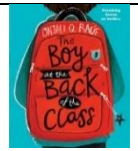
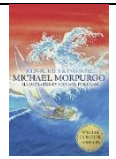
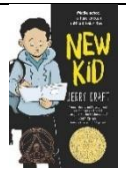
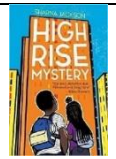
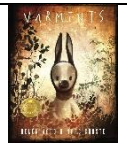
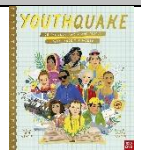
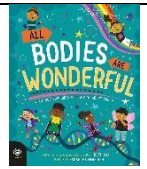
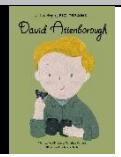
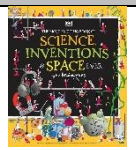
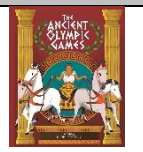
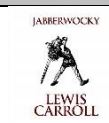
Year 5 Curriculum

Year 5 Guided Reading Overview

Y5 Core Text	 The Boy in the Back of the Class by Onjali Q Rauf (4 weeks)	 Kensuke's Kingdom by Michael Morpurgo (4 weeks)	 New Kid – Jerry Craft (3 weeks)	 Impossible Creatures Katherine Rundell (3 weeks)	 A series of unfortunate events: The bad beginning by Lemony Snicket (4 weeks)	 The High Rise Mystery (4 weeks)
Y5 Supplementary		 Superheroes Inspiring Heroes of Secret Strength by Sophia Thakur			 Varmints by Helen Ward & Marc Craste (2 weeks)	
Y5 Non-Fiction	 Youthquake 50 child and young people who shook the world (2 weeks)	 All bodies are wonderful (2 weeks)	 David Attenborough – Little People Big Dreams (2 weeks)	 The Most Exciting Book of Science, Inventions and Space ever (2 weeks)		 The Ancient Olympic Games (2 weeks)
Y5 Linked Poetry	 The Highwayman (online) (1 week)		 When poems fall from the sky (1 week)		 Jabberwocky (1 week)	

Year 5 Guided Reading Statement Mapping

Y5

Word reading

use strategies such as recognising syllables /phonemes to decode new or unfamiliar words
focus on all the letters in unfamiliar words so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word
re-read, as needed to take account of especially challenging word order and phrasing
read most words effortlessly and with increasing automaticity
test out different plausible pronunciations for less familiar words
[children should be able to read further exception words independently. If they are not able to do so, please refer to previous year groups]

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet
read longer words, using syllable boundaries where needed
[children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to KS1]
read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity
re-read words or challenging sections of text to ensure understanding through fluency
read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)

Comprehension

Vocabulary

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

continuing to use dictionaries to check the meanings of words that they have read

identifying words and phrases which are unknown

discussing words and phrases that capture the reader's interest and imagination

drawing on what they already know or on background information and vocabulary provided by the teacher

describing and evaluating the use of particular words or phrases, and their effect on the reader

discussing language choices in the text that provides clues to the author's intent

discussing the meaning of figurative words and phrases (fiction and non-fiction)

exploring the effect of imagery sustained within a paragraph

beginning to discuss how writers create shades of meaning

exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. 'pricked his ears' (Wolf Brother)

exploring how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims

discussing the impact of authorial choices on the reader

identifying and discussing unknown technical or subject specific vocabulary with increasing independence

Infer

empathising with different characters within a book considering actions and interactions with other characters

identifying with, and exploring characters, using a range of drama techniques

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

recognising that characters may have different perspectives in the story of the same event(s)

making deductions about the motives and feelings that might lay behind characters' words

beginning to consider ways in which different settings affect the characters

considering how setting descriptions may influence the reader

posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma

Predict

using tentative language to speculate on possibilities raised by the text

predicting what might happen from details stated and implied

indicating the likelihood of a suggestion being correct

predicting how characters might behave, considering motivation, events so far, settings and atmosphere

