of state are reversible changes<br>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. | <u>Animals, including Humans</u><br><br>Describe the changes as humans develop to old age.<br><br><u>Scientific enquiry linked to previous learning</u> |                            |

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| <b>HISTORY</b>   | <p><b><u>British history 5: What was life like in Tudor England? (Autumn 1)</u></b></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>  <p>Comparing Henry VIII and Elizabeth I.<br/>Learn about the changing nature of monarchy.<br/>Examine how monarchs tried to control their public images using portraits and royal progresses.<br/>Using Tudor inventories to investigate whether people were rich or poor.<br/>Children learn what life was like for people in Tudor times.</p> | <p><b><u>What did the Greeks ever do for us? (Spring 1)</u></b></p> <p><i>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p>Investigate the city-states of Athens and Sparta and identify similarities and differences between them.<br/>Learning about democracy.<br/>Identify the achievements of Ancient Greek philosophers.<br/>Assess the legacy of the Ancient Greeks.</p>  | <p><b><u>What does the census tell us about our local area? (Summer 1)</u></b></p> <p><i>NC: a local history study Victorians</i></p> <p>Investigate local history during the Victorian period<br/>Carry out an enquiry using census and factory records. Learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events.<br/>Plan their own historical enquiry, they research a local family or street.</p>  |
| <b>GEOGRAPHY</b> | <p><b><u>What is life like in the Alps? (Autumn 2)</u></b></p> <p>Consider the climate of mountain ranges and why people choose to visit the Alps. Focus on Innsbruck and looking at the human and physical features that attract tourists<br/>Investigate tourism in the local area.<br/>Map recreational land use</p>                                                                                                                                                                                                                                                                                                                               | <p><b><u>Why Do Oceans Matter? (Spring 2)</u></b></p> <p>Explore the importance of our oceans. Look at how they have changed over time. Focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>                                                                                                                                                                                                            | <p><b><u>Would you like to live in the desert? (Summer 2)</u></b></p> <p>Investigate hot desert biomes. Learn about the physical features of a desert. Understand how humans interact with this environment.</p>                                                                                                                                                                                                                                                              |




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|      | Present findings to compare the Alps to their own locality.<br>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| PHSE | <p><b><u>Me and my Relationships</u></b></p>  <p>Give a range of examples of our emotional needs and explain why they are important. Explain why these qualities are important. Give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> | <p><b><u>Valuing Difference</u></b></p> <p>Give examples of different faiths and cultures and positive things about having these differences. Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. Recognise that some people can get bullied because of the way they express their gender.</p> | <p><b><u>Keeping Safe</u></b></p> <p>Give examples of things that might influence a person to take risks online. I can explain that I have a choice. Understand the norms of drug use (cigarette and alcohol)<br/>Say an approximate<br/><br/>percentage of people aged 11-15 years old that smoke in the UK and I can give reasons why some people think it's a lot more than this.</p> | <p><b><u>Being My Best</u></b></p> <p>Give an example of when I have had increased independence and how that has also helped me to show responsibility. Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. Learn the basics of first-aid, for example dealing with common injuries, including head injuries.</p> | <p><b><u>Growing and Changing</u></b></p> <p>Explain what resilience is and how it can be developed. List ways that I can prepare for changes (e.g. to get the facts, talk to someone). Identify when I need help and can identify trusted adults in my life who can help me. Recap the changes that children go through during puberty.</p> | <p><b><u>Rights and Respect</u></b></p> <p>Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. Give a few different examples of things that I am responsible for to keep myself healthy. Explain that local councils have to make decisions about how money is spent on things we need in the community. Give examples of some of the things they have to allocate money for.</p> |

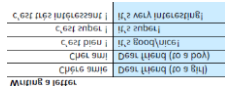

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|     |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                            | Describe some of the health risks caused by vaping and that there are potential health risks of vaping that are not yet fully known.<br>Online safety.                                                                                                                                                                                                                                                               |  |  | <div>*Enterprise*</div> <div></div> |
| ART | <div><div><div><b><u>Drawing: I need space</u></b></div><div>Exploring the purpose and impact of images from the ‘Space race’ era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</div><div></div></div></div> | <div><div><div><b><u>Painting and mixed media: Portraits</u></b></div><div>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</div><div></div></div></div> | <div><div><div><b><u>Craft and design: Architecture</u></b></div><div>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</div><div></div></div></div> |  |  |                                                                                                                        |

