



Thematic Plan
Year Five
Autumn

<u>Topic Name</u>	<u>Autumn 1</u> <u>Harry Potter</u> <u>One World - 1 week</u>	<u>Autumn 2</u> <u>New York New York</u> <u>Christmas - 2 Weeks</u>
Whole Class Text	<ul style="list-style-type: none"> • Harry Potter and the philosopher's stone- film clips • Harry Potter and the chamber of secrets • Harry Potter and the prisoner of Azkaban 	<ul style="list-style-type: none"> • Fantastic Beasts and where to find them- Film clips/book • Tar Beach - Faith Ringgold • Snow White in New York • Christmas theme for two weeks
Hook and Trips	<ul style="list-style-type: none"> • Dressing up in the first week of term & Harry Potter activities • Harry Potter world trip - TBC 	<ul style="list-style-type: none"> • New York News reporter/Fantastic Beast hunt • Thanksgiving themed day/USA dress up/D&T day
Topic door/ classroom display	<ul style="list-style-type: none"> • Harry Potter themed door - Have you seen this wizard? • Hogwarts classroom- fairy lights hanging candles, brooms and snitches etc 	<ul style="list-style-type: none"> • New York topic door • American flags and fairy lights • New York Skyline • New York structures/landmarks children have made at home (Brooklyn bridge, Empire State building etc)
Outdoor Learning	<ul style="list-style-type: none"> • Wand making (forest schools) from natural resources 	<ul style="list-style-type: none"> • Orienteering activity to find beasts • Banksy 'New York Street Art' chalk drawings on playground
English Writing Units	<ul style="list-style-type: none"> • Building tension with Aragog (spider scene) • Recount of Dobby's warning 	<ul style="list-style-type: none"> • Newspaper reports- Beasts on the loose in NYC • Faith Ringgold - New York City descriptive writing. Story quilts

	<ul style="list-style-type: none"> • Design a new magical chocolate bar - persuasive writing • Balanced argument - paperless homework (from a Hogwarts pupil perspective) • Narrative- own adventure story (The Chamber of Secrets) 	<ul style="list-style-type: none"> • 'Fairytale of New York' - own fairytale inspired from Snow White in New York • Christmas theme writing - two weeks? - TBC
GPS	<ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials • Direct speech • Technical and persuasive Vocabulary • Cohesion 	<ul style="list-style-type: none"> • Reported Speech • Modal verbs • Cohesion • Expanded noun phrases
History	<ul style="list-style-type: none"> • History of Magic (Houdini- Dynamo) • History and origin of witchcraft (UK, Africa, USA) <p>H.10 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> • History of New York- how America was discovered, how the city was built, statue of liberty, Ellis island • A study of the 'Seneca' first Black African settlement within New York, and how their civilisation was destroyed to build Central Park. <p>H.13 a non-European society that provides contrasts with British history</p>
Geography	<ul style="list-style-type: none"> • Use a compass to retrace and document the route on the marauders map <p>Gg. 18 use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p>	<ul style="list-style-type: none"> • Locate countries and states of North America on a map and study key characteristics • Comparison of London to New York • Use co-ordinates and satellite images to locate Fantastic Beast at Meir Heath • 8 figure grid references for locating New York's famous landmarks on a map • Take a virtual walk around New York City (ipads) and record human and physical features. Put data into graphs using technology. (Compare to previous learning in Year 4's local Meir

		<p>Heath walk and how the two areas and their data compare differ)</p> <p>Gg.11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries</p> <p>Gg.14 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America or cities</p> <p>Gg.17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Gg. 18 use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>Gg.19 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
<p>Art</p>	<ul style="list-style-type: none"> • Create a fact file of Vincent Van Gogh 	<ul style="list-style-type: none"> • Chuck Close 'Fantastic Beasts' - design a beast in the style of Chuck Close

	<ul style="list-style-type: none"> • Create a collaged paper mache frame to display all artwork throughout the year • Sketch and Paint 'Starry night' over Hogwarts castle • Make clay witch bottles <p><u>Artist study - Vincent Van Gogh</u></p> <p>A&D.5 to create sketch books to record their observations and use them to review and revisit ideas A&D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials- A&D.7 great artists in history</p>	<ul style="list-style-type: none"> • Faith Ringgold - 'storyquilts' (linked to literacy) • New York Street Art - Banksy (chalks on playground) <p><u>New York - 'The City of Dreams'</u></p> <p><u>BIG ART - Design and create your own dreamcatchers (links to Faith Ringgold's Tar Beach)</u></p> <p><u>Artist study - Chuck Close/Banksy</u></p> <p>A&D.5 to create sketch books to record their observations and use them to review and revisit ideas A&D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>
<p>D&T</p>	<ul style="list-style-type: none"> • Design, create and evaluate a chocolate frog box and chocolate frogs. <p>D&T.9 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 D&T.10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p><u>Thanksgiving themed dress up day.</u></p> <p><u>Make a no bake pumpkin pie</u></p> <p>D&T.22 Understand and apply the principles of a healthy and varied diet D&T.23 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques D&T.24 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>