Explain

identify themes e.g. friendship and separation, animal welfare, conquering fears, and conventions in a wide range of texts including narrative and poetry

recognise that a text may have multiple themes

making connections (with experiences and other texts) in order to refine thoughts/responses

identifying how language, structure and presentation contribute to meaning

beginning to discuss how the conventions of different types of writing are used to support the authors' aims

beginning to identify facts within a text thinking about whether something is true/not true –real or imagined

beginning to identify opinions within a text e.g. viewpoints, beliefs

beginning to reason by justifying their views about what they have read or have had read to them sometimes referring to more than one place in the text

developing, agreeing and evaluating rules for effective discussion

beginning to make use of discursive techniques such as: defending views with evidence and making use of persuasive language

commenting or asking for an explanation

expressing ideas showing understanding of what has been read

explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion

beginning to rephrase evidence from the context

explaining to others what they have read or found out and begin to share views with justification

Retrieve

identifying main ideas (gist) drawn from more than one paragraph

using skimming and scanning strategies

making precise selections when retrieving information

selecting related information from more than one place in a text

using features such as: contents, index, headings and links within a web page to navigate a text

beginning to make decisions about which of the above would be the most useful for retrieving the information required

beginning to skim and scan a text to find specific information

retrieving information from different sections or aspects of a text e.g. headings, graphs, illustrations, subheadings

identifying keywords and main points within texts

recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables

Summarise

linking what they read or hear with their own and others' experiences and beginning to use these to make sense of more complex texts

discussing the sequence of events in texts and how items of information are related, and beginning to consider non-linear texts

making comparisons within a book

recalling and sequencing main events from a text

summarising main ideas drawn from more than one paragraph

identifying key points following a discussion

providing a summary of what has been read or found out for own and others' use

Reading behaviours

listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

reading silently with good understanding

asking for help with unfamiliar pronunciations and meanings

beginning to recommend books that they have enjoyed to their peers, sometimes giving reasons for their choices

responding to literary language by phrasing appropriately when reading aloud

continuing to internalise rhythms/ stresses signalled by grammatical structures

building upon a repertoire of poems learnt by heart

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

recognising some different forms of poetry

reading with appropriate expression through phrasing, stress and pitch

responding to open questions and prompts e.g. tell me about…

asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading

expressing and justifying personal preferences regarding authors/named books/poets/genres

listening and making relevant, related comments

understanding that you may sometimes need to change your opinion as a result of listening attentively to others

asking questions for clarification and understanding

participating and speaking audibly in a range of situations

taking turns in group or class conversations

following up others' points

showing whether they agree or disagree in a group or whole-class discussion

developing clarity of personal responses

Year 5 Writing Overview

YEAR 5 UNIT OVERVIEWS

ESSENTIALWRITING **2024-2025**

Autumn					Spring					Summer				
NCR	**Description**	**Poetry: Cinquains**	**Narrative**	**Biography**	**Persuasive Letters**	**NCR**	**Descriptive recount**	**Narrative:** Mystery and Suspense	**Poetry: Take One Poet** (assonance)	**Explanation**	**Advertising campaign**	**Poetry: Free Verse**	**Reviews**	**Narrative**
The World of the Unknown: Monsters The Book of Mythical Beasts and Magical Creatures	Cloud Tea Monkeys	Where the Poppies Now Grow	The Promise	Stone Girl, Bone Girl; Fantastically Great Women who Changed the World; Women in Science	The Misadventures of Frederick	The Skies Above My Eyes The Street Beneath My Feet & The Sea Below My Toes	The Watertower	Boy in the Tower	Rhythm and Poetry	The Lost Book of Adventure		Cloud Busting		Birdsong
15 steps	**12 steps**	**5 steps**	**15 steps**	**10 steps**	**10 steps**	**15 steps**	**10 steps**	**15 steps**	**5 steps**	**10 steps**	**15 steps**	**10 steps**	**10 steps**	**15 steps**
55 steps (approx. 11 weeks)					55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				

Year 5 Maths Overview

Autumn Term 1	Autumn Term 2
Week 1 – Week 3 – Place Value Week 4 – Week 5 – Addition and Subtraction Week 6 – Multiplication and Division A	Week 7 – 8 – Multiplication and Division A Week 9 -12 – Fractions A
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Spring Term 1	**Spring Term 2**
Week 1 – Week 3 – Multiplication and Division B Week 4 – Week 5 – Fractions B Week 6 – Decimals and Percentages	Week 7 – 8 – Decimals and Percentages Week 9 -10 – Perimeter and Area Week 11 – 12 - Statistics
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Summer Term 1	**Summer Term 2**
Week 1 – Week 3 - Shape Week 4 -5 – Position and Direction Week 6 - Decimals	Week 7 – 8 - Decimals Week 9 – Negative Numbers Week 10 – 11 – Converting Units Week 12 - Volume
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	

