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|  | **Year 5** | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Topic** | **Anglo Saxons & Vikings** | **Ain’t no Mountain High Enough, Ain’t no River Wide Enough!**  **(Mountains, Rivers, Volcanoes)** | **Magnificent Mayans** |
| **Visit / Visitors** | **History off the page – Anglo Saxons** | **River Field Work Study** | **Mayan Day &**  **Bradwell Outdoors** |
| **Book** | **Beowulf – Michael Morpurgo** | **The Brockenspectre – Take One Book** | **Curiosity – The Story of a Mars Rover – Take one Book** |
| **English** | **Autobiography/Biography (NF)**  **Portal Story (F)**  **Narrative poetry (F)**  **Persuasion (NF)**  **Scene Story (F)** | **Non-Chronological Reports (NF)**  **Explanation (NF)**  **Finding Story (F)**  **Crown Cinquains & Nonets (F)** | **Free verse poetry (F)**  **Plays into dramas (F)**  **Discussion (NF)**  **Explanation (NF)** |
| **Maths** | **Place value**  **Addition & Subtraction**  **Multiplication & Division A**  **Fractions A** | **Multiplication & Division B**  **Fractions B**  **Decimals & Percentages**  **Perimeter & Area**  **Statistics** | **Shape**  **Position & Direction**  **Decimals**  **Negative Numbers**  **Converting Units**  **Volume** |
| **Science** | **Forces**  **Properties and changes of materials**   * **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.** * **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** * **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, including through filtering, sieving and evaporating** * **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.**   Isaac Newton | **Life cycles and reproduction in**  **animals, including humans**   * **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.** * **describe the changes as humans develop to old age.**   David Attenborough | **Earth & Space**   * **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 the Earth** * **describe the Sun, Earth and Moon as approximately spherical bodies** * **use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.**   Stephen Hawking |
| **History** | **Anglo Saxons & Vikings**   * **Britain’s settlement by Anglo-Saxons and Scots** * **Anglo-Saxon invasions, settlements and kingdoms: place names and village life** * **Viking raids and invasion** * **resistance by Alfred the Great and Athelstan, first king of England** * **further Viking invasions and Danegeld** * **Anglo-Saxon laws and justice** * **Edward the Confessor and his death in 1066** * **a local history study** |  | **The Mayans**   * **a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.** |
| **Geography** | **Anglo Saxons & Vikings**   * **locate the world’s countries, using maps to focus on Europe** | **Mountains, Volcanoes & Rivers**   * **name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time**   **physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** | **The Mayans**   * **locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** |
| **DT** | **Frames & Structure**   * **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**  **Make**  * **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, textiles and ingredients, according to their functional properties and aesthetic qualities**  **Evaluate**  * **investigate and analyse a range of existing products** * **evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** * **understand how key events and individuals in design and technology have helped shape the world** | **Complex Switches**   * **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**  **Make**  * **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, textiles and ingredients, according to their functional properties and aesthetic qualities**  **Evaluate**  * **investigate and analyse a range of existing products** * **evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** * **understand how key events and individuals in design and technology have helped shape the world** | **Celebrating Culture & Seasonality** **Cooking and nutrition** **As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.** |
| **Art**  **Artist** | **Anglo Saxon Masks & Jewellery**   * **Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.** * **Pupils should be taught:** * **to create sketch books to record their observations and use them to review and revisit ideas** * **to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]** * **about great artists, architects and designers in history.** | **3D Volcanoes (Paper Mache & Mod Rock**   * **Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.** * **Pupils should be taught:** * **to create sketch books to record their observations and use them to review and revisit ideas** * **to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]** * **about great artists, architects and designers in history.**   *Albert Giacometti* | **Mayan Frescoes & Ceramics**   * **Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.** * **Pupils should be taught:** * **to create sketch books to record their observations and use them to review and revisit ideas** * **to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]** * **about great artists, architects and designers in history.**   *Michelangelo* |
| **Music**  **Composer** | **Viking Saga Songs**  <https://www.bbc.co.uk/teach/school-radio/articles/z72w8xs>  *Einar Sulvik* | **Charanga – Composing & Chords**  *Mozart* | **Charanga – Space**  *Gustav Holst* |
| **Computing** | **Purple Mash**  **Online Safety, Word Processing & Gaming** | **Purple Mash**  **Gaming, 3D Modelling & Databases** | **Purple Mash**  **Spreadsheets & Concept Maps** |
| **PE** | **Get set 4 PE**  **Hockey, Golf, Basketball & Dodgeball** | **Get set 4 PE**  **Tennis, Dance & Gymnastics** | **Get set 4 PE**  **Athletics & Cricket**  **Gym** |
| **MFL** | **Healthy eating** | **Beach scene** | **The planets** |
| **PSCHE** | **Jigsaw**  **Being Me & Dreams & Goals** | **Jigsaw**  **Celebrating Difference & Relationships** | **Jigsaw**  **Healthy Me & Changing Me** |
| **RE** | **From Saffron Academy Trust**  **Philosophy – Is believing in God reasonable?**  **How has belief in Christianity & Islam impacted on art and music through history** | **From Saffron Academy Trust**  **What difference does the resurrection make to Christians?**  **How do Hindus make sense of the world** | **From Saffron Academy Trust**  **Why should we be good? What do the great philosophers teach us about the meaning of life?** |