

Year 5 2023/2024

Autumn Term 1		Autumn Term 2	Spring Term	Summer Term
Topic 1		Topic 2	Topic 3	Topic 4
Marvellous Mountains		World at War	Race to Space	Amazing Africa
Teamwork and Resilience		Respect and Resourcefulness	Aspirations and Curiosity	Positivity and Creativity
Learning about the amazing geographical features of mountains and their formations across the globe.		Learning about the historical significance of World War and comparing the impact on society of both.	Learning about the space race and some of the most influential people and discoveries made about our solar system and planets.	Learning about the human and physical geographical importance of the Benin Empire and its cultural importance within Africa
English				
Topic title: Marvellous Mountains		Topic title: World at War	Topic title: Race to Space	Topic title: amazing Africa
1. writing to entertain: flash back/portal 2. Writing to inform: tourist guide book 3. Writing to persuade: balanced argument		1. Writing to entertain: Stories from historical settings 2. Writing to recount: letters (informal) 3. Writing to persuade: Persuasive leaflet	1. Writing to entertain: Sci-fi 2. Writing to explain: Explanation of invention 3. Writing to recount: Biography 4. Writing to entertain: Stories from an imaginary world 5. Writing to entertain: Imagery	1. Writing to instruct: Instructions to make African mask 2. Writing to entertain: Stories that raise issues and dilemmas 3. Writing to entertain: Stories from another culture 4. Writing to entertain: Classic poems 5. Writing to recount: Biography
Maths				
Y5	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division A Number: Fractions A	Number: Multiplication and Division B Number: Fractions Measurement: Perimeter and area Statistics	Geometry: Shape Geometry: Position and direction Number: Decimals Number: Negative Numbers Measurement: Converting Units Measurement: Volume
Science				
Living things and their habitats		Forces and properties and changes of materials	Earth and Space	Animals including humans
Living Things and Their Habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird		Compare and group together everyday materials on the basis of their properties, including their hardness, solubility,	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Identify and name the main parts of the human circulatory system, and describe the

<p>Describe the life process of reproduction in some plants and animals</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Group and classify things and recognise patterns.</p>	<p>transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Find things out using a wide range of secondary sources of information</p> <p>Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Describe the changes as humans develop to old age.</p>
History			
<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Present findings and communicate knowledge and understanding in different ways.</p>	<p>Use dates to order and place events on a timeline. <i>When did World War 2 start and finish? Where does this fit in a timeline against other previously learnt about periods of time? Create timeline of events linked to world war 2.</i></p>	<p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Make comparisons between aspects of periods of history and the present day.</p>	<p>Describe a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>

	<p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. <i>Explain the differences between Trench warfare and current warfare. What was life like for a child in world war 2 and what life like in 2023.</i></p> <p>Give some reasons for some important historical events – World War 1 and 2.</p> <p>Describe a local history study.</p> <p>Compare sources of information available for the study of different times in the past.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Make confident use of a variety of sources for independent research.</p> <p>Make comparisons between aspects of periods of history and the present day.</p> <p>Understand that the type of information available depends on the period of time studied.</p>	<p>Understand that the type of information available depends on the period of time studied.</p> <p>Compare sources of information available for the study of different times in the past.</p> <p>Use dates to order and place events on a timeline.</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Understand that the type of information available depends on the period of time studied.</p>	<p>Make comparisons between aspects of periods of history and the present day.</p> <p>Understand that the type of information available depends on the period of time studied.</p> <p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Compare sources of information available for the study of different times in the past.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>
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Geography

<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Understand how humans affect the environment over time.</p>	<p>Know and describe where a variety of places are in relation to physical and human features.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass or settlements</p>	<p>Know and describe where a variety of places are in relation to physical and human features.</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>Understand how humans affect the environment over time.</p>
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<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p> <p>Understand about weather patterns around the world and relate these to climate zones.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>			<p>Compare the physical and human features of a region of the UK and a region in Africa, identifying similarities and differences.</p> <p>Understand about weather patterns around the world and relate these to climate zones.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
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Art and Design

<p>Use line, tone and shading to represent things seen, remembered or imagined.</p> <p>Mix colours to express mood.</p>	<p>Research and discuss various artists, architects and designers and discuss their processes.</p>	<p>Evaluate his/her work against the intended outcome.</p>	<p>Develop different ideas and explain his/her choices for the materials and techniques used.</p>
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<p>Begin to develop an awareness of composition, scale and proportion in their work.</p> <p>Begin to understand simple perspective in their work using a single focal point and horizon.</p> <p>Begin to use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass.</p> <p>Create intricate printing patterns by simplifying sketchbook designs.</p>	<p>Describe and evaluate the work and ideas of various artists, architects and designers, using appropriate vocabulary.</p> <p>Develop skills in using clay including slabs and coils.</p> <p><u>DT</u> Make careful and precise measurements so that joins, holes and openings are in exactly the right place. Apply his/her knowledge of strengthening techniques to make them stronger or more stable.</p>	<p>Select ideas based on first hand observations, experience or imagination.</p> <p>Explain and justify preferences towards different styles and artists.</p> <p>Experiment with using layers and overlays to create new colours/textures.</p> <p>Create intricate printing patterns by simplifying sketchbook designs. <u>DT</u> Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product.</p> <p>Create designs using annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and simple computer programmes.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them.</p>	<p>Investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Refine his/her use of learnt techniques.</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</p> <p>Add collage to a painted, drawn or printed background using a range of media.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p> <p><u>DT</u> develop his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</p>
<i>Computing</i>			
<p><u>E-safety</u> Understand the need to only select age appropriate content having knowledge of current apps and their rules and guidelines.</p> <p>Use technology respectfully and responsibly.</p>	<p><u>Internet searching</u> Use filters in search technologies effectively.</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked.</p>	<p><u>Coding</u> Design, input and test an increasingly complex set of instructions to a program or device.</p>	<p><u>Using a computer</u> Independently select and use appropriate software for a task.</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience.</p>