By the end of Year 5, Children at ARE should be able to:

Place Value: Count - • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero
Place Value: Represent - • read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals
Place Value: Use and Compare - • (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit
Place Value: Problems/Rounding - • interpret negative numbers in context • 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
Addition and Subtraction: Calculations - • 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
Addition and Subtraction: Problems - • solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Multiplication and Division: Recall/Use - • 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 (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
Multiplication and Division: Calculations - multiply numbers up to 4 digits by a one- or twodigit 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
Multiplication and Division: Problems - • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
Multiplication and Division: Combined - • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Fractions: Recognise and Write - • 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 > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5]
Fractions: Compare - • compare and order fractions whose denominators are all multiples of the same number
Fractions: Calculations - • 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
Fractions: Solve Problems - N/A
Decimals: Recognise, Write, Compare - • read and write decimal numbers as fractions [for example, 0.71 = 71/100] • 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
Decimals: Fractions, Decimals, Percentages - • 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 ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25
Algebra – N/A
Measurement: Using Measures - • convert between different units of metric measure • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
Measurement: Money - • use all four operations to solve problems involving measure [for example, money]
Measurement: Time - • solve problems involving converting between units of time
Measurement: Perimeter, Area and Volume - • 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 blocks to build cuboids] and capacity [for example, using water
Geometry: 2-D Shapes - • distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • use the properties of rectangles to deduce related facts and find missing lengths and angles
Geometry: 3-D Shapes – • identify 3-D shapes, including cubes and other cuboids, from 2-D representations
Geometry: Angles and Lines - • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees • identify: Ø angles at a point and one whole turn (total 360°) Ø angles at a point on a straight line and 1/2 a turn (total 180°) Ø other multiples of 90°
Geometry: Position and Direction: • 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
Statistics: Present and Interpret Data: • complete, read and interpret information in tables, including timetables
Statistics: Solve Statistical Problems: • solve comparison, sum and difference problems using information presented in a line graph

Year 5 Science Overview

WS = Working Scientifically

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge and Skills **Forces and Mechanisms (Dynamic Dynasties)** -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 **Essential Learning** Introductory Knowledge Engage – 1 Develop 1 – 1-3 Develop 2 – 1-3 Innovate – 1, 3, 4 **Resources** -Rulers / String / Paperclips /Beanbags /Identical plastic bottles / Water / Toy cars -Large foam wedges, (such as wedge pillows, yoga wedges or firm upholstery foam cut to size) or other equipment to make stable ramps -Measuring tape -Range of thin, flexible sheet materials including plastic, fabric and different paper types, such as printer paper, tissue paper and card -Plasticine -2 litre plastic bottles or other tall, wide, transparent vessels **WS** Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	**Key Knowledge and Skills** **Earth and Space (Dynamic Dynasties)** -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 **Essential Learning** Introductory knowledge Engage – 2, 3 Develop 1 – 1, 2, 3, 4 Develop 2 – 1, 2 Innovate – 1, 2, 3, 4, 5 **Resources** -Large, inflatable ball -Peppercorn / Grape -Cherry tomato / Blueberry -Honeydew melon / Grapefruit -Apple / Satsuma -Scissors / Sticky tack -Sharp pencils / Split pins -Small toy boats or figures -Footballs, exercise balls or other large spheres -Globe / Lamp without a shade -Small world figure / Plant pots -Small stones / Soil / -Trowels -Sticky labels / Pens / Long, straight sticks -Compasses / Chalk -Clocks or watches -Hard surface outdoors, such as the playground -Paper plates -Felt tip pens -White foam ball **WS** Research Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	**Key Knowledge and Skills** **Human Reproduction and Ageing (Sow, grow and farm)** - describe the changes as humans develop to old age - 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 **Essential Learning** Introductory knowledge Engage – 1, 2, 3, 4, 5 Develop – 1, 3, 5 **Resources** -Hoops **WS** Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	**Key Knowledge and Skills** **Properties and Changes of Materials (Ground breaking Greeks)** -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 **Essential Learning** Engage – 1, 2, 4 Develop 1 – 2, 3 **Resources** -Bright torches / Cardboard tubes / Hand lenses / Pipettes /Containers of water / Spray bottles / Bar magnets / Circuit-building equipment, including wires, cells or batteries, battery holders and lamps / Stopwatches or timers / Steel paper clips / Rulers /Range of everyday materials for testing, cut to a similar size, such as cardboard, cotton, Balsa wood, glass microscope slides, paper, towelling, /Lycra, aluminium foil, plastic wrap, rubber or silicone matting, oil cloth, assorted metal strips and Faraday film / Thermometers / Data loggers with temperature sensors (optional) / Beakers, small pots or test tubes (plus test tube holders if needed) / Timers / Range of materials to test, such as cotton, bubble wrap, felt, fleece, paper, card, foil, foam sheet, cling film and Lycra / Masking tape, sticky tape or elastic bands / Graph Paper / Dirty water samples in jars or beakers / Filter paper / Funnels / Clean jars or beakers /Muslin sheeting, netting, clean socks and clean tights / Gravel or grit / Charcoal / Sand / Cotton wool / Cameras or tablets / Beakers / Salt / Instant coffee granules / Shallow dishes or saucers / Digital scales / -Measuring cylinders /Spoons / Warm water **WS** Identify, classify, questioning, observe, perform simple tests, suggest answers to questions		

