'Happy, Hardworking and Caring'

Thematic Plan
Year Five
Autumn Term

Topic Name	**Autumn 1** *Harry Potter*	***Autumn 2*** *World War Two*
Whole Class Text	Harry Potter and the Chamber of Secrets	Letters from the Lighthouse
Hook and Trips	Harry Potter Theme Day Visit to Warner Bros. Studio Tour London- The Making of Harry Potter	Virtual tour of the Spitfire linked to Reginald Mitchell Mock Aid Raid experience
Outdoor learning	Go Outdoors Session	Scavenger hunt for mountains
English Writing Units	Recount of Dobby's Warning Diary Entry – 1st person Writing to build tension (Forbidden Forest)	War Poetry Writing and formatting informal letters as characters from the story
GPS	Nouns and Adjectives Expanded Noun Phrases Fronted Adverbials Relative Clauses Modal verbs Simple, compound and complex sentences Subordination Conjunctions of time Standard English Relative pronouns Commands and exclamations Punctuation Synonyms and antonyms	Direct and indirect speech Use of the comma Personification Simple, compound and complex sentence Homophones Determiners Tenses Perfect form Prepositions Prefixes Apostrophes Parenthesis Prefix and suffix Synonyms and antonyms Spelling -ough, ant/ent/ance/ence
History (Keystage History)	**WW2** A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	
Geography (Oddizzi)	**Mountains** Describe and understand key aspects of physical geography, including: mountains Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals name and locate key topographical features of the UK (including mountains)	
Art & Design	**Artist: Vincent Van Gogh** Artist study (keynote presentation) Sketch/painting of Hogwarts Starry night (pencil/paint) Half face character portraits	**Artist: Henry Moore** Printing (christmas cards) Great Artist focus – Henry Moore Medium of Charcoal drawings - perspective Collage work (Poppy making using various techniques and newspaper collage design)
Design & Technology (Kapow)	**Mechanical Systems: Pop-up Books** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations

Religious Education	Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings Sacred writings: Hindu Dharma RE day 1	Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers and non-believers Peace RE day 2
Computing (Magpie)	**Computing Systems and Networks – Sharing Information** Understand computer networks, including the Internet how they provide multiple services such as the World Wide Web and the opportunities they offer for communication and collaboration You search technologies, affectively appreciate her results are selected at random and be discerning evaluating digital content Can you use technology safely respectfully and responsibly, recognise acceptable and unacceptable behaviour identify a range of ways to report concerns about content and contact **E-safety -Spam e-mails - use** technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Creating Media – Video Editing** Select use and combine a variety of software, including Internet services on a range of digital devices to design and create a range of program systems and content that accomplish given goals, including collecting analysing evaluating and presenting data and information **E-safety -Citing websites -** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Spanish (Language Angels)	**Phonics Work** **Days of the week** **Numbers (1 to 31)** Read carefully and show understanding of words, phrases and simple writing Appreciate songs in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express our ideas clearly Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or similar to English	**Months of the year** **Dates and Birthdays** Read carefully and show understanding of words, phrases and simple writing Appreciate songs in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express our ideas clearly Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or similar to English
Physical Education	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PHSRE (Jigsaw)	Being Me I can face new challenges positively and know how to set personal goals I understand my rights and responsibilities as a citizen of my country and as a member of my school I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group	Celebrating Differences I understand that cultural differences sometimes cause conflict I understand what racism is I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying I can compare my life with people in the developing world I can understand a different culture from my own

Science (Switched on Science)	**Amazing Changes** **Subject Knowledge** 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 and bicarbonate of soda **Working Scientifically** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Report and present finding from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Report and present findings from enquiries, including conclusions, casual relationships and explanations of a degree of trust and result in oral and written forms, such as displays and other presentations. Use test results to make predictions to set up a further comparative and fair tests.	**Material World** **Subject Knowledge** Compare in group together every day materials on the basis of their properties, including the hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. **Working Scientifically** Plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary. Take a measurement using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests.

