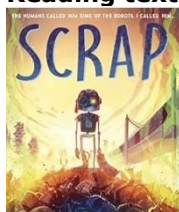
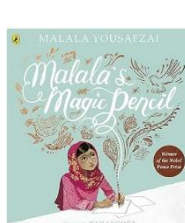
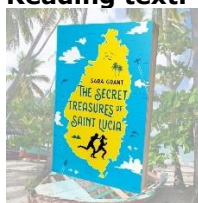
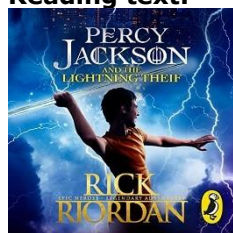
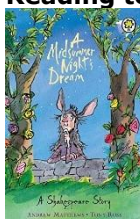


Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Ancient Egypt		France		Ancient Greece	
Enquiry Driver	Who killed Tutankhamun? Why is his death surrounded in so much controversy?		Why is France a destination that so many people want to visit?		What have the Ancient Greeks ever done for us?	
Spirituality Driver (What If)	What if our school followed the Ancient Egyptian religion (new school values, festivals etc)? Link to scales of justice from the ancient Egyptian religion.		If there was a God would he believe in countries? If there is a God is he happy about the distribution of world resources? Which of our value words might describe how he feels?		What if there was no democracy? Which of our values is related to how women were treated in comparison to men (justice)	
The Arts Driver	Paintings of earth linked to creation Turn individual photographs into Pharaohs adding in the head adornment		French café posters, impressionist artwork in the style of Monet. Performance of the Highwayman – create video with puppets		Greek playwriting and performance Create an authentic ancient Greek pot from clay	
Launch	Egyptian day – sugar cube pyramids, hieroglyphics, Pharaoh art work, Ancient Egyptian game		French Café experience/creating café posters for topic front covers.		Forest school archaeological dig for pieces of ancient Greek pots that tell us about the Olympics – link to the modern Olympics.	
Finale	Visit to the Saffron Walden Museum		Museum experience showcasing the children's impressionist artwork.		Create a Greek theatre experience	
Visits/ Experiences	Saffron Walden Museum		French Artwork		Ancient Greek experience day	
English	During the course of the year, through a variety of genres (as set out below) children will learn to: *plan and develop their own writing *develop and write with a greater sense of audience and style *describe more detailed description of characters, settings, atmosphere and incorporate meaningful dialogue that advances the story line *write with accurate punctuation in longer passages and incorporate a variety of length sentences – for dramatic effect *use more adventurous vocabulary to convey shades of meaning *edit and improve their writing, following grammatical rules, consistent tense and subject/verb agreement *perform their own compositions with a sense of performance *use commas, hyphens, brackets, dashes or commas, semi-colons, colons, dashes and bullet points to clarify meaning *reading, understanding and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *ask questions to improve their understanding *draw inference eg: characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *write with legibly, fluently and with increasing speed in a joined handwriting style					
	 Reading text: Writing genres: Grammar recap from Y4 Explanations – mummification and building pyramids Sci-fi story writing	 Reading text: Writing genres: Sci-fi story writing continued Argument & Debate: School Uniform & Homework	 Reading text: Writing genres: Classic Poetry – The Highwayman	 Reading text: Writing genres: Suspense writing – The Manor House Suspense writing - Chaperon Rouge Performance Poetry	 Reading text: Writing genres: Performance Poetry ctd Greek myths - Perseus & Medusa Myth story writing	 Reading text: Writing genres: Plays: Shakespeare – Macbeth
Maths	See the table at the bottom of this document based on the Whiterose Scheme of work and National Curriculum statements					
RE	Understanding Christianity: Creation (Core) Key Question: What if God did not create the world in seven days?	Understanding Christianity: Incarnation (Core) Key Question: What makes someone a great leader and someone who is followed?	Essex Agreed Syllabus Explore: Judaism – Synagogue (Trip to Colchester synagogue at the end of the unit) Key Question: Are there similarities between places of worship?	Understanding Christianity: Salvation (Core) Key Question: Why do we need to make sacrifices?	Essex Agreed Syllabus Explore: Buddhism – Living as a Buddhist Key Question: What do you view enlightenment as?	Understanding Christianity: Gospel (Core) Key Question: What things might make God angry?