Year 5 History

Assessment Note: You will need to adapt end of unit quizzes depending on which lessons you have chosen to teach as the quizzes include content from all lessons on maestro but not all of the lesson are taught in our curriculum. Assessments should be completed/stuck in Topic Books. An assessment needs to be completed at the end of each unit and should be based on the key knowledge and skills highlighted below.

Year	Autumn	Summer
5	**Groundbreaking Greeks** (Greek life and achievements)	**Local History** (Borehamwood High Street) Inquiry Question: How has Borehamwood High Street changed?
	Key Knowledge: - Consolidate understanding of primary and secondary sources - Life in Athens during Classical period - Ancient Greeks influence on the wider world - Mycenaeans and Minoans Civilisations - Significant periods of Greek History - Significant achievements in Greek Life	Key Knowledge: - Changes of the high street since 1066 - Impacts of war and bombings - How the wider world has influenced local history
	Key Skills: - Locate and use appropriate evidence to form balanced arguments - Identify bias in sources - Compare and contrast Mycenaean's and Minoans Civilisations - Use historical and abstract terms to describe the impact of achievements and influence of Ancient Greece on wider world	Key Skills: - Use primary and secondary sources to identify changes - Sequencing of key events that contributed to change - Compare similarities and differences - Ask and answer historically valid questions about changes over a period of time
	Essential Learning: Engage Lessons: 1-4 (Develop lessons choose which ones you think will be most engaging/suitable for your students) Develop 1 Lessons: choose any 3 Develop 2 Lessons: choose any 2 Assessment Lesson: adapted depending on what lessons you have chosen for develop	Essential Learning: Suggestions of learning: bombings, difference in shops, newspaper reports TRIP – Borehamwood High Street

Year 5 Geography

Term: Spring/Topic	Key Skills/Knowledge	Essential Learning:
Investigating our world	Skills Analyse and compare a place, or places, using aerial photographs. atlases and maps. Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. Core knowledge People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps. Cardinal and intercardinal compass points can be used to describe the relationship of features to each other. Skill Identify elevated areas, depressions and river basins on a relief map. Core knowledge **By the end of this lesson children should know:** The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. Skill Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. Core knowledge **By the end of this lesson children should know:** Cardinal and intercardinal compass points can be used to describe the relationship of features to each other. Skills Analyse and compare a place, or places, using aerial photographs. atlases and maps. Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). Core knowledge **By the end of this lesson children should know:** People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps. The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. Skill Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. Core knowledge **By the end of this lesson children should know:** Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals.	**Engage:1,23** **Develop 1: 1,2,3,4,5,6**
Sow Grow and Farm	Skill Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. Core knowledge **By the end of this lesson children should know:** Vegetation belts are areas where certain species of plant grow. Skill Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. Core knowledge **By the end of this lesson children should know:** Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas. Skills Identify and describe the similarities and differences in physical and human geography between continents. Summarise geographical data to draw conclusions. Core knowledge **By the end of this lesson children should know:** The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. Demographic and economic statistics can help geographers to draw conclusions. Skill Name, locate and describe major world cities. Skill Explain how the topography and soil type affect the location of different agricultural regions. Core knowledge **By the end of this lesson children should know:** Farming is affected by the climate (typical weather), topography (shape of the land) and soil type of the farm's location. Skills Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. Explain how the climate affects land use. Core knowledge **By the end of this lesson children should know:** North America is broadly categorised into six major biomes. These are the Tundra biome, Coniferous forest biome, Prairie biome, Deciduous forest biome, Desert biome, and the Tropical rainforest biome. South America includes a broad equatorial zone in the north to a narrow sub-Arctic zone in the south. Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Skill Identify some of the problems of farming in a developing country and report on ways in which these can be supported. Core knowledge **By the end of this lesson children should know:** Developing countries such as Peru offer farming opportunities due to a tropical climate and rich soils but also face challenges such as lack of farming technology, labour shortages, fluctuating prices and transport issues.	**Develop 1:1** **Develop 2: 2,4**

