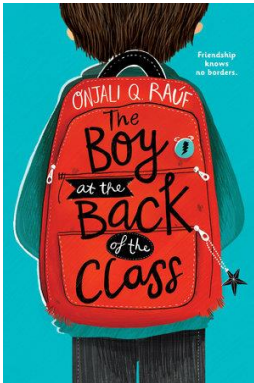
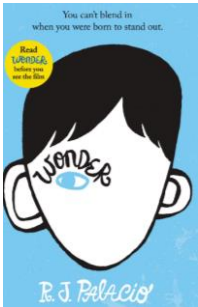
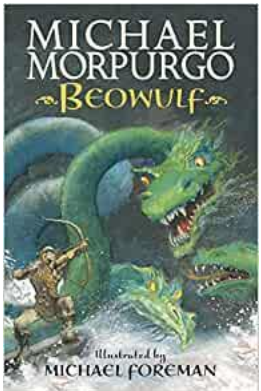
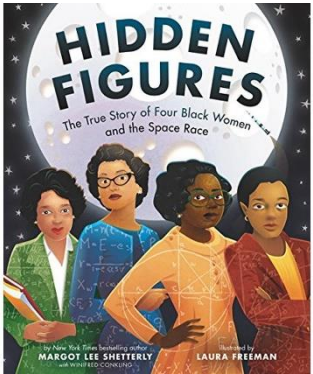
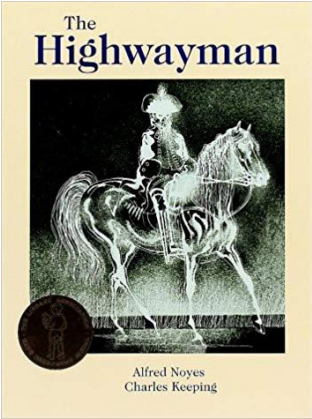
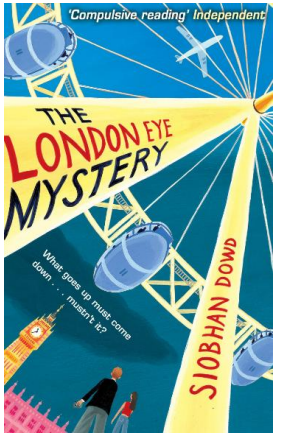


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History YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The topic we will be learning is:</b>	Displacement of people	Enough for Everyone	Vikings and Anglo-Saxons	Earth and Space	Animal Kingdom	Landscapes
<b>Inspiring moment:</b>	Syrian food experience	Renewable energy visit	Shield making	Visit to Greenwich Observatory	Pond dipping at Greenwich Park	Southbank trip.
<b>Maths Units</b>	<b>Number - Place Value(3)</b>  <b>Number - Addition and Subtraction(2)</b>	<b>Statistics(2)</b>  <b>Number - Multiplication and Division(2)</b>  <b>Perimeter and Area(2)</b>  <b>Consolidation(1)</b>	<b>Number - Multiplication and Division(3)</b>  <b>Number - Fractions(6)</b>	<b>Contd - Fractions</b>  <b>Number - Decimals &amp; Percentages (2)</b>  <b>Consolidation (1)</b>	<b>Number - Decimals(4)</b>  <b>Geometry- Properties of Shapes(3)</b>	<b>Geometry- Position and Direction(1)</b>  <b>Measurement- Converting Units(2)</b>  <b>Measures Volume(1)</b>  <b>Consolidation(1)</b>
<b>English Writing Outcomes</b>	<b>The Boy at the Back of the Class</b> Purpose: Writing to entertain (descriptive narrative writing)  Purpose: Writing to inform (letter writing)	<b>Wonder</b> Purpose: Writing to persuade (letter writing)  Purpose: Writing to argue (argument/debate text)	<b>Beowulf</b> Purpose: Writing to entertain (descriptive narrative writing)  Purpose: Writing to entertain (performance poetry unit)	<b>Hidden Figures</b> Purpose: Writing to inform (newspaper report)  Purpose: Writing to persuade (travel brochure advert)	<b>The Highwayman</b> Purpose: Writing to entertain (alternative story using original as inspiration)  Purpose: Writing to argue (debate text on the ethical dilemma of the Highwayman)	<b>London Eye Mystery</b> Purpose: writing to entertain (descriptive narrative writing)  Purpose: writing to entertain (poetry unit)
<b>Our key English text:</b>	<b>The Boy at the Back of the Class</b> 	<b>Wonder</b> 	<b>Beowulf</b> 	<b>Hidden figures</b> 	<b>The Highwayman</b> 	<b>London Eye Mystery</b> 
<b>English Grammar</b>	<ul style="list-style-type: none"> <li>All previous year group content plus:</li> <li>Nouns, verbs, conjunctions, pronouns, adverbs,</li> </ul>	<ul style="list-style-type: none"> <li>All previous year group content plus:</li> </ul>	<ul style="list-style-type: none"> <li>All previous year group content plus:</li> </ul>	<ul style="list-style-type: none"> <li>All previous year group content plus:</li> <li>Changing nouns or adjectives into verbs -</li> </ul>	<ul style="list-style-type: none"> <li>All previous year group content plus:</li> <li>Modal verbs i.e. might, should, will, must</li> </ul>	<ul style="list-style-type: none"> <li>All previous year group content plus:</li> <li>Present perfect form and past perfect tense</li> </ul>