Science	Working Scientifically: During Years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments.					

	Earth and Space What if there was no gravity? Knowledge Give me 5: 1) <i>The Sun, Earth and Moon are spherical. 2) The planets in our solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. 3) Day and night is due to rotation of the Earth. 4) The Moon orbits the Earth not the Sun. 5) The sun’s position in the sky affects the length of shadows.</i> - 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. KEY VOCABULARY: Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation, waxing, waning, full, new, year, month,	Forces and magnetism What if pulleys had never been invented? Knowledge Give me 5: 1) <i>Gravity is a pulling force caused by mass. 2) Air and water resistance are types of friction that slows down objects and depends on the surface area. 3) Air and water resistance can be reduced with streamlining. 4) Friction produces heat and can be useful in everyday life. 5) Gears and pulleys can change the direction, speed and force of an object.</i> - 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. KEY VOCABULARY: Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys, lever, force, pivot (fulcrum)	Properties and changes of materials What if everything was made from wood? (links to Dali cheese inspired and materials of collage) Knowledge Give me 5: 1) <i>Materials have a range of different properties, including transparency, hardness, response to magnets, solubility etc. 2) Conductors are materials that allow electricity to pass through them while insulators are materials that do not allow electricity to pass through them. 3) Solids have a fixed shape, volume and don’t flow, liquids have a fixed volume but they take the shape of their container and gases don’t have a fixed shape or volume. 4) Filtering and sieving can separate liquids from solids. 5) Anytime a new substance is made, a chemical change takes place (usually two or more materials are combined).</i> - 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. KEY VOCABULARY: Properties, including changes of, materials Hardness, Solubility, Transparent, Opaque, Translucent, Magnetic, Filter, Evaporation, Dissolving, Mixing, Thermal conductor, thermal insulator, electrical conductor, electrical insulator	All living things - Life cycles What if all living things were asexual? Knowledge Give me 5: 1) <i>Asexual reproduction is where a single parent/flower produces offspring that are genetically identical to itself. 2) Sexual reproduction in plants is the process of pollen from one flower fertilising the egg of another flower to create a seed. 3) Life cycles are the stages of life for living things and vary by species. 4) The stages of a human life cycle include fetus, baby, toddler, childhood, adolescent and adulthood. 5) Metamorphosis is a process where animals change their physical form and behaviour in a series of stages.</i> - 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. KEY VOCABULARY: Mammal, Reproduction, Insect, Amphibian, Bird, Offspring; Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects	Animals, including humans (link to PSHE – Changing and Growing) What if we never grow up? Knowledge Give me 5: 1) <i>Examples of changes for boys during puberty includes growing hair and voices getting deeper. 2) Examples of changes for girls during puberty developing breasts and starting to menstruate. 3) Puberty develops at different times and in different ways for each person. 4) The gestation period varies by species and size of the animal. 5) Changes as a person becomes older include bones becoming more brittle, muscles losing strength and changes in hair and skin.</i> describe the changes as humans develop to old age. (inc puberty, gestation) KEY VOCABULARY: Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty; Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration	
Computing	TECHNOLOGY IN THE WORLD: Online Safety (PM unit 5.2, 3 lessons) (Responsibilities and support when online, protecting privacy, Citing sources, Reliability) - demonstrate an understanding of their responsibilities when communicating and sharing content. - Demonstrate an understanding of the SMART rules and how to use technology safely and respectfully. - Identify positive and negative consequences of technological developments - understand why citations and when they should be considered. - assess and reliable content.	TO CODE: Coding (PM unit 5.1, 6 lessons) - Design, write and debug programs to simulate recall life situations. - decompose code into manageable parts - Use logical methods to identify the cause of any bug - Translate algorithms using sequence, selection and repetition into code - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	TO COMMUNICATE: Animation - Plan a multi-scene animation including characters, scenes, camera angles, special effects, sounds/music - Use stop-go animation software - improve quality by adjusting playback rate	TO CONNECT: Touch Typing – 2Type - CVC words - High Frequency Words - Phases Exercises - Colours & Numbers Words From A-Z - Paragraphs TO COMMUNICATE: Combining text & graphics – Word (Word Processing PM unit 5.8) - Insert text boxes and images. - Use subscript, superscript & strike through (X₂ X² abe) - Use highlighter - Use the Wrap Text function	TO COLLECT: Spreadsheets –Excel (could use PM 5.3 but adapt to use Excel) - Use formula to convert measurements - Use ‘Count’ tool - Create formula to solve problems, like finding area and perimeter - use text variables to perform calculations	Concept Mapping (PM unit 5.7, 4 lessons) - Understand uses of concept maps and related vocabulary - Design and create concept maps - Collaborate with other online - Present work TO CODE: Microbits Gain practical skills for creating, testing, and transferring code to micro:bits. Understand that computers need instructions in a sequence, also known as algorithms, and that these are written as programs in code, a language the computer can understand. Learn how sequences and loops can be used to make animations and control programs.