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| <b>DESIGN TECHNOLOGY</b> | <p><u>Mechanical systems: Pop-up book</u></p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p>  <p><u>Textiles: Christmas DT week</u><br/><u>Cross stitch and keyring baubles</u></p>  | <p><u>Cooking and nutrition: What could be healthier?</u></p> <p>Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p>  |                                                                                                                                                       | <p><u>Structures: Bridges</u></p> <p>Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.</p> |                                                                                                                                                                                                                                                                    |                                                                                                                                                                   |
| <b>COMPUTING</b>         | <p><u>Creating media – Vector drawing</u></p>  <p>Learn that vector images are made up of shapes. Use the different drawing tools and learn how images are created in layers.</p>                                                                                                                                                                              | <p><u>Selection in quizzes</u></p> <p>Develop knowledge of 'selection' and 'conditions'. Use 'if... then... else...' statements to select different outcomes depending on whether a condition is 'true' or 'false'.</p>                                                                                                            | <p><u>Sharing information</u></p> <p>Develop an understanding of computer systems and how information is transferred between systems and devices.</p> | <p><u>Data and info – Flat-file databases</u></p> <p>Learn how a flat-file database can be used to organise data in records. Use tools within a database to order and answer questions about data.</p>                             | <p><u>Selection in computing</u></p>  <p>Use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.</p> | <p><u>Creating media – Video editing</u></p> <p>Learn how to create short videos in groups. Develop the skills of capturing, editing, and manipulating video.</p> |
| <b>MUSIC</b>             | <p><u>Livin' On A Prayer.</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p><u>Classroom Jazz 1.</u></p>                                                                                                                                                                                                                                                                                                    | <p><u>Make You Feel My Love.</u></p>                                                                                                                  | <p><u>Fresh Prince of Bel-Air.</u></p>                                                                                                                                                                                             | <p><u>Dancing in the Street.</u></p>                                                                                                                                                                                                                               | <p><u>Reflect, Rewind and Replay.</u></p>                                                                                                                         |




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|             | <p>All the learning is focused around this song:<br/>An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.<br/>Learn to sing, play, improvise and compose with this song.<br/>Listen and appraise other classic rock songs.</p> | <p>All the learning is focused around two tunes and improvising:<br/><br/>Three Note Bossa and Five Note Swing</p>                                                                                                | <p>Focused around this song by Adele (written by Bob Dylan).<br/>An integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.<br/>Learn to sing, play, improvise and compose with this song.<br/>Listen and appraise other Pop Ballads.</p>                                                                                                                                                                                                                  | <p>Listen and appraise song and other Hip Hop tunes.<br/>Learn to sing the song, play instruments with the song as well as improvise and compose.</p> | <p>Work based around this song by Martha and the Vandellas.<br/>Listen to and learn about Motown music, as well as learn to sing the song and improvise to it with voices and instruments.</p>                                                                          | <p>Consolidate the learning that has occurred during year 5. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> |
| <b>R.E.</b> | <p><b><u>What values are shown in codes for living?</u></b></p> <p>Think about our own values, with special reference to the values of Christians, Humanists, Jews and Muslims.<br/>Learn how stories communicate values, and the ways in which values make a difference to our lives.</p>                                 | <p><b><u>Why are some places and journeys special?</u></b></p> <p>Explore the special journeys that people make, including pilgrimages and spiritual journeys as well as metaphorical journeys through faith.</p> | <p><b><u>Should we forgive others?</u></b></p> <p>Explore concepts of forgiveness and reconciliation in Christianity.<br/>Support pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. Understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians.<br/>Begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about</p> |                                                                   | <p><b><u>What do Christians believe about the old and new covenants?</u></b></p> <p>Explore some of the different covenants (agreements) between God and various key figures in Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus.</p> |                                                                                                                                                                                                                              |



