



Inspiring each other to succeed & exceed!

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Kingdom United	Food, Glorious Food!	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
<b>Lead Subjects</b>	<b>Geography</b> UK cities, counties and key features - research	<b>Geography</b> World food - where does food come from?	<b>Science</b> Earth and space	<b>History</b> Early Islamic civilization - Baghdad c AD900	<b>Geography</b> Contrasting region - Amazon Basin, rainforest, biomes	<b>History</b> Ancient Greece (including sport)
	<b>Music</b> Listening to and performing a range of music from around the UK including anthems	<b>Design and Technology</b> Food - food from another culture, variety of cooking techniques	<b>Music</b> Listening to high quality recorded music and how musical elements can be used to create effects, i.e. film music	<b>Design and Technology</b> Mechanical systems - cams, pulleys and gears	<b>Science</b> Life cycle changes in animals and plants; naturalists (e.g. David Attenborough)	<b>Science</b> Animals including humans - growth and development of humans PLUS exercise and the circulatory system
	<b>History</b> Britain's settlement by Anglo-Saxons and Scots (including place names)	<b>Science</b> Materials - reversible and irreversible changes	<b>Art and Design</b> Drawing and painting developed into abstract textured paintings	<b>Science</b> Forces and falling objects	<b>Design and Technology</b> 3D Textiles - using gussets, using patterns, joining with seam allowance, combining fabrics	<b>Art and Design</b> Figure drawing developed into 3D sculpture
					<b>Art and Design</b> Painting developed into printmaking/collage and digital art	<b>Music</b> Creating - improvise, develop and perform rhythmic compositions using graphic notation
<b>Additional Subjects</b>		<b>Art and Design –</b> Observational drawings/ sketching techniques based on work of Georgia O'Keefe		<b>Music –</b> Understanding and making musical instruments		
	<b>FL (French)</b>					
	Colours (Revision) Parts of the Body Asking for French Translation	Zoo Animals Verbs Christmas	Family Story Vocabulary	Pets Easter	Hobbies Numbers (12-31)	Leisure Activities Opinion Phrases Weather Expressions
	<b>RE</b>					
	Islam	Christianity - God	Hindu Dharma	Christianity - Jesus	Judaism	Christianity – The Church
	<b>PE</b>					
	Invasion Games Swimming	Gymnastics Swimming	Outdoor & Adventurous Swimming	Dance Swimming	Striking & Fielding Games	Athletics
	<b>PSHE/JIGSAW</b>					
	Being Me in My World	Celebrating Difference Anti-Bullying Week	Dreams & Goals E-Safety Day	Healthy Me	Relationships	Changing Me



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	<b>Computing - Programming (Pr), Technology in our Lives (TIOL), Multimedia (MU), Handling Data (HD)</b>					
	E safety – I am kind and responsible PR 1 – Scratch my roman numerals TIOL 2 – Exploring my world MU 1 – Presenting my persuasion TIOL 1 – Improve my web detective skills		E safety – I am safe HD 1 – Discovering my solar system PR 2 – Logo my shapes		E safety – I am healthy PR 4 – Ping my Scratch game HD 2 – Measuring rainfall and my water usage MU 2 – My weather forecast Open ended challenge	
	<b>Mathematics</b>					
	Number & Place Value Addition & Subtraction	Multiplication & Division Whole Number World Problems Graphs	Fractions Decimals Percentages	Geometry Position & Movement	Measurement (volume & capacity) Lengths Time	Area & Perimeter Volume Roman Numerals
<b>English</b>	<b>English</b>					
Legends Persuasion	Stories with historical settings Film and play scripts Classic narrative poetry	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language	
<b>Ongoing</b>	<b>Science</b> Standalone unit on material properties - comparative / fair tests of everyday materials. This could be a theme for a science week over four or five afternoons.	<b>University of Delph Side</b> Throughout the year, a club programme (Study Support) will take place at lunch times and after school to encourage skill development to support the curriculum.	<b>eSafety</b> Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	<b>English</b> Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.		