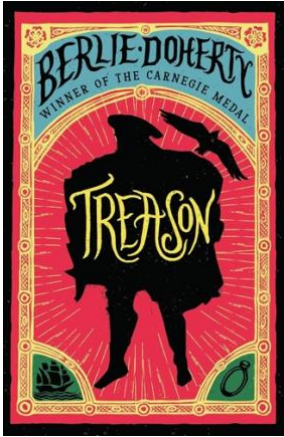
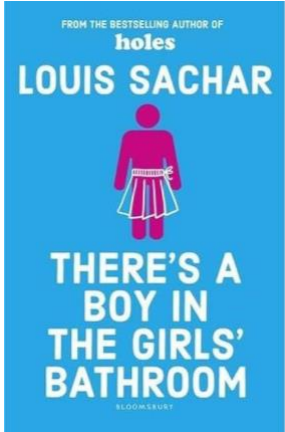
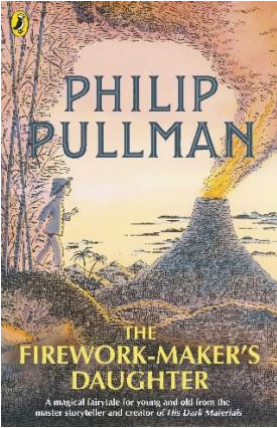
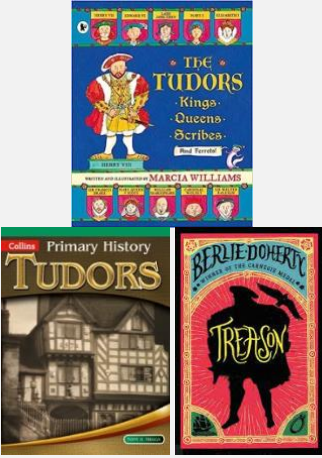
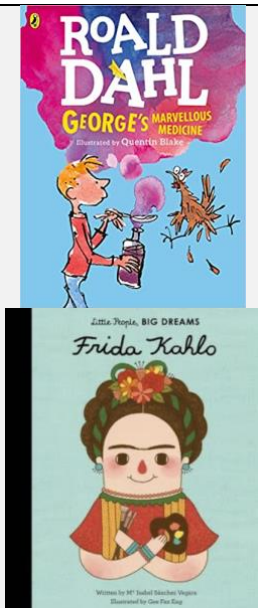
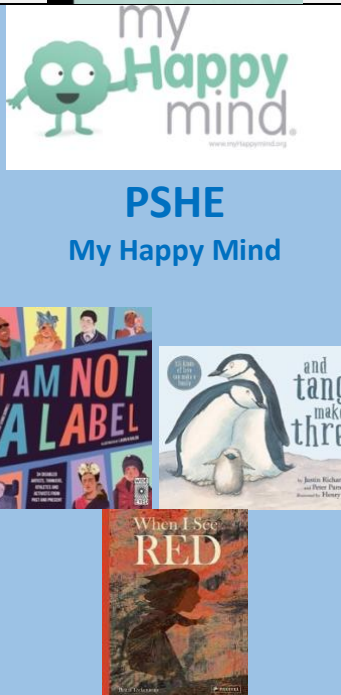
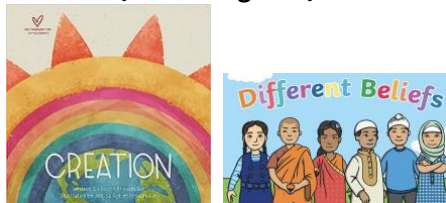
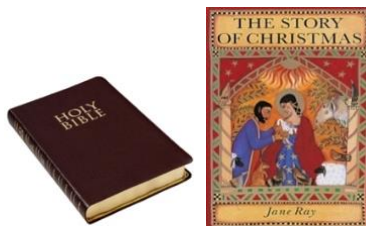


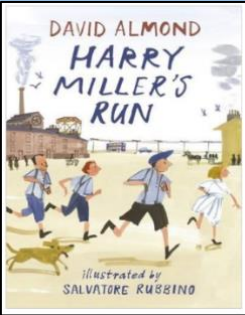
 YEAR 5	AUTUMN 1 Start: 4.9.24 End: 25.10.24 (8 weeks)	AUTUMN 2 Start: 4.11.24 End: 20.12.24 (7 weeks)	SPRING 1 Start: 6.1.25 End: 14.2.25 (6 weeks)	SPRING 2 Start: 24.2.25 End: 4.4.25 (6 weeks)	SUMMER 1 Start: 22.4.25 End: 22.5.25 (5 weeks)	SUMMER 2 Start: 3.6.25 End: 22.7.25 (8 weeks)
MATHS White Rose NCETM NRICH	Number: Place Value JT Number: Addition and Subtraction JS Number: Multiplication & Division A JT Ongoing arithmetic and time JS		Number: Fractions A JT Measurement: perimeter and area JS	Number: Multiplication & Division B JT Geometry: Shape JS	Number: Fractions B JT Number: decimals and percentages JT Geometry: position and direction JS	Number: decimals Number: negative numbers Measurement: converting units Measurement: Volume
ENGLISH	Reading Text Treason By Berlie Doherty 		Reading Text There's a Boy in the Girl's Bathroom By Louis Sachar 		Reading Text The Firework Maker's Daughter By Philip Pullman 	Reading Text The Nothing to see Here Hotel By Steven Butler 
	Writing 1 week: Poetry (Iguana vs Snakes) 2 weeks: Setting descriptions (Journey – Aaron Becker) 2 weeks: Character/setting descriptions (Rock, Paper, Scissors) 2 weeks: Conversations Weekly creative writing	Writing 5 weeks: non-chronological report (David Attenborough) or Explanation An Explorer's Guide (Hfl unit) 1 week: Conversations Weekly creative writing	Writing 2 weeks: informal letters 2 weeks: formal letters 1 week: Conversations Weekly creative writing	Writing 3 weeks: poetry 2 weeks: Suspense writing (The Watertower) 1 week: information text Weekly creative writing	Writing 4 weeks: finding stories (link to class reader) 1 week: SATs week Weekly creative writing	Writing 3 weeks: Persuasive Writing – Battle Cry Speech 2 weeks: Biography – Katherine Johnson (space link) 1 week: residential 1 week: genre recap Weekly creative writing
	Reading Comprehension Maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding			Writing transcription - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. Writing Composition Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed		

	• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views. Grammar • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently	draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors Handwriting and presentation • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. Spelling • Consolidate rules and patterns covered in Year 3 and 4. • Spell –cial and –tial endings • Spell -sure -ture -cher endings • Spell endings –cious or –tious • Spell endings -tion -sion -cian • Spell words ending in –ant, -ance/-ancy, -ent, -ence/ency. • Spell words with the letter string ough • Spell words with spelt with ei after c. • Spell words with silent letters • Spell words ending in –able and -ible. • Spell words ending in –ably and –bly. • Spell statutory spelling from years 1 – 6
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SCIENCE Plymouth Science 	Living things and their habitats <i>Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.</i> <i>Describe the life process of reproduction in some plants and animals.</i> End of Unit assessment	Animals including humans <i>Describe the changes as humans develop to old age.</i> End of Unit assessment	Properties and changes of materials <i>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.</i> <i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</i> <i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</i> <i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i> <i>Demonstrate that dissolving, mixing and changes of state are reversible changes.</i> <i>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.</i> End of Unit assessment	Forces <i>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</i> <i>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</i> <i>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</i> End of Unit assessment	Earth and Space <i>Describe the movement of the Earth and other planets relative to the sun in the solar system.</i> <i>Describe the movement of the moon relative to the Earth.</i> <i>Describe the sun, Earth and moon as approximately spherical bodies.</i> <i>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</i> End of Unit assessment  BIG QUESTION: Is it worth spending billions on space travel?	