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	<ul style="list-style-type: none"> <li>prepositions and determiners</li> <li>Using a dictionary and thesaurus             <ul style="list-style-type: none"> <li>Idioms</li> <li>Antonyms</li> </ul> </li> <li>-Subject and verb agreement</li> <li>-I' and 'me'             <ul style="list-style-type: none"> <li>Paragraphs and linked ideas across paragraphs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes and commas to indicate parenthesis             <ul style="list-style-type: none"> <li>Commas to clarify meaning and avoid ambiguity</li> <li>Hyphens</li> <li>Apostrophes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs i.e. might, should, will, must</li> <li>-Expanded noun phrases</li> <li>-Relative pronouns</li> <li>-Adverbials and fronted adverbials</li> </ul>	Co-ordinating and subordinating conjunctions	<ul style="list-style-type: none"> <li>-Expanded noun phrases</li> <li>-Relative pronouns</li> <li>-Adverbials and fronted adverbials</li> </ul>	i.e. He has gone out to play. vs He went out to play.
<b>History</b>	<b>Unit title:</b> Abolition of Slavery/Martin Luther King	<b>History Revisited:</b> Stone Age to Iron Age	<b>Unit title:</b> Vikings and Anglo-Saxons	<b>History Revisited:</b> Ancient Civilisations	<b>Unit title:</b> Early Islamic Civilisation	<b>History Revisited:</b> Timelines - Europe
<b>Geography</b>	<b>Geography Revisited:</b> Mapping the world	<b>Unit title:</b> Enough for Everyone	<b>Geography Revisited:</b> Land-use and settlements	<b>Unit title:</b> What is China like?	<b>Geography Revisited:</b> Physical Features of the UK (National Parks)	<b>Unit title:</b> Yosemite National Park
<b>Music</b>	<b>Unit title:</b> Black History Month: Ethiopian scales	<b>Unit title:</b> Rock Band Unit 1	<b>Unit title:</b> Viking composition	<b>Unit title:</b> Rock Band Unit 2	<b>Unit title:</b> Music Technology Unit 1	<b>Unit title:</b> Music Technology Unit 2
<b>PSHE</b>	<b>Unit title:</b> JB Pride and Mobile and Online Safety  <b>Discovery Education Unit:</b> Healthy and happy Friendships: Changing Friendships	<b>Unit title:</b> Healthy Lifestyles  <b>Discovery Education Unit:</b> Similarities and Differences: Celebrating Strengths and Setting Goals	<b>Unit title:</b> A mind to be kind  <b>Discovery Education Unit:</b> Caring and Responsibility: Caring in the community	<b>Unit title:</b> Discrimination and Stereotypes  <b>Discovery Education Unit:</b> Families and Committed Relationships: Healthy, Committed Relationships	<b>Unit title:</b> Keeping Safe: Mobile Phones  <b>Discovery Education Unit:</b> Healthy Body, Healthy Minds: Valuing our bodies and minds	<b>Unit title:</b> Values and Customs  <b>Discovery Education Unit:</b> Coping with Change: Puberty and Emotions