'Happy, Hardworking and Caring'

Thematic Plan
Year Five
Spring Term

Topic Name	**Spring 1** *Circle of Life*	**Spring 2** *Space*
Whole Class Text	Journey To Jo'burg	Cosmic
Hook and Trips	African music (drumming)	Visit the National Space Centre, including workshop on programming the Rover Robot European Theme Day
Outdoor learning	African tales in the outdoor classroom	Human Planets
English Writing Units	Non-Chronological Report - Africa	Adventure Story (As main character) Debate Work
GPS	Revise and apply all sentence types Nouns and Adjectives Expanded Noun Phrases Fronted Adverbials Relative Clauses Modal verbs Simple, compound and complex sentences Subordination Conjunctions of time Standard English Relative pronouns Commands and exclamations Punctuation	Revise and apply all sentence type Nouns and Adjectives Expanded Noun Phrases Fronted Adverbials Relative Clauses Modal verbs Simple, compound and complex sentences Subordination Conjunctions of time Standard English Relative pronouns Commands and exclamations Punctuation
History (Keystage History)	**Benin – West Africa** A non-European society that provides contrast with British history (Benin – West Africa)	
Geography (Oddizzi)	**Volcanoes** Find out about the structure of the earth and label a diagram Describe what happens at the boundaries between the earth plates Describe and explain the key features of a volcano Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted Report on the effects of a volcanic eruption. Extended: Do you want an answer to this writing opportunity to write a report about a volcanic eruption Evaluate the advantages and disadvantages of living near a volcano	
Art & Design	**African Art** **(Esther Mahlangu)** African landscapes using silhouetted images (paint and collage) Design and African masks and create them using ModRock Ndebele Murals (sketching and sculpture)	**Artist Study: Peter Thorpe** Paper marbling planets/ moon/ solar system Digital Art using planets and self portrait alien characters (focus on light and shadow) Use collaging technique to merge space and Earth images – adding selves (collage/digital art)
Design & Technology (Kapow)	**Electrical Systems: Space/Alien Doodlers** Use research and develop design criteria to inform the design of initiative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example cutting shaping joining and finishing], accurately Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider their views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use electrical systems in their products [for example series circuits incorporating switches bulbs buzzers and motors].	
Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notation

Religious Education	**Religious diversity: happiness** Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences RE day 3	**Easter: suffering and hardship** Investigate and reflect upon a range of religious responses to suffering, hardship and death RE day 4
Computing (Magpie)	**Data and Information – Flat File databases** Flat file databases Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting analysing, evaluating and presenting data and information **E-safety – Safer Passwords** Identify the rules for creating safer passwords. Be able to create own, safe passwords. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Creating Media – Vector drawings** Introduction to vector graphics Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting analysing, evaluating and presenting data and information **E-safety – False Photos** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Spanish (Language Angels)	**Clothes** Read carefully and show understanding of words, phrases and simple writing Appreciate songs in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express our ideas clearly Describe people, place, these things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or similar to English	**My Family** Read carefully and show understanding of words, phrases and simple writing Appreciate songs in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express our ideas clearly Describe people, place, these things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or similar to English
Physical Education	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and Demonstrate improvement to achieve their personal best.	Perform dances using a range of movement patterns Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PHSRE (Jigsaw)	**Dreams and Goals** I understand that I will need money to help me achieve some of my dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can't encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this EG through sponsorship	**Healthy Me** I know the health risks of smoking, and can tell you how tobacco affects the lungs, liver and heart I know some of the risks when misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I understand how the media, social media and celebrity culture promotes certain body types I can describe the different roles food can play in peoples lives and can explain how people can develop eating problems (disorders) relating to body image pressures I know what makes a healthy lifestyle, including healthy, eating, and the choices I need to make to be healthy and happy

Science (Switched on Science)	**Circle of Life – Reproduction in Animals** **Subject Knowledge** Explain that unsupported objects fall towards the Earth because of the force of gravity, active between the Earth and the falling objects. Identify the effects of air resistance, water resistance andfriction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect **Working Scientifically** Different types of scientific inquiries to answer questions, including recognising and controlling variables where necessary. Report and present findings from enquiries, including conclusions, casual relationships and explanations of and agree of trust in results, in oral and written forms. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative tests	**Out of this world - Space** **Subject Knowledge** Describe the movement of the Earth and other planets relative to the Sun in the solar system. Describe the Sun and moon as approximately spherical bodies. Use the idea of the earths rotation to explain day and night and the apparent movement of the Sun across the sky **Working Scientifically** Report and present findings from enquiries including conclusions, casual relationships and explanation of in degree of trusted results, in oral and written forms such as displays and other presentations Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings where appropriate. Use test results to make further comparative and fair tests. Identify scientific evidence that has been used to support or refute ideas or arguments.