HISTORY The Tudors 	The Tudors Knowledge and Skills <i>Conduct historical investigations with increasing independence, using a range of sources.</i> <i>Select suitable sources, discussing reasons for choices.</i> <i>Understand that no single source of evidence gives the full answer to questions about the past.</i> <i>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</i> <i>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Begin to explain.</i> <i>Explain changes during a historical period using evidence to support.</i> <i>Understand the main changes to an aspect of a period in history.</i>	The Tudors <i>Retention and cross-curricular</i> <i>To confidently recall facts about the period and explain how it shaped British history. To Begin referring to evidence during explanation.</i> <i>To know where a period sits in British History.</i>  BIG QUESTION: Are men more powerful than women? How have opinions changed throughout history?				The Tudors <i>Retrieval practise</i> <i>End of topic assessment</i>
GEOGRAPHY Rivers			European Rivers Knowledge and Skills <i>Begin identifying some European countries</i> <i>Begin to identify significant places and environments</i> <i>Confidently use information books/pictures as sources of information</i> <i>Confidently use the internet as a source of information</i> <i>Explain the key features of rivers and their cycles</i> <i>Ask and answer open questions about mountains and confidently join in with</i>	European Rivers Retention and cross-curricular <i>Use eight compass points with increasing confidence</i> <i>Begin to use four figure grid references to locate features on a map</i> <i>Confidently use picture maps, globes, and digital maps</i> <i>Use large-scale OS maps independently</i> <i>Begin using medium-scale OS maps</i> <i>Use index and contents pages in atlases</i> <i>Confidently identify features on an aerial/oblique photographs</i>		Rivers <i>Retrieval practise</i> <i>End of topic assessment</i>

			<i>class discussions, begin debating independently</i>  BIG QUESTION: Does everyone have access to clean water? What problems are caused by not having clean water?	<i>Follow specific routes on maps around school with increasing independence</i> <i>Confidently draw maps of real places, add routes to their maps with increasing independence</i> <i>Begin to draw a variety of thematic maps based on given data</i> <i>Use and recognise OS symbols with increasing independence</i>		
COMPUTING Purple Mash (1 online safety lesson per half term)	Unit 5.1 Coding (Crash Course) The coding lessons in these units are structured around the PRIMM approach. The whole approach may take place during a lesson or series of lessons. Predict... what this code will do Run... the code to check your prediction Investigate... trace through the code to see if you were correct Modify... the code to add detail, change actions/outcome Make... a new program that uses the same ideas in a different way. Get creative!	Unit 5.2 Online Safety Children explore secure passwords and then the importance of confidentiality. They learn about referencing sources in work and look at how the internet can provide validity of information. Cross Curricular – Tudors	Unit 5.3 Spreadsheets Children will learn to create formulae to model and solve a given problem including using text variables. They will then use their spreadsheet skills to help plan out a cake sale.	Unit 5.5 Game Creator Children will plan out a 3D game and consider the features that will make it effective. After completing the game, they share it online and use this as an opportunity to make it better.	Unit 5.8 Word Processing Children will learn the key features of a word processing package. They will develop skills needed to edit a document including text formatting, images, tables and layouts.	Unit 5.9 Using External Devices Children will begin to write a program on a computer that responds with an externally connected device. They explore making use of sensors to trigger responses.
DESIGN & TECHNOLOGY Textiles				Food technology Food: pizza Drink: lemonade  BIG QUESTION: Is there enough food to go around so no one is hungry?	Textiles: Cushion (guided) Design, make and evaluate a cushion for personal use to commemorate a specific event.	Textiles: Puppet (independent) Design, make and evaluate a puppet to give as a gift to a younger child.
Art		Drawing Freida Kahlo – self portraits  <i>Use a variety of source material for their work.</i> <i>Work in a sustained and independent way from observation, experience and imagination.</i>		3D Form Phoebe Cummings – clay flowers  <i>Independently sketch ideas for 3D form projects. Add annotations, clarifying materials and techniques used. Go through a plan, design, create and evaluate process independently.</i> <i>Confidently manipulate clay using different techniques including rolling, squeezing,</i>		Painting Joan Miro – abstract art  <i>Demonstrate a secure knowledge about primary, secondary and tertiary colours, warm and cold, complementary, and contrasting colours.</i> <i>Work on preliminary studies to test media and materials.</i>

		Explore the potential properties of the visual elements line, tone, pattern, texture, colour and shape.			pulling, pinching, smoothing, joining, and carving. Use clay tools to create detailed patterns and textures on the clay surface. Evaluate final work giving reason for what was successful and what could be better.		Experiment with different types of paints. Learn about the properties of acrylic paint. Begin to have an awareness of how paintings are creating (composition).