Year 5 Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing System and Networks (Systems and searching) Key Knowledge/Skills: - Explore how information is transferred between systems and devices. - Small-scale systems as well as large-scale systems. - Explain the input, output, and process aspects of a variety of different real-world systems. - Know how to use the World Wide Web using search engines (including how they select and rank results).	**Creating Media** (Video Production) Key Knowledge/Skills: - Create short videos in groups. Explore topic-based language and develop the skills of capturing, editing, and manipulating video. Reflect on and assess their progress in creating a video.	**Programming A** (Selection in Physical Computing) Key Knowledge/Skills: - Explore the concept of selection in programming through the use of the Crumble programming environment. - Understand a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors)	**Data and Information** (Flat-File Databases) Key Knowledge/Skills: - Understand a flat-file database can be used to organise data in records. - Use tools within a database to order and answer questions about data. - Create and present graphs.	**Creating Media** (Introduction to Vector Graphics) Key Knowledge/Skills: - Create vector drawings. - Use different drawing tools to help them create images. - Layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work.	**Programming B** (Selection in Games) Key Knowledge/Skills: - Revisit how conditions can be used in programs - Explore If… Then… Else structure and how it can be used to select different outcomes depending on whether a condition is true or false. - Construct programs using the Scratch programming environment. - Use knowledge of writing programs and using selection to control outcomes

Year 5 Art

AUTUMN	SPRING	SUMMER
TINTS, TONES & SHADES Media: Paint Skill / Technique: Interpreting / Creating Art (Landscapes) Essential Lessons: • Tints… In Landscapes • Sketching Landscapes NC Attainment Target: • To improve mastery of techniques • To use (sketchbooks) to review and revisit ideas	**LINE, LIGHT & SHADOWS** Media: Drawing Skill / Technique: Applied Techniques for Shading Essential Lessons: • Significant Artist – Picasso • Shading Technique • Pen And Ink • Drawing On Black Paper • Black And White Photographs • Adding Line And Tone NC Attainment Target: • To improve mastery of techniques (drawing) • Great artists in history	**MIXED MEDIA** Media: Mixed Media Skill / Technique: Applied Techniques for Collage Essential Lessons: • Papermaking • Paper Collage • Fabric Crumb • Mixed Media • Photo Collage And Surrealism NC Attainment Target: • To improve mastery of techniques • To use (sketchbooks) to review and revisit ideas
TAOTIE Media: Cast Skill / Technique: Applied Techniques for Casting Essential Lessons: • Casting Techniques NC Attainment Target: • To improve mastery of techniques (sculpture) • To use (sketchbooks) to review and revisit ideas	**NATURE'S ART** Media: Natural Materials Skill / Technique: Applied Techniques for Installation Essential Lessons: • Land Art • Properties Of Materials • Relief Forms NC Attainment Target: • To develop a wide range of techniques in using colour	**EXPRESSION (FIGURE & FORM)** Media: Mixed Media Skill / Technique: Interpreting / Creating Portraits Essential Lessons: • Significant Artist – Munch • Expressionist Colour • Modern Expressionism • Express Yourself NC Attainment Target: • To develop a wide range of techniques in using colour