	<p>D&T.11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>D&T.12 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</p>	
Music	<ul style="list-style-type: none"> Learn to play the cornet Sing in an ensemble M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>M.8 use and understand staff and other musical notations</p>	<ul style="list-style-type: none"> Listen to Harry Potter and Fantastic Beasts themes-discuss imagery and technical musical vocabulary and make comparisons <p>M.7 listen with attention to detail and recall sounds with increasing aural memory</p> <p>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
RE	<ul style="list-style-type: none"> Sacred writings: Hinduism <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings -2.1b</p>	<ul style="list-style-type: none"> Peace <p>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-2.3a</p>
Computing	<ul style="list-style-type: none"> E-safety Digital systems <p>C.13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p>	<ul style="list-style-type: none"> E-safety Research Fantastic Beasts Children to compare filtered and unfiltered images of Mrs Dodd. Unrealistic representations on the internet. How to be respectful and responsible online. Promote healthy relationship with the internet and technology.

	goals, including collecting, analysing, evaluating and presenting data and information	<p>C.13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>C.10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>C.11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
Spanish	<ul style="list-style-type: none"> • Phonics • Numbers to 31 • Clothing <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>L.6 present ideas and information orally to a range of audiences*</p> <p>L.7 read carefully and show understanding of words, phrases and simple writing</p>	<ul style="list-style-type: none"> • Phonics • Numbers to 31 • Body parts/face • Christmas- Spanish nativity role play, silent night song <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>L.6 present ideas and information orally to a range of audiences*</p> <p>L.7 read carefully and show understanding of words, phrases and simple writing</p> <p>L.8 appreciate stories, songs, poems and rhymes in the language</p>
PE	<ul style="list-style-type: none"> • Danish long ball • Handball <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball,</p>	<ul style="list-style-type: none"> • Gymnastics • Dance <p>PE.7 perform dances using a range of movement patterns</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	<p>rounders and tennis], and apply basic principles suitable for attacking and defending</p>	
<p>PSHE</p>	<p>Families and friendships</p> <p>Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26</p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included MHM • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable <p>when and how to seek support in relation to friendships</p>	<p>Safe relationships</p> <p>Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29</p> <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about <p>whom to tell if they are concerned about unwanted physical contact</p> <p>MY HAPPY MIND - Module 2 - 'Celebrate'</p> <ul style="list-style-type: none"> • Introduction to 'character education' • Helps children to identify, understand and use their character strengths to promote personal happiness • Encourages children not to define themselves through competence - broaden their outlook on qualities and celebrate themselves

	<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p> <ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online <p>MY HAPPY MIND - Module 1 - 'Meet your brain'</p> <ul style="list-style-type: none"> • Different parts of the brain • How our brain works • How can we help our brains to stay happy and healthy • Happy breathing • Individual pupil reflection time in MHM journals 	
Science	<u>Amazing changes.</u>	<u>Material World.</u>

Subject knowledge.

- 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, including through filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- 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.

Working scientifically skills

- 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 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.
- Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

Subject knowledge.

- 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.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- 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.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.

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		<ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas or arguments
Whole school themes	<ul style="list-style-type: none"> One World week 	<ul style="list-style-type: none"> Christmas card making (Hogwarts/Harry Potter themed) Whole school Christmas theme



Thematic Plan
Year Five
Spring

<u>Topic Name</u>	<u>Spring 1</u> <u>Life as an evacuee in World War 2</u>	<u>Spring 2</u> <u>Space</u>
Whole Class Text	<ul style="list-style-type: none"> Letters from the Lighthouse Scrapbook 	<ul style="list-style-type: none"> Cosmic Avatar (film clips) Whole school theme - TBC
Hook/ trips	<ul style="list-style-type: none"> New Vic drama workshop New Vic theatre trip - Beauty and the Beast Speaker with WW2 experience Air raid siren to be played/children to roleplay bombing experience Children to dress up as evacuees 	<ul style="list-style-type: none"> First day - black classroom. Space lighting. Space centre in Nottingham Letters/job applications emailed to NASA Email/tweet Tim Peake Space crash landing on playground (links to literacy)