'Happy, Hardworking and Caring'

Thematic Plan
Year Five
Summer Term

Topic Name	**Summer 1** *Europe*	**Summer 2** *Ancient Greeks*
Whole Class Text	Zoe Sophia Scrapbook	Who Let the Gods Out
Hook and Trips	European Theme Day	Greek food tasting day
Outdoor learning	Capture the European flag (orienteering)	Greek Games and pastimes
English Writing Units	Persuasive writing in the form of a Travel Brochure Scrapbook including informal writing	Myth writing including a moral dilemma Recipe writing Balanced argument
GPS	Revise and apply all sentence type Formal Language skills Direct and indirect speech Use of the comma Personification Simple, compound and complex sentence Homophones and near homophones Determiners Tenses Perfect form Prepositions Prefixes Apostrophes Parenthesis Prefix and suffix Synonyms and antonyms Spelling -tion/sion/ssion/cian/able/ible/ably/ibly Silent letters - Island/doubt	Revise and apply all sentence type Formal Language skills Direct and indirect speech Use of the comma Personification Simple, compound and complex sentence Homophones and near homophones Determiners Tense consistency Perfect form Prepositions Prefixes Apostrophes Parenthesis Prefix and suffix (vowel letters to words of more than one syllable) Synonyms and antonyms Spelling - Common exception words Words with silent letters
History (Keystage History)	**Ancient Greece** Ancient Greece, a study of Greek life and achievements, and the influence on the western world	
Geography (Oddizzi)	**Europe** Locate Europe on a world map and identify some of its characteristics Locate some of europe's countries and capitals and find out more about them Explore different European cuisine Use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean Compare life in Athens with my life and my local area	
Art & Design	**Artist: Claude Monet** Research European Artists (Monet, Da Vinci, Georges Seurat, Picasso) Study the works of Claude Monet and his paint technique Sketching of waterlilies and paint the 'waterlilies'	**Greek Art** Big Art - Make Greek Pottery (sculpture) Create Greek mosaic tiles (sculpture) Greek Silhouette patterns (Transition – weaving)
Design & Technology (Kapow)	**Food: Could it be Healthier?** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Apply their understanding of computing to program, monitor and control their products. Understand and apply principles of a healthy and varied diet. Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Music	Develop an understanding of the history of music listen with attention to detail and recall sounds with increasing aural memory	Improvise and compose music for a range of purposes using the inter-related dimensions of music Develop an understanding of the history of music

		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations
Religious Education	**Wise words** Explore the origins of sacred writings and consider their importance for believers today RE day 5	**Values and beliefs** Investigate the life of a person who has been inspired by their faith and make links between belief and action RE day 6
Computing (Magpie)	**Coding – Selection in Physical Computing** Code.org program Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into small parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **E-safety – online safety story planning** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Coding – Selection in Physical Computing** Code.org program Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into small parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **E-safety – digital footprint** **Comic strips** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Spanish (Language Angels)	**My Family** **Presenting Myself** Read carefully and show understanding of words, phrases and simple writing Appreciate songs in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express our ideas clearly Describe people, place, these things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or similar to English	**Presenting Myself** **At the Cafe** Read carefully and show understanding of words, phrases and simple writing Appreciate songs in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express our ideas clearly Describe people, place, these things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or similar to English
Physical Education	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PSHRE (Jigsaw)	**Relationships** I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I understand that belonging to an online community can have positive and negative consequences I understand there are rights and responsibilities in an online community or social network I know there are rights and responsibilities when playing a game online I can recognise when I am spending too much time using devices (screen time) I can explain how to stay safe, when using technology to communicate with my friends	**Changing Me** I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys and girls bodies changed during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities (age of consent). I can identify what I am looking forward to when I move to my next class.
Science (Switched on Science)	**Let's Get Moving - Forces** **Subject Knowledge** Explore gravity and Newtons laws Air resistance and gears, pulleys and levers **Working Scientifically** Report and present findings from enquiries, including, conclusions casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.Plan different types of scientific inquiries to answer questions, including recognising and controlling variables where necessary.Take measurements, using the range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Identify scientific evidence that has been used to support or refute ideas or arguments	**Growing up and Growing old** **Subject Knowledge** Describe the changes as humans develop to old age **Working Scientifically** Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from inquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, identify scientific evidence that has been used to support or refute ideas or arguments