

		Autumn	Spring	Summer
Topics		The Mayflower and Jamestown	Violent Earth/Natural Disasters	The Aztecs
Year 5	Science	<p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> • Compare and group everyday materials on the basis of their properties. • 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 • Give reasons, using comparative and fair tests, for the particular uses of everyday materials. • Demonstrate reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. 	<p>Earth and Space</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun. • 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. <p>Forces</p> <ul style="list-style-type: none"> • Explain that objects fall towards the Earth because of the force of gravity. • Identify the effects of air resistance, water resistance and friction. • Recognise that some mechanisms allow a smaller force to have a greater effect. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in plants and animals. <p>Animals</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age.

Working scientifically:

- 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 a 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

**Geography
&
History**

The Mayflower and Jamestown

- Origins of the Mayflower
- Life under James I,
- The journey and setting up the colony in America
- Life in Jamestown – laws, leadership, and the economy
- The legacy of Jamestown

Violent Earth / Natural Disasters

Floods

- Identify and begin to explain links and relationships
- Communicate ideas in a variety of ways, including writing at length
- Use world maps, atlases, globes at a range of scales to investigate, gather and analyse information
- To use key terms in physical geography
- Name, locate and describe key features of European, North and South American Volcanoes
- Describe key topographical features and land-use patterns

Earthquakes

- Identify and begin to explain links and relationships.
- Communicate ideas in a variety

The Aztecs

- Locate period of Aztec pre-eminence on timeline and study its sudden demise
- Appreciate the depth of Aztec civilization and how advanced they were
- Understand that there are different forms of civilization
- What happened when the Aztecs and the Spanish came into conflict?
- Why were the Spanish able to topple the Aztecs?
- What were the long and short-term effects of the Spanish conquest?

			<p>of ways, including writing at length.</p> <ul style="list-style-type: none"> • Use world maps, atlases, globes at a range of scales to investigate, gather and analyse information. • To use key terms in physical geography – • Name, locate and describe key features of European, North and South American Volcanoes • Describe key topographical features and land-use patterns 	
Computing	Cryptography <ul style="list-style-type: none"> • Learn about cryptography and investigate early methods of communicating over distances. 	Cyber Safety	<ul style="list-style-type: none"> • Create a presentation to explain e-safety and responsible online behaviour including a range of ways to report concerns about content and contact. 	Blogs <ul style="list-style-type: none"> • Create a blog for the school website.
Physical Education (PE)	Invasion Sports <ul style="list-style-type: none"> • Pass, dribble and shoot with control in games; identify and use tactics. • Know and carry out warm-up activities that use exercises helpful for invasion games. • Pick out things that could be improved in performances and suggest ideas and practices to make them better. 	Net, Court and Wall Sports <ul style="list-style-type: none"> • Use forehand, backhand and overhead shots increasingly well. • Use the skills they prefer with competence and consistency. • Understand the need for tactics. • Identify appropriate exercises and activities for warming up. Dance <ul style="list-style-type: none"> • Adapt and refine the way they 	Athletics <ul style="list-style-type: none"> • Strike a bowled ball; use a range of fielding skills, eg <i>catching, throwing, bowling, intercepting</i>, with growing control and consistency. • Work collaboratively in pairs; use and apply the basic rules consistently and fairly. 	

		<p>Dance</p> <ul style="list-style-type: none"> • Compose motifs and plan dances creatively and collaboratively in groups. <p>Gym</p> <ul style="list-style-type: none"> • Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed. 	<p>use weight, space and rhythm in their dances to express themselves.</p> <p>Gym</p> <ul style="list-style-type: none"> • Choose actions, body shapes and balances from a wider range of themes and ideas. 	<ul style="list-style-type: none"> • Understand and implement a range of tactics in games. <p>Dance</p> <ul style="list-style-type: none"> • Recognise and comment on dances, showing an understanding of style. <p>Gym</p> <ul style="list-style-type: none"> • Adapt their performance to the demands of a task, using their knowledge of composition. • Work on body strength, tone and flexibility.
	<p>Art</p>	<p>Drawing</p> <ul style="list-style-type: none"> • To investigate and collect visual information from Hundertwasser images to develop ideas. • To work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer and use positive and negative drawing techniques in response to the work of Frank Auerbach. 	<p>Collage</p> <ul style="list-style-type: none"> • To investigate and combine visual and tactile qualities of materials and processes to make collages. • To respond to the work of Dale Devereux-Barker and investigate the use of symbols in his work. 	<p>Painting</p> <ul style="list-style-type: none"> • To produce multi-surface images in response to the work of the artist Chris Ofili. • To compare ideas, methods and approaches in Fauvist paintings using a sketchbook to develop ideas in response to Fauvist imagery.

<p>Design & Technology (D&T)</p>	<p>Textiles</p> <ul style="list-style-type: none"> • Understand that a 3-D textile product can be made from a combination of • accurately made pattern pieces, fabric shapes and different fabrics. <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose and consider the views of others to improve their work.</p>	<p>Mechanical Systems</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing battery-powered products. • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers and apply their understanding of computing to program and control their products. 	<p>Food</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products.
<p>Music</p>			
<p>Religious Education (RE)</p>	<p>Journeys and Pilgrimages</p> <ul style="list-style-type: none"> • Why are some places special? • What happened here? • Special journeys - Hajj • Feelings and responses <p>Christmas Celebrations</p> <ul style="list-style-type: none"> • Discuss beliefs • Facts of Nativity • Explore own celebrations vs. faith • Peace/Light/Joy etc • Around the World 	<p>Buddhism</p> <ul style="list-style-type: none"> • Beginnings • Buddha • Meditation and Silence <p style="text-align: right;">G</p>	<p>Religion and Art</p> <ul style="list-style-type: none"> • Pictures or architecture • Islamic Art <p>Life's Big Questions</p> <ul style="list-style-type: none"> • Questions you have • Explore Good vs. Evil • Rules and Punishment • How the World Began • Cruelty • Suffering

	PSHE	New Beginnings	Going for Goals	Relationships

		Getting On and Falling Out	Good To Be Me	Changes
	Relationships & Sex Education (RSE)	Talking about Puberty and Becoming Men and Women <ul style="list-style-type: none"> • Explaining the main physical and emotional changes that happen during puberty. • Understanding how out attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture. • Recognising and challenging stereotypes. • Understanding how media messages affect attitudes and can cause inequality of opportunity and affect behaviour. 	Puberty and Hygiene and Menstruation and Wet Dreams <ul style="list-style-type: none"> • Explaining how to stay clean during puberty. • Describing how emotions change during puberty and how to seek help and support if needed. • Explaining and answering questions about menstruation and wet dreams. • Describing how to manage periods and wet dreams. 	Menstruation Education for Girls and Building Good Relationships <ul style="list-style-type: none"> • Understanding why girls and women have periods and discussing how to manage periods. • Explaining the similarities and differences between friendships and intimate relationships. • Describing different types of intimate relationships including marriage.
	French	Bon appétit, bone santé <ul style="list-style-type: none"> • Healthy eating Je suis le musicien	En route pour l'école <ul style="list-style-type: none"> • On the way to school Scène de plage	Le retour du printemps <ul style="list-style-type: none"> • The return of spring Les planets

		<ul style="list-style-type: none">• I am the music man	<ul style="list-style-type: none">• Beach scene	<ul style="list-style-type: none">• The planets
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