	<ul style="list-style-type: none"> • Air raid trip - Weston Coyney? - TBC. OR trip to a local nursing home? TBC. • Winston Churchill (crazytalk/morfo app) addressing the children <p>First day artefacts - gas masks, rations, propaganda posters, placards,</p>	
Door/displays	<ul style="list-style-type: none"> • Evacuee door / Army / Camouflage/Poppies • GB bunting, Cameo net, artefacts, planes, lighthouse and letters display, union jack bunting 	<ul style="list-style-type: none"> • Astronaut • Paper mache planets • Children turned to astronauts for topic door • Tin foil • Tinsel • American flags • Planets
Outdoor lesson	<ul style="list-style-type: none"> • Build stretchers from outdoor materials (wool and sticks etc). Carry a teddybear around the field administering first aid at different pit stops along the way 	<ul style="list-style-type: none"> • Space/astronaut agility test (links to cosmic). Assault course, problem solving - are you suitable to be an astronaut? - Children to design an obstacle/test in groups for peers to undertake • Space crash landing. Gather information from clues
English Units	<ul style="list-style-type: none"> • Letters/diary entries - letters from a lighthouse (2 - 3 week unit) various entries from different characters perspectives (evacuees and soldiers) • Poetry- Blitz/WW2 	<ul style="list-style-type: none"> • Adventure story - use clues from the space crash landing on the playground to help plan your story. • Job application/persuasive writing to become an astronaut (video and email to NASA) • Debate - Conspiracy theory moon landings • Space beast non-chronological report (Pandora/avatar)

	<ul style="list-style-type: none"> • Rewrite Winston Churchill's famous speech to the nation. Create a radio broadcast with children addressing the nation (audacity). • Video diary of an evacuee? Children to use their iPad to film their journey/thoughts feelings • Playscript (Beauty and the Beast) - TBC 	<ul style="list-style-type: none"> • Whole school theme (2 weeks?) - TBC
GPS	<ul style="list-style-type: none"> • Commas, brackets and dashes for parenthesis • Using direct and reported speech appropriately • Using relative clauses appropriately • Using cohesion to link paragraphs • Personification 	<ul style="list-style-type: none"> • Main clauses • Subordinate clauses • Relative pronouns • Relative clauses • Prepositions • Dashes for parenthesis
History	<ul style="list-style-type: none"> • Study experiences of an evacuee in WW2- evacuation, rations air, air shelters/gasmask, schools, rations • 'My World War 2 Scrapbook' • WW2 visitor • Lilian Bader <p>H.9 a local history study H.10 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> • History of space events (create a 3D space race fact file) • Learn about the 'Cold War' • Biography of Neil Armstrong/Time Peake <p>H.10 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 H.13 a non-European society that provides contrasts with British history</p>
Geography	<ul style="list-style-type: none"> • Study of Europe- why WW2 started and which countries were on either side (Axis and Allies) • Label countries on a Map and create a key for each side 	<ul style="list-style-type: none"> • Locating space stations and space centres across the world

	<ul style="list-style-type: none"> Look at physical features of Britain and how these changed during and after the war - 'My World War 2 Scrapbook' <p>Gg.11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Gg.16 human geography, including: types of settlement and land use economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Gg.17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> Use satellite images of the UK to identify different counties and cities - compare change. Learn time zones and how factors in space impact these (links to 'our changing world' science topic) <p>Gg.12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Gg.13 identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
<p>Art</p>	<ul style="list-style-type: none"> Create silhouetted images of the blitz using charcoal Create Clay War Medals for sculpture <p><u>Artist Study - Antonio Pisano</u></p> <p>A&D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<ul style="list-style-type: none"> Use collaging technique to paper mache a planet (linked to literacy and space based non-chronological reports) Peter Thorpe Paper marbling planets/moon/ solar system Peter Thorpe space chalk pictures <p><u>Artist study - Peter Thorpe</u></p> <p>A&D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>A&D.7 about great artists, architects and designers in history.</p>