						Gain practical experience and understanding of inputs, outputs, and variables in real-world contexts. Learn how logic ('if...then' instructions) and sensors combine to make a simple control system. Combine skills and knowledge gained through the previous lessons to create computer simulations of real-world games of chance. Evaluate what you have made. Additional skills Debugging, evaluation, modifying, prototyping
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	Breadth of Study: Early Civilizations achievements and an in-depth study of: Ancient Egypt Knowledge: Give me 5: 1) <i>Ancient Egyptian civilization ran from 3100BC-30BC</i>, 2) <i>Pharaoh Tutankhamun reigned from age 9-18 years old</i>, 3) <i>The River Nile is the longest river in the World</i>, 4) <i>The Pyramids were tombs for dead Pharaohs</i>, 5) <i>The Ancient Egyptians invented toothpaste</i>. Also included in this topic: there were over 2000 gods and goddesses, Pharaohs were seen as rulers and gods, men and women wore make-up, the Ancient Egyptian civilization ended with the death of Cleopatra and the Romans taking over, Cleopatra lived closer to our time than she did to the pyramids at Giza being built, The Great pyramid at Giza is one of the Seven Wonder of the Ancient World, they wrote using hieroglyphics, the process of mummification preserved dead bodies ready for the after-life. Skills: <u>To investigate and interpret the past:</u> • Use sources of evidence to deduce information about the past. <u>To build an overview of world history:</u> • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those of the other areas of interest around the world. <u>To understand chronology:</u> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. <u>To communicate historically:</u> • Use appropriate historical vocabulary to communicate incl: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. Key Vocabulary: <i>Hieroglyphics, Tutankhamun, Pharaohs, afterlife, canopic jar, mummification, papyrus, Giza, pyramid, Rosetta stone, Sphinx, scarab beetle (Y5/6 spellings) –construction, ancient, appreciate, cemetery, controversy, convenience, criticise, curiosity, determined, develop, environment</i>	
	Going for Gold: Ancient Greece Knowledge: Give me 5: 1) <i>The ancient Greek civilization began around 1200 BCE and ended around 323 BCE, the year of Alexander the Great's death</i>, 2) <i>Alexander the Great conquered many lands and created an empire</i>, 3) <i>The influence of the Ancient Greeks lasts across the world in important ways, one being democracy</i>, 3) <i>The Parthenon is in the capital of Greece - Athens</i>, 4) <i>The Ancient Greeks worshipped many gods (polytheism) instead of one god (monotheism)</i> 5) <i>The Ancient Greeks invented the alarm clock</i> Also included in this topic along with a more indepth focus on the above, with a focus on the influence on society today: the creation of the Olympic games, Greek philosopher’s wise words, Greek architecture with a focus on the Parthenon and the debate over the Elgin marbles, Greek language impacting our language, Greek theatre <u>To investigate and interpret the past:</u> • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate. <u>To build an overview of world history</u> • Describe the social, ethnic, cultural or religious diversity of past society. <u>To understand chronology:</u> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. . <u>To communicate historically:</u> Use appropriate historical vocabulary to communicate, • Use appropriate historical vocabulary to communicate, including: <i>dates, time period, era, chronology, continuity, change, century, decade, legacy.</i> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. Key Vocabulary: <i>democracy, city-state, citizen, assembly, agora, mythology, oracle, temple, philosophy, drama, tragedy, comedy, Acropolis, Parthenon, column, frieze, amiptheatre, sculpture (5/6 spellings) - ancient, controversy, exaggerate, foreign, government, identity, neighbour, parliament, privilege</i>	