<p>Identify a range of ways to report concerns about content and contact in and out of school.</p>		<p>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</p> <p>Include use of sequences, selection and repetition with the hardware used to explore real world systems.</p> <p>Solves problems by decomposing them into smaller parts.</p> <p>Create programs which use variables.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</p>	<p>Design and create a range of programs, systems and content for a given audience.</p> <p><u>Networks</u> Understand how computer networks enable computers to communicate and collaborate.</p>
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Islam

<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>
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<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>			
<p>Rosh Hashana – 06/09 – Judaism Black History Month—01/10 – 31/10 Harvest Festival – 03/10 – 31/10</p>	<p>Diwali—04/11 – Hinduism/Sikhism Halloween—31/10 Bonfire Night – 05/11 Remembrance Sunday – 08/11 Children in Need—13/11 Hanukkah—28/11– 06/12 Christmas – 25/12 – Christianity</p>	<p>New Year's Day – 01/01 Chinese New Year Valentine's Day – 14/02 Shrove Tuesday Mother's Day Easter</p>	<p>Ramadan – Islam Eid – Islam Father's Day</p>
Music			
<p>Listen with attention to detail and recall sounds with increasing aural memory Appropriately discuss the dimensions of music and recognise them in music heard Listen with attention to detail and recall sounds with increasing aural memory and accuracy Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>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, in school performance opportunities and to wider audiences.</p>	<p>Compose complex rhythms from an increasing aural memory Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets Create a simple composition and record using formal notation Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	
<i>PSHE (PSHE Association)</i>			
<p>TEAM Talk about the attributes of a good team Accept that people have different opinions and know how to politely</p>	<p>BRITAIN Talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people</p>	<p>BE YOURSELF and AIMING HIGH Explain why everyone is unique and understand why this should be celebrated and respected</p>	<p>IT'S MY BODY and MONEY MATTERS Know that our bodies belong to us and that we have control over what happens to it</p>

<p>disagree with others and offer opinions</p> <p>Compromise and collaborate to ensure a task is completed</p> <p>Reflect on the need to care for individuals within a team</p> <p>Identify hurtful behaviour and suggest ways to help</p> <p>Understand the importance of shared responsibilities in helping a team to function successfully</p>	<p>Explain what a community is and what it means to belong to one</p> <p>Explain why and how laws are made and identify what might happen if laws are broken</p> <p>Discuss the terms democracy and human rights in relation to local government</p> <p>Discuss the terms democracy and human rights in relation to national government</p> <p>Investigate what charities and voluntary groups do and how they support the community</p>	<p>Explain why we should share our own thoughts and feelings and know how to do this</p> <p>Explore uncomfortable feelings and understand how to manage them</p> <p>Understand why we sometimes feel shy or nervous and know how to manage these feelings</p> <p>Identify when we might have to make different choices from those around us</p> <p>Explore how it feels to make a mistake and describe how to make amends</p> <p>Understand how people learn new things and achieve certain goals</p> <p>Understand that a helpful attitude towards learning can help us succeed in life</p> <p>Identify opportunities that may become available in the future and be aware of how to make the most of them</p> <p>Understand that gender, race and social class do not determine what jobs people can do</p> <p>Understand there are a variety of routes into different jobs which may match skills and interests</p> <p>Discuss goals for the future and the steps needed to take to achieve them</p>	<p>Understand why getting enough exercise and enough sleep is important</p> <p>Understand how to take care of our bodies</p> <p>Understand the harmful effects of using drugs, including alcohol and tobacco</p> <p>Understand what a positive body image is</p> <p>Make informed choices in order to look after our physical and mental health</p> <p>Explain some financial risks we might encounter and can discuss how we can avoid them</p> <p>Understand how retailers try to influence our spending</p> <p>Discuss choices we have when we spend our money</p> <p>Explain why we need to budget and how to make one</p> <p>Discuss reasons and consequences of borrowing money</p> <p>Explain the impact spending has on our environment</p>
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French

<p>Getting to know you</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience</p>	<p>All about ourselves</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</p>	<p>That's tasty and Family and Friends</p> <p>Take part in conversations and express simple opinions giving reasons</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</p>	<p>School Life and Time travelling</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions</p>
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	<p>Have an awareness of similarities and differences in grammar between different languages</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</p>	<p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p> <p>Create his/her own sentences using knowledge of basic sentence structure</p> <p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank</p> <p>Understand how to use some adverbs in sentences</p> <p>Know how to conjugate a range of high frequency verbs</p> <p>Adapt known complex sentences to reflect a variation in meaning</p> <p>Adapt sentences to form negative sentences and begin to form questions</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</p>	<p>Begin to use intonation to differentiate between sentence types</p> <p>Create a short piece for presentation to an audience</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word</p> <p>Begin to use some adverbs</p>
<i>PE</i>				
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis].</p> <p>Apply basic principles suitable for attacking and defending.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	
<i>Trips and Visits</i>				
	<p>WWII Evacuees – NOTTS Outdoors – Brackenhurst</p>	<p>Islamic Art – Leicester Botanical Gardens</p>		