<p>D&T</p>	<ul style="list-style-type: none"> Design and create a WW2 catapult from lollipop sticks. Record data in a table and produce a bar chart of results on the iPad <p>DT.9 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</p> <p>DT.10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT.11 - select from a wider range of tools and equipment to perform practical tasks accurately.</p> <p>DT.12 - Select from and use a wider range of materials and components including construction materials/textiles according to their functional properties</p> <p>DT.13 investigate and analyse a range of existing products</p> <p>DT.14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT.15 understand how key events and individuals in design and technology have helped shape the world</p> <p>DT.16 apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT.17 understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Textiles -Design and create a space badge for an astronaut.</p> <p>DT.11 - select from a wider range of tools and equipment to perform practical tasks accurately.</p> <p>DT.12 - Select from and use a wider range of materials and components including construction materials/textiles according to their functional properties.</p> <ul style="list-style-type: none"> Create objects that employ a seam allowance. Use a combination of stitching techniques (e.g. back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
<p>Music</p>	<ul style="list-style-type: none"> Listen to a range of war songs and discuss the lyrics and their purpose Learn a range of war songs 	<p>Gustaf Holst - Planets</p> <p>Learn a selection of songs around 'space'</p>

	<p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>M.7 listen with attention to detail and recall sounds with increasing aural memory</p>	<p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
RE	<ul style="list-style-type: none"> • Religious diversity: happiness <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences-2.4a</p>	<ul style="list-style-type: none"> • Easter: suffering and hardship <p>Investigate and reflect upon a range of religious responses to suffering, hardship and death-2.5b</p>
Computing	<ul style="list-style-type: none"> • Research on WWII topic • Audio and titles / credits on specific topic area • How has technology changed since WW2? • Evacuee video diary <p>C.10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>C.11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<ul style="list-style-type: none"> • Computer programming-scratch - Space themed games <p>C.7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>C.8 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>C.9 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
Spanish	<ul style="list-style-type: none"> • phonics • Body parts/ face - description. • Physical description • Family members- use dictionaries to describe them 	<ul style="list-style-type: none"> • Ocasions • Semana Santa (Holy week in Spain) • Carnivals (day of the dead)

	<p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>L.6 present ideas and information orally to a range of audiences*</p> <p>L.7 read carefully and show understanding of words, phrases and simple writing</p> <p>L.8 appreciate stories, songs, poems and rhymes in the language</p> <p>L.9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>L.6 present ideas and information orally to a range of audiences*</p> <p>L.7 read carefully and show understanding of words, phrases and simple writing</p> <p>L.8 appreciate stories, songs, poems and rhymes in the language</p> <p>L.9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>
PE	<ul style="list-style-type: none"> Swimming Gymnastics <p>PE.10 swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE.11 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>PE.12 perform safe self-rescue in different water-based situations</p> <p>PE.6 develop flexibility, strength, technique, control</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Netball</p> <p>Football</p> <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 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</p> <p>PE.6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
PHSE	<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<p>Money and Work (link to SPACE - NASA job applications)</p> <p>Identifying job interests and aspirations;</p> <p>what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p> <ul style="list-style-type: none"> to identify jobs that they might like to do in the future

	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information <p>MY HAPPY MIND - Module 3 - 'Appreciate'</p> <ul style="list-style-type: none"> Adopt a 'gratitude' mindset Encourage children to celebrate and be grateful for the positive things about themselves and their lives Promote being grateful as an everyday habit 	<ul style="list-style-type: none"> about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training <p>MY HAPPY MIND - Module 4 - 'Relate'</p> <ul style="list-style-type: none"> Focus on building positive relationships <u>2 Key areas:</u> <ul style="list-style-type: none"> - Active listening - Understanding different perspectives Lots of role modelling and role playing throughout
<p>SCIENCE Topic</p>	<p><u>Let's get moving - Forces.</u></p> <p><u>Subject knowledge.</u></p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and 	<p><u>Out of this world - Space.</u></p> <p><u>Subject knowledge.</u></p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

	<p>the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <ul style="list-style-type: none"> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p><u>Working scientifically skills.</u></p> <ul style="list-style-type: none"> 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 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. Report, and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. <p>Design and create a WW2 soldiers parachute to understand and evaluate forces and air resistance (Linked to D&T)</p>	<ul style="list-style-type: none"> 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 and the apparent movement of the sun across the sky. <p><u>Working scientifically skills.</u></p> <ul style="list-style-type: none"> 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 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. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments <p>Outdoor learning for sun position in the sky (recording shadows) Outdoor learning to investigate and role play the solar system's orbit</p>
<p>Whole School Themes</p>	<ul style="list-style-type: none"> Beauty and the Beast 	<ul style="list-style-type: none"> World book week - DEAR Easter cards Mother's Day cards