Geography	<u>To communicate geographically:</u> Describe and understand key aspects of physical geography, including: rivers.	Breadth of Study: Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils Understand the geographical similarities and differences through the study of human and physical geography of a region or area in a European country. Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Knowledge: Give me 5: 1) <i>The River Seine runs through Paris into the English Channel</i> 2) <i>France is the third largest country in Europe after Russia and Ukraine,</i> 3) <i>France has three seas surrounding it, The Atlantic Ocean, The English Channel (known as La Manche in France) and the Mediterranean Sea,</i> 4) <i>France is one of the largest agricultural producers in Europe,</i> 5) <i>France is the most popular tourist destination in the world</i> Also included in this topic: population density of Europe, analysis of the distribution of the world’s resources, comparison of different regions of France, natural resources of France, climate in Paris vs Marseilles, map representations of France, analysis of tourist data to France. Skills: <u>To investigate places:</u> -Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Identify and describe how the physical features affect the human activity within a location. -collect and analyse statistics and other information in order to draw clear conclusions about locations. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map). <u>To communicate geographically:</u> Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Key Vocabulary: <i>Mediterranean, Alps, Riviera, Seine, Cuisine, Chateau, Impressionism, euro, European</i> Tier 2 (including some y5/6 spellings): <i>distribution, population, density, climate, rainfall, average, settlement, communicate, environment, foreign, language, neighbour, occupy, temperature, tourist, destination</i>	
Art	Developing ideas: - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively in a sketch book. - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language.		
		To take inspiration from the greats (classic and modern) - Give details (including own sketches) about the style of some notable artists (Monet, Gustaf Eiffel) - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles. Painting - Sketch (lightly) before painting to combine line and colour.	To take inspiration from the greats (classic and modern) - Give details (including own sketches) about the style of some notable artisans (Clarice Cliff, Grayson Perry) - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles. Sculpture - Develop and imaginatively extend ideas from starting points throughout the curriculum.

			• Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.		• Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. • Add materials to provide interesting detail. • Show how the work of those studied was influential in both society and to other artists.	
D&T	To design, make, evaluate and improve: • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate.					
	Construction (Shaduf) • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). Computing - apply their understanding of computing to program, monitor and control their products • Write code to control and monitor models or products. (Covered in conjunction with Computing lessons on Coding)		Food (hot cross buns) • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.		Textiles (stuffed toy) • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).	
Music All music taken from Charang a English model music scheme	Unit 2: SING AND PLAY IN DIFFERENT STYLES Spirituality Driver: How Does Music Connect Us with Our Past? (Links with science Space unit and English Sci fi)	Unit 1: MELODY AND HARMONY IN MUSIC Spirituality Driver: How Does Music Bring Us Together? Include some improvisation Learn to sing Joyful Joyful- linked to Christmas – Gospel style	Unit 3: COMPOSING AND CHORDS Spirituality Driver: How Does Music Improve Our World? (Link back to prior learning Y4 on racism)	Unit 4: ENJOYING MUSICAL STYLES Spirituality Driver: How Does Music Teach Us About Our Community? (Link back to prior learning Y4 on USA)	Unit 5: BATTLE OF THE BANDS Spirituality driver: How Does Music Connect Us with the Environment?	Unit 6: FREEDOM TO IMPROVISE Spirituality driver: How Does Music Shape Our Way of Life? Singing and performance linked to KS2 production
	Main objectives over the year: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • improvise and compose music for a range of purposes using the inter-related dimensions of music; • listen with attention to detail and recall sounds with increasing aural memory; • use and understand staff and other musical notations; • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of music					
	Singing: Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities.	Listening: Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	Improvise: Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).	Compose: Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.	Perform: Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.	Read Notation: Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C–C’/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

