



## Year Plan – Year 5

|                     | Autumn Term   |   | Spring Term   |  | Summer Term   |  |
|---------------------|---|---|---|--|---|--|
|                     | A   | B   | A   | B  | A   | B  |
| Topic Title         |   |   |   |  |   |  |
| English             | Henry's box of freedom: diary; biography              | The Errand: Cliff-hanger narrative. Poetry.   | The promise: characterization; newspaper report.                      | King Kong: dilemma narrative and balanced argument.  | Shakespeare project: poetry, letters, diary.  | The lost book of adventure: survival narrative; instructional text.  |
| Mathematics         | Place value<br>Addition and subtraction<br>Statistics | Multiplication and division<br>Perimeter and area   | Multiplication and division<br>Fractions                              | Fractions, decimals and percentages  | Properties of shape<br>Position and direction   | Converting units<br>Volume   |
| Science             | Forces  | Earth and Space   | Properties of materials   | Properties of materials  | Living things and their habitats  | Animals including humans   |
| Religious Education | Good News. God.                                       | Christian Community. Incarnation.   | Kingdom of God.   | Forgiveness. Resurrection.   | Discipleship. Holy Spirit. Creation.  | Hinduism.  |
| History             | Transatlantic slave trade                             |   | Anglo-Saxons and Vikings  |  |   | Local Area. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (sketch maps, plans and |
| Geography           | Map work of the transatlantic slave trade.            | Identify the position and significance of latitude, longitude, the equator, northern and southern hemisphere, | Types of settlement and land use- the Anglo-Saxons, Scots and Vikings | Locate the world's countries using maps focusing on Europe, concentrating on their environmental regions, key physical and | Climate zones (climate change), biomes and vegetation belts. Rivers and water cycle (geographical context). |  |

|                    |   |  |   |  |  |  |
|--------------------|---|--|---|--|--|--|
|                    |   | tropics of cancer and Capricorn.   |   | human characteristics, countries and mayor cities.   |  | graphs, digital technologies).   |
| Computing          | Control and programming: code studio/scratch<br><br>Modelling, stimulating and data logging: google earth (locate the Atlantic slave trade).<br><br>Research: internet/ eBook (slave trade) | Control and programming: code studio/scratch<br><br>Spreadsheets, database and graphs: use 2create a graph” to show results from science investigations. | Control and programming: code studio/scratch<br><br>Modelling, stimulating and data logging: sketch nation (create an Anglo-Saxon themed game).<br><br>Word processing/multimedia: Adobe spark app (present info on their Viking helmet project). | Control and programming: code studio/scratch<br><br>Modelling, stimulating and data logging: excel spreadsheets-information about space. | Control and programming: code studio/scratch<br><br>Online communication: Spam/ Kahoot | Control and programming: code studio/scratch<br><br>Animation: spice app or adobe spark video (slide show Willaston local area project-voiceover). |
| Design Technology  |   | understand and use mechanical systems: Cams mechanisms   |   | Cooking and nutrition. Comparing food from different European countries.   |  | Textiles. Sewing   |
| Music              | Living on a prayer.   | Classroom Jazz 1.  | Make you feel my love.  | The fresh prince of Bel-Air.   | Dancing in the street.   | Reflect, rewind and replay.  |
| Art                | Steampunk art. 3D, painting, drawing, printing, collage   |  | Georgia O’Keefe. Degas Drawing and painting. Pastels  |  | Textiles. Weaving.<br><br>William Morris: African culture.                             |  |
| Physical Education | Team games  | Team games   | Gymnastics  | Gymnastics   | Track field  | Track field<br>Dance   |

|                                    |  |  |  |                        |   |   |
|------------------------------------|--|--|--|------------------------|---|---|
| Modern Foreign Language            | Animals and pets.  | Family members.  | School subjects. Likes and dislikes.   | Body parts. Illnesses. | Food. Ordering food. Preferences.   | The alphabet.   |
| Relationships and Health Education | Living in the wider world.   | Living in the wider world.   | Health and well-being.   | Health and well-being. | Relationships.  | Relationships.  |
| Outdoor Learning                   | Making levers and pullies. Making a fire safely. Chopping wood using an axe and bow saw. | Planets. Distance from the sun. Size of planets. Making a fire safely. Chopping wood using an axe and bow saw. | Different materials in the outdoor environment. What things are made of and why. Reversible and irreversible (eg cooking). Making a fire safely. Chopping wood using an axe and bow saw. |                        | Monitor our wildlife. Exploring mini-beasts. Exploring the meadows and changes. Making a fire safely. Chopping wood using an axe and bow saw. | Learning to tie different knots. Planting seeds.<br><br>Making a fire safely. Chopping wood using an axe and bow saw. |
| Social Action Project              | The G7   | Cultural diversity in the UK.  | Identities.  | Homelessness.          | What are human rights.  | Citizenship and the wider world.  |
|                                    |  |  |  |                        |   |   |