



Year 5 – Year Plan

	Autumn 1 <i>Vikings</i>	Autumn 2 <i>WW1</i>	Spring 1 <i>Space</i>	Spring 2 Changing Climates	Summer 1 <i>Wild, Wild West</i>	Summer 2 <i>The Ancient Greeks</i>
Reading	English Texts - The Polar Bear Explorer's Club	English Texts - Private Peaceful – Michael Morpurgo	English Texts - Non-fiction space books	English Texts - Floodland - Marcus Sedgwick Book week:	English Texts - White Fang - Jack London	English Texts - Odyssey – Homer, Greek Myths and Legends
	Reading Skills: <i>Decoding unfamiliar words, teaching comprehension skills, reading a range of genre.</i> <i>Learning objectives taken from the Reading progression of skills that will be the focus for teaching through this text.</i>	Reading Skills: Reading comprehension figurative language, inference, evaluating author's language impact on the reader. Encourage a love of reading.	Reading Skills: Reading comprehension, Hidden Figures, film narrative/science fiction – Pandora Reading non-fiction and drawing information from them – disgusting between fact and opinion. Retrieving, record and discussing information.	Reading Skills: Reading comprehension, inference and prediction, author imagery, fact and fiction, justifying their views – PEE	Reading Skills: Reading comprehension, identify characteristics within a diary, using first person, participating in discussions about books, building on own and others' ideas, summarising, figurative language, evaluating use of author's language, characters feelings, justifying with evidence from the text.	Reading Skills: Reading comprehension, identify characteristics, participating in discussions, justifying with evidence from the text.
	Texts: Reading for Pleasure - Viking Boy <i>Texts that will be class reads for enjoyment (see Quality Text Overview).</i>	Texts: Reading for Pleasure - Valentine Joe - Rebecca Stevens	Texts: Reading for Pleasure - Cosmic – Frank Cottrell Boyce	Texts: Reading for Pleasure – Escaping the giant wave – Peg Kehret	Texts : Reading for Pleasure Wolves of Currumpaw – William Gnyl	Texts: Reading for Pleasure - Who let the Gods out? – Maz Evans
Writing	Genre: Re-count diary, journal, flag report, club rules, trip review <i>The genre of text you will be teaching (taken from Writing Genre Overview)</i> Writing Skills - Metaphor, personification, onomatopoeia, colons, planning & editing, varied sentence structure, recounts, punctuation, using commas for a sentence of three – description and action, conjunctions, pronouns, relative clauses, fronted adverbials, tenses, alliteration, descriptive language, emotive language, dictionary and thesaurus work, vocabulary planning, adjectives, brackets, similes. <i>Learning objectives taken from the Writing progression of skills that will be the focus for teaching through this genre of Writing.</i>	Genre: Character and setting description Writing Skills - Metaphor, personification, onomatopoeia, colons, planning & editing, varied sentence structure, recounts, punctuation, using commas for a sentence of three – description and action, conjunctions, pronouns, relative clauses, fronted adverbials, tenses.	Genre: Re-count diary, letter and newspaper Writing Skills - Speech & reported speech, paragraphs, complex sentences, varying sentence structure, expanded noun phrases, identifying characteristics within a diary, using first person, modal verbs, rhetorical questions, paragraphs (securing use), relative clauses, events in chronological order, recounting events.	Genre: Character/setting and description, character profile, conscience alley Writing Skills - Metaphor, personification, onomatopoeia, colons, planning & editing, varied sentence structure, recounts, punctuation, using commas for a sentence of three – description and action, conjunctions, pronouns, relative clauses, fronted adverbials, tenses, discussion, inference, reflection.	Genre: Character setting and description Writing Skills - Metaphor, personification, onomatopoeia, colons, planning & editing, varied sentence structure, recounts, punctuation, using commas for a sentence of three – description and action, conjunctions, pronouns, relative clauses, fronted adverbials, tenses.	Genre: Narrative Myths and Legends Writing Skills - Story boards, film narrative – performance art - own myths, planning and editing, consolidation of all writing skills
	Genre: Re-count Newspaper <i>The genre of text you will be teaching (taken from Writing Genre Overview)</i> Writing Skills - Paragraph planning, shared planning, planning sheets, hot seating to get into character, speech, reported speech, 3 rd person, chronological order, range of	Genre: Diary entry Writing Skills – Metaphor, personification, onomatopoeia, colons, planning & editing, varied sentence structure, recounts, punctuation, using commas for a sentence of three – description and action, conjunctions, pronouns, relative clauses, fronted	Genre: Explanation texts Writing Skills - Imperative, commands, punctuation – bullet points, colons, semi-colons, modal verbs, independent planning & editing, technical vocabulary.	Genre: Non-Chronological Writing skills: Past, present and future tenses, modal verbs, formal vocabulary, planning & editing, technical vocabulary.	Genre: Recounts, letters and diaries Writing skills: Speech & reported speech, paragraphs, complex sentences, varying sentence structure, expanded noun phrases, identifying characteristics within a diary, using first person, modal verbs, rhetorical	