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|             | <p>Work towards an understanding of the values peoples share, and the fact that not all values are shared. Consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas.</p>  | <p>Look at where these journeys are to and why and what people learn from them. Learn about the sacrifices that people make in order to carry out the journeys and how this enriches people’s lives.</p>  | <p>questions to do with forgiveness reconciliation and values. Consider what can be learned from Christian examples and teaching referring to their own experiences, beliefs and values.</p>                                                                                 | <p>Explore core beliefs of Christians regarding these covenants and their importance. Make also makes comparisons to different faiths’ views of these people.</p>            |                                                                                                                                                                                                          |                                                                                                                                                                                                                                               |
| <b>P.E.</b> | <p><b><u>PPA P.E: Dance</u></b></p> <p>Children will perform different styles of dance fluently and clearly. Children will refine and improve dances. Children will adapt compositions to include the use of space, rhythm and expression.</p>                                  | <p><b><u>Teacher Led PE: Netball</u></b></p> <p>Children will use all the passes taught tactically in game play. Children will increase speed and agility. Children will make choices about how/where to shoot and pass.</p>                                                               | <p><b><u>PPA P.E: Gymnastics</u></b></p> <p>Children will create longer and more complex sequences and develop symmetry. Children will compare &amp; critique performances, identifying areas to improve. Children will take the lead in a group to instruct and perform</p> | <p><b><u>Teacher Led PE: Tennis</u></b></p> <p>Children will be introduced to volley and overhead shots, applying into games. Children will play with others to score and defend points in competition. Children will further explore tennis service rules.</p> | <p><b><u>PPA P.E: Athletics</u></b></p> <p>Children will sustain pace over short and longer distances. Children will run as part of a relay team. Children will perform a range of jumps and throws.</p> | <p><b><u>Teacher Led PE: OAA</u></b></p> <p>Children will explore communicating in range of challenging activities. Children will develop and use trust to complete the task and perform under pressure. Children will navigate and solve</p> |

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|                                           | <p><b><u>PPA PE: Hockey</u></b></p> <p>Children will combine basic hockey skills to apply them in a game.<br/>Children will play effectively in different positions.<br/>Children will increase strength and power of passes.</p>                                        |                                                                                                                                                                                                                                                                                                                    | <p><b><u>PPA PE: Football</u></b></p> <p>Children will be able to show basic control skills.<br/>Children will send and receive a ball with accuracy, building attacking play.<br/>Children will implement the basic rules of football.</p>           |                                                                                                                                                                                                                             | <p><b><u>PPA PE: Rounders</u></b></p> <p>Children will recognise how fitness applies to rounders.<br/>Children will collaborate with a team to choose, use and adapt to games.<br/>Children will link together a range of skills and use in combination.</p>                                                                                                                        | problems from memory.                                                                                                                                                                                                                                                                                                                           |
| <p><b>MFL</b><br/><b>Niveau Rouge</b></p> | <p>Learn numbers 13-21. Learn how to question using inversion. <i>Quelle heure est-il? Or Il est quelle heure?</i><br/>Tell the time to the hour.<br/>Revise clauses and sentence types.<br/>Compare to English grammar.<br/>Revise cognates and teach false friend.</p> | <p>Learn numbers 22-39 and time phrases – et demi/et demie et quart.<br/>Learn adjectives petit and grand and understand that these adjectives <b>precede</b> the noun – un petit café.<br/>Learn how to create a compound sentence by joining two main clauses with a coordinating conjunction – <i>mais</i>.</p> | <p>Develop knowledge of France. Learn ordinal (tells us the position) and cardinal (describes the quantity) numbers. Explain that districts in Paris (un arrondissement) are describe using ordinal numbers – <i>le troisième arrondissement</i>.</p> | <p>Learn letter-writing conventions.</p>  <p>Develop sentence building using complex sentences, compound sentences and conjunctions.</p> | <p>Learn the days of the week and the number 50.</p>  <p>Look at places in le deuxième arrondissement.<br/>Introduce the preposition à (to) and continue to read, speak and write more complex sentences using all the taught grammar.<br/><i>Je vais à la patinoire à cinq heures.</i> I am</p> | <p>Look at infinitive verbs (the unconjugated form) and conjugated verbs (a verb that has been changed to communicate a person or a tense.)<br/>Develop knowledge of France exploring the 7<sup>th</sup>, 8<sup>th</sup> and 16<sup>th</sup> arrondissements and the places within them.<br/>Learn types of hobbies using infinitive verbs.</p> |



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|  | <p>Learn masculine place names in a town.</p> <p>un cinéma<br/>cinéma</p>  <p>Practise dictionary skills.</p> |  |  | <p>Learn new feminine place names in a town.</p> <p>une pharmacie<br/>+ pharmacie</p>  <p>a chemist's</p> <p>Learn the number 40.</p> | <p>going to the ice rink at 5 o'clock.</p> | <p><i>J'aime jouer au tennis.</i></p> <p>jouer au tennis</p>  <p>to play tennis</p> |
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