Thematic Plan
Year Five
Summer

<u>Topic Name</u>	<u>Summer 1</u> <u>Circle of Life</u>	<u>Summer 2</u> <u>Ancient Greece</u>
Whole Class Text	<ul style="list-style-type: none"> • Lion king Film clips (new Disney version) • Journey to Jo'berg • Lion (story about a boy who loses his mother in a train station and how he survived) • African non-fiction 	<ul style="list-style-type: none"> • Who Let the Gods Out by Maz Evans • Disney Hercules film
Trip/Hook	<ul style="list-style-type: none"> • African music/ dance workshop- Djembe drums? TBC • Theatrical Make up (Face paint) workshop? TBC 	<ul style="list-style-type: none"> • History off the page - Ancient Greece (children to dress up) • Olympic games • Greek picnic / Food Technology Day

	<ul style="list-style-type: none"> • Chester zoo/West midlands safari park? TBC 	
Door/ Classroom display	<ul style="list-style-type: none"> • Lion King- pride rock/jungle door • Jungle ceiling, silhouetted animals on orange boards etc. • Africa 	<ul style="list-style-type: none"> • Coliseum door • Ivy • Pillars
Outdoor lesson	<ul style="list-style-type: none"> • Jungle theme - build an animal shelter using natural resources (forest schools) • African themed Go outdoors 'crack the code'. 	<ul style="list-style-type: none"> • Olympic games • Science - observing and identifying plants
GPS	<p>Revise and apply all sentence types</p> <ul style="list-style-type: none"> • Expanded noun phrases • Model verbs • Relative clauses • Parenthesis- commas, brackets and dashes • Reported speech and direct speech • Fronted adverbials • Cohesion 	<p>Revise and apply all sentence types</p> <ul style="list-style-type: none"> • Expanded noun phrases • Model verbs • Relative clauses • Parenthesis- commas, brackets and dashes • Reported speech and direct speech • Fronted adverbials • cohesion
English Units	<ul style="list-style-type: none"> • Narrative- Lion King retell/write a prequel • Non-chronological reports- Africa • Argument and debate- should animals be kept in Zoo's/animal testing? • Persuasive writing - create a travel brochure for an African country 	<ul style="list-style-type: none"> • Mythical beast description • Moral dilemma - Hercules • Theseus and the Minotaur narrative • The myth of King Midas • Instructions - recipe writing for D&T food tech
History	<ul style="list-style-type: none"> • A study of the life and achievements Olaudah Equiano • Study of Benin 900-1300 • Address and understand stereotypes and misconceptions of Africa/African society <p>H.13 a non-European society that provides contrasts with British history - one study chosen from: early</p>	<ul style="list-style-type: none"> • Origins of the Olympics • Ancient Greeks - Life and impact on Britain <p>H.12 Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>

	<p>Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	
<p>Geography</p>	<ul style="list-style-type: none"> • A study of the world locations- equator/hemispheres/time zones etc • Use maps to plot and study the physical features of Africa • A study of the distribution of food and fair trade • (Start of topic pre-knowledge and share pictures of Africa. What do they think Africa is like? Show a variety of rich/poor etc...) - Address stereotypes and misconceptions <p>Gg.13 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Gg.11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries,</p> <p>Gg.15 physical geography, including: climate zones, biomes and vegetation belts rivers mountains, volcanoes and earthquakes and the water cycle</p> <p>Gg.16 human geography, including: types of settlement and land use economic activity including</p>	<ul style="list-style-type: none"> • Comparison of Ancient/ current day Greece • Comparison of Meir Heath with Greece • Locate Greece and study human/physical features <p>Gg.11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Gg.14 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Gg.15 physical geography, including: climate zones, biomes and vegetation belts rivers mountains, volcanoes and earthquakes and the water cycle</p> <p>Gg.16 human geography, including: types of settlement and land use economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