<b>RE</b>	<b>Focus religion:</b> Judaism	<b>Focus religion:</b> Christianity	<b>Focus religion:</b> Hinduism	<b>Focus religion:</b> Buddhism	<b>Focus religion:</b> Islam	<b>Focus religion:</b> Humanism
<b>Art</b>	<b>Unit title:</b> Painting		<b>Unit title:</b> Printing		<b>Unit title:</b> Drawing	
<b>Design Technology</b>		<b>Unit title:</b> Mechanisms		<b>Unit title:</b> Textiles		<b>Unit title:</b> Food technology
<b>Computing</b>	<b>Unit title:</b> Internet skills and online safety	<b>Unit title:</b> Email	<b>Unit title:</b> Coding 1  <b>Online Safety recap</b>	<b>Unit title:</b> Stop motion animation	<b>Unit title:</b> Coding 2  <b>Online Safety recap</b>	<b>Unit title:</b> Spreadsheets
<b>Science</b>	<b>Unit title:</b> Properties and changes of materials	<b>Unit title:</b> Forces	<b>Unit title:</b> Animals Including Humans	<b>Unit title:</b> Earth and Space	<b>Unit title:</b> Living Things and Their Habitats	<b>Unit title:</b> Revisit, Revise, Reteach and Research
<b>French</b>	<b>Unit title:</b> Monster Pets	<b>Unit title:</b> Space Poets	<b>Unit title:</b> Food Shopping	<b>Unit title:</b> The French-Speaking World	<b>Unit title:</b> -er verbs	<b>Unit title:</b> My family!
<b>PE</b>	<b>Outdoor:</b> Handball  <b>Indoor:</b> Gymnastics/Dance	<b>Outdoor:</b> Dodgeball  <b>Indoor:</b> Gymnastics/Dance	<b>Outdoor:</b> TAG Rugby  <b>Indoor:</b> Gymnastics/Dance	<b>Outdoor:</b> Attacking and Defending	<b>Outdoor:</b> Hockey  <b>Indoor:</b> Gymnastics/Dance	<b>Outdoor:</b> Competitive SSGs  <b>Indoor:</b> Gymnastics/Dance

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				Indoor: Gymnastics/Dance		
<b>Safeguarding</b> <i>(from across the curriculum)</i>	Internet Safety	Healthy Lifestyles	Anti-bullying week	Sex and Relationships Education	NSPCC Visit	Valuing difference Preparing for Transition Sun safety
<b>Creative Learning Project</b>	<b>Task:</b> Can you research a country?  <b>Bring in to school on:</b> Thursday 13 <sup>th</sup> October, 2022	<b>Task:</b> What environmental impact do you have?  <b>Bring in to school on:</b> Tuesday 15 <sup>th</sup> December, 2022	<b>Task:</b> Can you study an aspect of Viking/Anglo-Saxon life?  <b>Bring in to school on:</b> Tuesday 7 <sup>th</sup> February, 2023	<b>Task:</b> What interests you about the solar system?  <b>Bring in to school on:</b> Tuesday 28 <sup>th</sup> March, 2023	<b>Task:</b> Can you design and make an interactive animal habitat?  <b>Bring in to school on:</b> Tuesday 16 <sup>th</sup> May, 2023	<b>Task:</b> Can you create your favourite landscape using a particular style?  <b>Bring in to school on:</b> Tuesday 4 <sup>th</sup> July, 2023