Y5 D&T

Theme	Structures
Project	Architecture
Main D&T	Architecture is defined by different styles often linked to particular periods of time. Each period uses visual elements to create its own style. The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years. Support, stiffness and stability can be created by using triangular shapes to create strong frameworks, columns to support roofs and overlapping brickwork patterns. Computer-aided design (CAD) is the use of specialised computer software to design objects. CAD designs can also be made into objects using 3-D printers Testing a product against the design criteria will highlight anything that needs improvement or redesign
Knowledge and Skills	Explain how the design of a product has been influenced by the culture or society in which it was designed or made Build a framework using a range of materials to support mechanisms. Use pattern pieces and computer-aided design packages to design a product Select and combine materials with precision. Test and evaluate products against a detailed design specification and make adaptations as they develop the product
Materials	Range of construction materials, including drinking straws, string, sticky tack, A4 paper, sticky tape and stiff Perspex
Theme	Mechanisms
Project	Moving Mechanisms
Main D&T	A pneumatic system uses compressed air to exert a force. Testing a product against the design criteria will highlight anything that needs improvement or redesign Mechanisms and systems can work together to perform a function. A strong and stable structure is necessary to support mechanisms in a machine. Pneumatic systems can be used to lift heavy loads, raise and lower platforms or soften a force by acting as a shock absorber. Evaluations can be made by asking product users a selection of questions to obtain data on how the product has met its design criteria.
Knowledge and Skills	Use mechanical systems in their products, such as pneumatics. Build a framework using a range of materials to support mechanisms. Name and select increasingly appropriate tools for a task and use them safely Test and evaluate products against a detailed design specification and make adaptations as they develop the product Survey users in a range of focus groups and compare results
Materials	Lollipop sticks Pipe cleaners Junk modelling materials Balloons
Theme	Cooking and Nutrition
Project	Eat the seasons
Main D&T	Seasonality is the time of year when the harvest or flavour of a type of food is at its best A balanced diet gives your body all the nutrients it needs to function correctly. This means eating a wide variety of foods in the correct proportions Savoury dishes usually have a salty or spicy flavour rather than a sweet one.
Knowledge and Skills	Describe what seasonality means and explain some of the reasons why it is beneficial. Evaluate meals and consider if they contribute towards a balanced diet. Use an increasing range of preparation and cooking techniques to cook a savoury dish.(Dice, peel, grate)
Materials	Ingredients and equipment for making soup, including UK grown, seasonal produce

Year 4 PE

Term: Autumn 1
Area: Invasion Games
Topic: Basketball
Key Skills: Marking, shooting, transition from attack to defence, officiating
Key Knowledge:
Bounce pass and chest pass
Marking 2v1 with a ball - The defender marks the player with the ball and explores different ways they can prevent the pass.
Man to man marking - each defender is to 'man mark' an attacker, taking responsibility for marking that specific attacker and following their movements.
Shooting technique - Ball under control, palm of shooting hand under the ball, fingers pointing upwards, support hand at the side of the ball, balanced stance.
Rebound – when the shot is missed and bounces back off towards the attacking team
Double Dribble - An attacker dribbles with two hands simultaneously or dribbles, stops then re-dribbles.
Travelling - An attacker moves with the ball without dribbling.

Term: Autumn 1
Area: Gymnastics
Topic: Counter Balance & Counter Tension
Key Skills: Counter balance, counter tension, sequence, performance
Key Knowledge:
Counter Balance - A pushing balance.
Counter Tension – A pulling balance

Term: Autumn 2
Area: Invasion Games
Topic: Tag Rugby
Key Skills: Different passes, defending, officiating
Key Knowledge:
Miss pass – passing to supporting player furthest away missing out the one closest to them (to confuse the defenders)
Loop pass - The ball carrier passes the ball to the supporting player, then runs (loops) behind the supporting player following the direction of the ball, ready to receive a return pass from the ball carrier

Term: Autumn 2
Area: Dance
Topic: Street Art
Key Skills: Creating movement, developing concept/relationship, breakdance
Key Knowledge:
exploring speed and dynamic vocabulary to create a dance motif that represents the process of creating street art.
'relationship' concepts such as cannon, unison and Counter Balance/Counter Tension balances
Breakdance - Breakdance is an energetic style of dance often performed to hip-hop music.
Toprock - A Toprock is a set movement pattern performed from standing. It is an introduction to an individual dancers' personal style and is the warm-up to more challenging moves.