 PSHE My Happy Mind		Meet Your Brain We are learning all about our brains We are learning how you can train your mind We are learning how each part of team H.A.P work We are learning why the amygdala behaves the way it does We are learning what triggers our amygdala We are learning how to calm our amygdala We are learning what neurons and neural pathways are We are learning how habits can be formed We are learning how to look after our brains We are learning how happy breathing is good for our brains We are learning what happens in our brain when we are feeling stressed We are learning all about the role of cortisol We are learning how to manage our cortisol levels.	Celebrate We are learning about character strengths and the main types through virtues We are learning which strengths we use the most We are learning why it is important to use our strengths We are exploring the strengths in even more detail We are learning which strengths we use most We are learning why it is important to use our strengths We are learning about the strengths in more detail We are learning how to grow our strengths We are learning how we use our top 5 strengths We are learning how we can use our strengths in different situations We are learning how strengths help us to be at our best We are learning how our strengths can help us when we are worried about something	Appreciate We are learning what appreciation means We are learning why gratitude is important We are learning how to develop a deeper sense of gratitude We are learning what happens when we give and receive gratitude We are learning what the domino effect is We are learning what three things are important to appreciate We are learning which hormones get released when we give or receive gratitude We are learning how to create a habit of giving gratitude We are learning how gratitude can help us to face problems We are learning how to appreciate ourselves We are learning about the links between character strengths and gratitude for ourselves	Relate We are learning how to understand and celebrate our differences We are learning what stop, understand and consider means and how it can help We are learning how to better understand differences We are learning how we can use our strengths in different ways We are learning what makes a good friend We are learning how friends help us to solve problems We are learning why it is important to show gratitude to friends We are learning how active listening can help us to relate to others We are learning how active listening can help us to stop, understand and consider	Engage We are recapping on all the habits we have learnt so far We are learning about what we engage in We are learning how we can feel good We are learning how we can feel good and do good We are learning what big dream goals are We are learning how feelings affect our engagement levels We are learning how perseverance and resilience help us We are learning how to stay focussed on our goals We are learning how we already have the skills of perseverance and resilience We are bringing our MyHappyMind journey to an end for the year We are recapping on everything we can learn about ourselves this year	
RELIGIOUS EDUCATION		How do beliefs impact how someone lives? (ES/BQBAvol2) Christian / non-religious / Islam 	Is believing in God reasonable? (ES) Christian/ Multi/Humanist 	Why is the Torah so important to Jewish people? NATRE: Inspiring RE series Judaism 	What does it mean to be human? (E/S) Christian / Humanism		
PHYSICAL EDUCATION		Dodgeball X6	Dodgeball X2 Sports Hall Athletics X4	Swimming X4 Dance X 2 Exploration	Swimming X5	Swimming X3 Gymnastics X3 Body Management & Vault	Gymnastics X6 Floor exercises & Vault

	 BIG QUESTION: How can we improve our health and wellbeing?					
	Football X6 Cross-country throughout	Tag Rugby X6 Cross-country throughout	Hockey X6 Cross-country throughout	Netball X6 Cross-country throughout	Athletics – <i>Sports day prep</i> X3 Kwik Cricket X3	Kwik Cricket/ Rounders X6
MFL Dutch (MP) 	Unit D: Playtime <i>Playtime games, Playground items, Question sentences “what is this? This is...”, Write a letter to a Dutch school, ‘Facetime’ Dutch person</i>	Unit E: My home Saying where they live, Identify a variety of rooms and furniture, Saying what there is in the kitchen, Daily routine	Unit F: My town Money, Asking how much something costs, what is in my town?, Giving directions, Names of shops, Names of items you might buy	Unit G: Describing people Colours, describing hair and eyes, Describing physical features and personality, Saying what they are wearing	Unit H: The body Naming parts of face, basic verbs in first person, saying that something hurts, naming fairy tale characters, Adjectives to describe	Unit I: Sport Talking about sports they play, Expressing likes, detailed vocab for football, cycling and sjoelen
MUSIC Charanga Sing Up Songs for Musicianship BBC 10 Pieces	Kit Theatre music performance		Fresh Prince of Bel Air Charanga unit (Keyboards used from previous learning)		Keyboard Unit Charanga beginner’s course <i>Use of real keyboards, virtual keyboards (iPads) and printed keyboards. Introduce musical score vocabulary</i>	
Business/ Career Links	Church visit – the role of a church leader. (Rev. Richard)			River Thames trip – The role of the tour guide (River Thames cruises)		Residential – The role of the events coordinator (Nicola Carlow)
VISITS/ TRIPS	Walk to St Mary’s Church to interview Rev. Richard	Whole-School pantomime trip		London – River Thames trip		3-day Residential Trip: Lincolnsfields
Authentic Outcomes	Tudor trial – courtroom day/ Tudor banquet <i>History link – Tudors</i>		Great Pine Run – sponsorship event <i>Geography link – Rivers</i> <i>PE link – cross-country</i>	Poetry Booklet creation – invite parents in for poetry recital <i>English link – poetry</i>	Space themed art gallery/ showcase <i>D&T link – space cushions</i> <i>Art link – Joan Miro inspired aliens</i>	