PE	Dance: - To accurately copy and repeat set choreography. - To choreograph phrases individually and with others considering actions and dynamics. - To confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. - To lead a group through short warm-up routines. - To refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.I - To suggest ways to improve my own and other people’s work using key terminology. - To use counts when choreographing to stay in time with others and the music. - To use feedback provided to improve my work. Tag Rugby - To develop dribbling to beat a defender. - To develop sending the ball using a push pass. - To develop receiving the ball with control. - To be able to move into space to support a teammate. - To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. - To apply the rules and skills you have learnt to play in a hockey tournament.	Basketball - To develop protective dribbling against an opponent. - To move into and create space to support a teammate - To choose when to pass and when to dribble - To be able to track an opponent and use defensive techniques to win the ball. - To develop technique to increase accuracy when scoring. - To apply principles, rules and tactics to a game situation. Fitness - To develop an awareness of what your body is capable of. - To develop speed and stamina. - To develop strength using my own body weight. - To develop co-ordination through skipping. - To perform actions that develop agility. - To develop control whilst balancing.	Gymnastics - To be able to perform symmetrical and asymmetrical balances. - To develop the straight, forward, straddle and backward roll. - To be able to explore different methods of travelling, linking actions in both canon and synchronisation. - To be able to perform progressions of inverted movements. - To explore matching and mirroring using actions both on the floor and on apparatus. - To be able to create a partner sequence using apparatus. Dance - To be able to choreograph a dance and work safely using a prop. - To be able to lead a small group through a short warm-up routine. - To be able to perform dances confidently and fluently with accuracy and good timing. - To be able to refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. - To be able to use appropriate language to evaluate and refine my own and others’ work. - To be able to use feedback provided to improve the quality of my work. - To be able to work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. - describe some of the features and steps of	Archery - To be able to throw accurately with both the left and the right hand aimed at a target - To be able to aim in the correct direction using a bow and arrow - To be able to shoot in the correct direction using a bow and arrow - To be able to shoot at a distance using a bow and arrow - To be able to shoot at free-standing targets using a bow and arrow Dodgeball - To apply rules honestly and fairly to a game situation. - To develop throwing at a moving target. - To use timing, balance and agility to avoid being hit. - To develop catching under pressure to get an opponent out. - To select and apply tactics in the game. - To develop officiating skills and referee a dodgeball game	Athletics - To be able to apply different speeds over varying distances. - To develop fluency and co-ordination when running for speed. - To develop technique in relay changeovers. - To develop technique and co-ordination in the triple jump. - To develop throwing with force for longer distances. OAA - To develop communication and negotiation skills. - To develop strong communication and negotiation skills to solve challenges. - To develop planning and problem solving skills. - To share ideas and work as a team to solve problems. - To develop navigation skills and map reading. - To create and follow a key and route on a map	Rounders - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). - Work alone, or with team mates in order to gain points or possession. - Strike a bowled or volleyed ball with accuracy. - Use forehand and backhand when playing racket games. - Field, defend and attack tactically by anticipating the direction of play. - Choose the most appropriate tactics for a game. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team. Hockey - To develop dribbling to beat a defender. - To develop sending the ball using a push pass. - To develop receiving the ball with control. - To be able to move into space to support a teammate. - To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. - To apply the rules and skills you have learnt to play in a hockey tournament.