Term: Spring 1
Area: Invasion Games
Topic: Hockey
Key Skills: Refine attacking skills passing, dribbling and shooting, introduce officiating, transition from defense to attack
Key Knowledge:
Man to man marking – A defender marks a specific attacker following their movements only.
Goal side – Where a defender positions themselves between the attacker and the goal.

Term: Spring 1
Area: Gymnastics
Topic: Flight
Key Skills: Jumping, Turning, Canon, Unison, Levels and direction
Key Knowledge:
Flight - a moment when the gymnast is suspended completely in the air without hands or any other part of the body touching the floor.

Term: Spring 2
Area: Net & Wall
Topic: Tennis
Key Skills: Volley, serving, tactics
Key Knowledge:
Volley - The volley is a shot which is played before the ball bounces. Volleys are played when we are close to the net.
Serve – way to begin the game, should start standing behind the base line and directing the ball diagonally to the opposite box on their opponents side

Term: Spring 2
Area: Outdoor Adventurous Activities
Topic: Problem Solving
Key Skills: Teamwork, cooperation, responsibility, communication, collaboration

Term: Summer 1
Area: Striking & Fielding
Topic: Cricket
Key Skills: Combine fielding skills, creating and applying tactics, introduce umpiring and scoring
Key Knowledge:

Term: Summer 1
Area: Athletics
Topic: Athletics
Key Skills: Finishing a race, personal best, relay changeovers, shotput, hurdles
Key Knowledge:
Personal best – improving their own performance
Baton changeover - When the runner with the baton approaches the changeover, the runner who is about to receive the baton starts to move forwards with their hand behind them and their palm facing up ready for the baton
Shot put technique - The put is held in the fingers not touching the palm. Pupils stand with their feet shoulder width apart and balanced, the shot put positioned under their chin with their elbow up as high as their shoulder. **Extension:** Push the shot put straight up and away from under the chin extending the arm up and away as we release. It is illegal to throw the shot put like a ball. **Rotation:** Prior to releasing the shot put, rotate the hips and release as per the extension phase. Does this phase increase the power behind our push? **Transfer of Weight:** Begin by standing in the extension phase. Lean back onto the back leg so that the chin, knee and toe are in line. Now transfer your weight back forwards, rotate and extend.
Stride pattern - a stride pattern is counted from the moment the lead leg touches the ground after clearing the hurdle until the same lead leg prepares for take off at the next hurdle.
Hurdle technique - lead with one leg pointing it towards the hurdle, their trailing leg should bend to clear the hurdle.

Term: Summer 2
Area: Invasion Games
Topic: Netball
Key Skills: Apply passing, footwork and shooting into mini games, introduce officiating, defending
Key Knowledge:
Footwork – can pivot but cannot move with the ball
Chest push – from the chest
Bounce pass – one bounce before team member catches the ball
Only 4 seconds to pass/shoot
Reposession – bouncing the ball and then regaining posession

Term: Summer 2
Area: Outdoor Adventurous Activities
Topic: Orienteering
Key Skills: Navigating a map, locating points on a map, travelling to that location, follow a route

Year 5 Modern Foreign Languages – FRENCH

Given the low level of children's knowledge and confidence as observed across year groups, it has been decided to follow the unit planner from Language Angels that assumes limited or no previous exposure to learning in French.

This starting point is for one year only, and should be reviewed at the end of the year. There should be a minimum of 45 – 60 minutes teaching and learning a week, with the objective of completing one unit per half term. Teaching a 30-minute lesson, especially in Years 3 and 4, may be sufficient ***so long as*** children are exposed to regular aural/ oral practice of maybe ten minutes a day throughout the week. Try morning greetings, giving instructions and referring to signage in French. Signage should be on display in all classrooms and along corridors etc. around the school.

Autumn	Spring	Summer
Autumn 1: La phonétique (phonics and punctuation) 1-2 Les saisons (seasons) **Autumn 2:** Les glaces (ice creams)	**Spring 1:** Je me présente (presenting myself) **Spring 2:** Ma famille (my family)	**Summer 1:** Au salon de thé (At the Tea Room) **Summer 2:** Chez moi (my home)

Year 5 PSHE