	trade links, and the distribution of natural resources including energy, food, minerals and water	
Art	<ul style="list-style-type: none"> • African landscape using silhouetted images • Design and make aborigine/Lion King inspired animal masks using plaster gauze/mod rock. <p><u>Artist study - Romare Bearden</u></p> <p>A&D.5 to create sketch books to record their observations and use them to review and revisit ideas A&D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] A&D.7 about great artist, architects and designers in history.</p>	<ul style="list-style-type: none"> • Make papier Mache Greek vases • Greek mosaics (design and make) • Create Greek jewellery <p><u>Artist study - Sandro Botticelli</u></p> <p>A&D.5 to create sketch books to record their observations and use them to review and revisit ideas A&D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
D&T	<ul style="list-style-type: none"> • Carefully choose recycled materials to create an African drum fit for purpose. Evaluate the finished product and compare to peers to see which materials worked best for sound production/purpose/aesthetics <p>D&T.9 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</p> <p>D&T.11 select from and use a wider range of tools and equipment to perform practical tasks [for</p>	<ul style="list-style-type: none"> • Food Technology lesson - Greek inspired meal (spinach and feta filo pastry pie and a Greek salad) <p>D&T.22 Understand and apply the principles of a healthy and varied diet D&T.23 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques D&T.24 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>

	<p>example, cutting, shaping, joining and finishing], accurately</p> <p>D&T.12 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</p>	
Music	<ul style="list-style-type: none"> • Study history of African music- origin, instruments etc. • Study of Lion king the Musical songs and look for the African influences • Learn Djembe drums- music workshop? TBC <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>M.6 improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>M.7 listen with attention to detail and recall sounds with increasing aural memory</p> <p>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>M.10 develop an understanding of the history of music.</p>	<p>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Evaluate music to identify areas of likes and dislikes.</p> <p>M.10 develop an understanding of the history of music.</p>
RE	<ul style="list-style-type: none"> • Values and beliefs <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action-2.2d</p>	<ul style="list-style-type: none"> • Wise words <p>Explore the origins of sacred writings and consider their importance for believers today-2.1a</p>
Computing	<ul style="list-style-type: none"> • Email communication with zoo 	<ul style="list-style-type: none"> • Computer programming- scratch

	<ul style="list-style-type: none"> • Livestream Zoos from around the world • Use computer programmes to design and annotate your own zoo. Think about size/proportions of the enclosures. Create a logo for your zoo. <p>C.10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>C.11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>C.7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>C.8 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>C.9 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<p>Spanish</p>	<ul style="list-style-type: none"> • Phonics • Food items (give opinions on food items) • Breakfasts • Snacks • Kitchen utensils <p>Design an African inspired outfit. Label and annotate with clothing choices/shapes and colours you have chosen. Write sentences to describe the clothing and shapes used.</p> <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>	<ul style="list-style-type: none"> • Phonics • Food items (give opinions on food items) • Fruit • Vegetables • Story time - The very Hungry Caterpillar - listen to and note key words <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>L.6 present ideas and information orally to a range of audiences*</p> <p>L.7 read carefully and show understanding of words, phrases and simple writing</p>

	<p>L.6 present ideas and information orally to a range of audiences*</p> <p>L.7 read carefully and show understanding of words, phrases and simple writing</p> <p>L.8 appreciate stories, songs, poems and rhymes in the language</p> <p>L.9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>L.10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>L.8 appreciate stories, songs, poems and rhymes in the language</p> <p>L.9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>L.10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>
PE	<ul style="list-style-type: none"> • Athletics • Rounders <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 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</p> <p>PE.8 take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • Short Tennis • Cricket <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 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</p> <p>PE.8 take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
PHSE	<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (Link to Circle of Life topic)</p> <p>PoS Refs: H30, H31, H32, H34</p>

	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment <p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p> <ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety 	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, • family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological • sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing • regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult <p>how to get information, help and advice about puberty</p>
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- to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
- how to deal with common injuries using basic first aid techniques
- how to respond in an emergency, including when and how to contact different emergency services
- that female genital mutilation (FGM) is against British law¹ what to do and whom to tell if they think they or someone they know might be at risk of FGM

MY HAPPY MIND - Module 5 - 'Engage' (to be completed over both Summer 1 and Summer 2)

- Goals, ambitions and dreams
- Setting goals and celebrating the feeling of success when achieving them
- Ensuring that children are given the opportunity to set their own individual and personal goals that they are passionate about
- Highlights to children their perseverance and resilience

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<p>SCIENCE Topic</p>	<p><u>Circle of Life - Reproduction in animals/circle of life</u></p> <p><u>Subject Knowledge</u></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 some plants and animals. <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> • 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 when appropriate. • Use test results to make predictions to set up further comparative and fair tests. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identify scientific evidence that has been used to support or refute ideas or arguments. 	<p><u>Growing up and growing old.</u></p> <p><u>Subject Knowledge</u></p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
<p>Whole School Themes/ concerts etc</p>		