	PSHE These learning outcomes are from the CORAM LIFE SCARF Me and My Relationships - Explain what collaboration means; - Give examples of how they have worked collaboratively; - Describe the attributes needed to work collaboratively. - Explain what is meant by the terms negotiation and compromise;	Valuing Difference - Define some key qualities of friendship; - Describe ways of making a friendship last; - Explain why friendships sometimes end.	Keeping Myself Safe - Explain what a habit is, giving examples; - Describe why and how a habit can be hard to change.	Rights and Responsibilities - Identify, write and discuss issues currently in the media concerning health and wellbeing; - Express their opinions on an issue concerning health and wellbeing;	Being My Best - Know two harmful effects each of smoking/drinking alcohol. - Explain the importance of food, water and oxygen, sleep and exercise for the	Growing and Changing - Use a range of words and phrases to describe the intensity of different feelings - Distinguish between good and not so good feelings, using appropriate

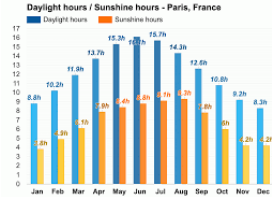
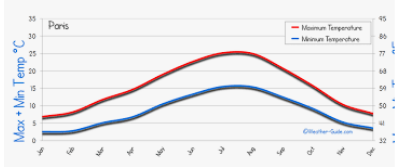
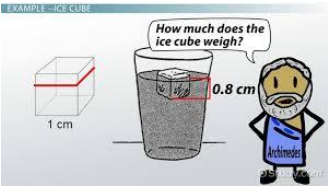
RESOURCES ALONGSIDE THESE LESSONS ZONES OF REGULATION LESSONS WEAVE THROUGHOUT	- Describe strategies for resolving difficult issues or situations. - Demonstrate how to respond to a wide range of feelings in others; - Give examples of some key qualities of friendship; - Reflect on their own friendship qualities. - Identify what things make a relationship unhealthy; - Identify who they could talk to if they needed help. - Identify characteristics of passive, aggressive and assertive behaviours; - Understand and rehearse assertiveness skills. - Recognise basic emotional needs, understand that they change according to circumstance; - Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. - Understand that online communication can be misinterpreted; - Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	- Rehearse active listening skills; - Demonstrate respectfulness in responding to others; - Respond appropriately to others. - Develop an understanding of discrimination and its injustice, and describe this using examples; - Empathise with people who have been, and currently are, subjected to injustice, including through racism; - Consider how discriminatory behaviour can be challenged. - Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - Understand that the information we see online, either text or images, is not always true or accurate; - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; - Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. - Identify the consequences of positive and negative behaviour on themselves and others; - Give examples of how individual/group actions can impact on others in a positive or negative way.	- Recognise that there are positive and negative risks; - Explain how to weigh up risk factors when making a decision; - Describe some of the possible outcomes of taking a risk. - Demonstrate strategies to deal with both face-to-face and online bullying; - Demonstrate strategies and skills for supporting others who are bullied; - Recognise and describe the difference between online and face-to-face bullying. - Define what is meant by a dare; - Explain why someone might give a dare; - Suggest ways of standing up to someone who gives a dare. - Recognise which situations are risky; - Explore and share their views about decision making when faced with a risky situation; - Suggest what someone should do when faced with a risky situation. - Reflect on what information they share offline and online; - Recognise that people aren't always who they say they are online; - Know how to protect personal information online. - Understand some of the complexities of categorising drugs; - Know that all medicines are drugs but not all drugs are medicines; - Understand ways in which medicines can be helpful or harmful and used safely or unsafely. - Understand the actual norms around smoking and the reasons for common misperceptions of these. - Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;	- Make recommendations on an issue concerning health and wellbeing. - Understand the difference between a fact and an opinion; - Understand what biased reporting is and the need to think critically about things we read. - Define the differences between responsibilities, rights and duties; - Discuss what can make them difficult to follow; - Identify the impact on individuals and the wider community if responsibilities are not carried out. - Explain what we mean by the terms voluntary, community and pressure (action) group; - Give examples of voluntary groups, the kind of work they do and its value. - State the costs involved in producing and selling an item; - Suggest questions a consumer should ask before buying a product. - Define the terms loan, credit, debt and interest; - Suggest advice for a range of situations involving personal finance. - Explain some of the areas that local councils have responsibility for; - Understand that local councillors are elected to represent their local community.	human body and its health. - Understand the actual norms around smoking and the reasons for common misperceptions of these. - Know the basic functions of the four systems covered and know they are inter-related. - Explain the function of at least one internal organ. - Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. - Identify their own strengths and talents; - Identify areas that need improvement and describe strategies for achieving those improvements. - State what is meant by community; - Explain what being part of a school community means to them; - Suggest ways of improving the school community. - Identify people who are responsible for helping them stay healthy and safe; - Identify ways that they can help these people. - Describe 'star' qualities of celebrities as portrayed by the media; - Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; - Describe 'star' qualities that 'ordinary' people have.	vocabulary to describe these; - Explain strategies they can use to build resilience. - Identify people who can be trusted; - Describe strategies for dealing with situations in which they would feel uncomfortable. - Explain how someone might feel when they are separated from someone or something they like; - Suggest ways to help someone who is separated from someone or something they like. - Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty. - Identify some products that they may need during puberty and why; - Know what menstruation is and why it happens. - Identify the consequences of positive and negative behaviour on themselves and others; - Give examples of how individual/group actions can impact on others in a positive or negative way. - Recognise how our body feels when we're relaxed; - List some of the ways our body feels when it is nervous or sad; - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. - Explain the difference between a safe and an unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe. - Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped.
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			Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.			
French Scheme: Language Angels	My Home: - To say and write in French whether we live in a house or an apartment. - To say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... - To use the conjunction 'et' (and) to link two sentences together.	At the Café: - To recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. - To understand better how to make nouns plural in French. - To improve our knowledge of French currency. - To order in French what we would like to eat and drink in a role-play	Do you have a pet? - To know the nouns and indefinite articles for 8 common pets. - To ask somebody if they have a pet and give an answer back. - To say in French what pet we have/do not have and give our pet's name. - To start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.			

Maths Year Five

WHITEROSE UNIT OVERVIEW:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
AUTUMN	Place Value			Addition and Subtractions		Assessment Week	Multiplication and Division A			Fractions A				Assessment Week
SPRING	Multiplication and Division B			Fractions B		Decimals and Percentages			Perimeter and Area		Statistics			
SUMMER	Shape			Position and Direction		Decimals			Negative Numbers	Converting Units	Volume			

Cross curricular application 1:1 Make square based pyramids out of sugar cubes Timelines 	Cross curricular application 1:2 Measure wood to make shadufs 	Cross curricular application 2:1 Analyse data: weather, population density 	Cross curricular application 2:2 Create line graphs to show data 	Cross curricular application 3:1 Timelines 	Cross curricular application 3:2 Archimedes theory 
NATIONAL CURRICULUM OBJECTIVES FOR YEAR FIVE MATHEMATICS:					

<u>Number, Place Value and Rounding:</u> Pupils should be taught to: ☐ ☐ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ☐ ☐ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ☐ ☐ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ☐ ☐ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ☐ ☐ solve number problems and practical problems that involve all of the above ☐ ☐ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	<u>Addition & Subtraction:</u> Pupils should be taught to: ☐ ☐ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ☐ ☐ add and subtract numbers mentally with increasingly large numbers ☐ ☐ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ☐ ☐ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
<u>Multiplication & Division:</u> Pupils should be taught to: ☐ ☐ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ☐ ☐ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ☐ ☐ establish whether a number up to 100 is prime and recall prime numbers up to 19 ☐ ☐ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ☐ ☐ multiply and divide numbers mentally drawing upon known facts ☐ ☐ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ☐ ☐ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 - recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) ☐ ☐ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ☐ ☐ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ☐ ☐ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	<u>Fractions:</u> Pupils should be taught to: ☐ compare and order fractions whose denominators are all multiples of the same number ☐ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ☐ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements ☐ add and subtract fractions with the same denominator and denominators that are multiples of the same number ☐ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ☐ read and write decimal numbers as fractions ☐ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ☐ round decimals with two decimal places to the nearest whole number and to one decimal place ☐ read, write, order and compare numbers with up to three decimal places ☐ solve problems involving number up to three decimal places ☐ recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal ☐ solve problems which require knowing percentage and decimal equivalents of(see exemplary material) and those fractions with a denominator of a multiple of 10 or 25.
<u>Geometry: Properties of Shape</u> Pupils should be taught to: ☐ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ☐ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ☐ draw given angles, and measure them in degrees (o) ☐ identify: - angles at a point and one whole turn (total 360o) - angles at a point on a straight line and 2 1 a turn (total 180o) ☐ other multiples of 90o ☐ use the properties of rectangles to deduce related facts and find missing lengths and angles ☐ distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	<u>Geometry Position Direction & Movement:</u> Pupils should be taught to: ☐ ☐ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
<u>Measures:</u> Pupils should be taught to: ☐ ☐ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ☐ ☐ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ☐ ☐ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ☐ ☐ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes ☐ ☐ estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] ☐ ☐ solve problems involving converting between units of time ☐ ☐ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	