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	<p>punctuation, alliteration, draft, up-level, dictionary and thesaurus practising.</p> <p><i>Learning objectives taken from the Writing progression of skills that will be the focus for teaching through this genre of Writing.</i></p>	<p>adverbials, tenses, alliteration, descriptive language, emotive language, dictionary and thesaurus work, vocabulary planning, adjectives and similes.</p>			<p>questions, paragraphs (securing use), relative clauses, events in chronological order, recounting events.</p>	
	<p>Genre: Setting Description <i>The genre of text you will be teaching (taken from Writing Genre Overview)</i></p> <p>Writing Skills - Metaphor, Personification, onomatopoeia, colons, planning/editing, varied sentence structures, comparisons, adverbs, contrast, adjectives, powerful verbs, imagery.</p> <p><i>Learning objectives taken from the Writing progression of skills that will be the focus for teaching through this genre of Writing.</i></p> <p><i>*Copy and repeat row for as many genres as you will be teaching through this half term*</i></p>	<p>Genre: Explanation text</p> <p>Writing Skills - Imperative, commands, punctuation – bullet points, colons, semi-colons, modal verbs, independent planning & editing, technical vocabulary.</p>	<p>Genre: Biography</p> <p>Writing Skills - Parenthesis, cohesion, rhetorical questions, tenses, subordinate and relative clauses, conjunctions, planning & editing.</p>	<p>Genre: Radio/TV persuasion (safety)</p> <p>Writing Skills: Opinions, using argument, facts, persuasive language, presentation.</p>	<p>Genre: Biography (naturalist)</p> <p>Writing Skills - Parenthesis, cohesion, rhetorical questions, tenses, subordinate and relative clauses, conjunctions, planning and editing .</p>	<p>Genre</p> <p>Writing Skills</p>
	<p>Genre: Explanation text - factfile <i>The genre of text you will be teaching (taken from Writing Genre Overview)</i></p> <p>Writing Skills - Colons, planning/editing, adjectives, varied sentences, fronted adverbials, descriptive language, range of punctuation.</p> <p><i>Learning objectives taken from the Writing progression of skills that will be the focus for teaching through this genre of Writing.</i></p>	<p>Genre: Recounts – Diary, letter, newspaper</p> <p>Writing skills - Speech & reported speech, paragraphs, complex sentences, varying sentence structure, expanded noun phrases, identifying characteristics within a diary, using first person, modal verbs, rhetorical questions, paragraphs (securing use), relative clauses, events in chronological order, recounting events.</p>	<p>Genre: Report Writing</p> <p>Writing skills - Past, present and future tenses, modal verbs, formal vocabulary, planning & editing, technical vocabulary.</p>	<p>Genre: Story board</p> <p>Writing skills - Adjectives, expanded noun phrases, bracket and dashes, narrative structures, adverbs, suspense and tension.</p>	<p>Genre: Balanced argument – Buffalo Bill/Bison</p> <p>Writing skills - Colons, planning/editing, technical vocabulary, modal verbs, adjectives, expanded noun phrases, bracket and dashes, narrative structures, adverbs.</p>	
	<p>Genre: Battle poems <i>The genre of text you will be teaching (taken from Writing Genre Overview)</i></p> <p>Writing Skills - Colons, planning/editing, Metaphor, personification, onomatopoeia</p> <p><i>Learning objectives taken from the Writing progression of skills that will be the focus for teaching through this genre of Writing.</i></p>	<p>Genre: Classic narrative poetry - Perform and Publish</p> <p>Writing Skills: Planning & editing, metaphor. Personification, onomatopoeia, technical language linking to topic, alliteration, awareness of audience, intonation, tone, volume, action, expression, figurative language, eye contact.</p>	<p>Genre: Balance argument - heliocentric and geocentric</p> <p>Writing skills: Colons, planning/editing, technical vocabulary, modal verbs.</p>	<p>Genre: Poetry – perform and publish with figurative language</p> <p>Writing skills - Planning & editing, metaphor. Personification, onomatopoeia, technical language linking to topic, alliteration, awareness of audience, intonation, tone, volume, action, expression, figurative language, eye contact.</p>		
			<p>Genre: Poems – Haiku, Limericks</p> <p>Writing skills -</p>	<p>Genre:</p> <p>Writing skills:</p>		



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			Planning & editing, metaphor. Personification, onomatopoeia, technical language linking to topic, alliteration, awareness of audience, intonation, tone, volume, action, expression, figurative language, eye contact.			
Spelling	<i>Spelling objectives and statutory spellings to be taught this half term.</i> -cious, -cial, -tial, challenge words, Viking topic words	-sial, -cial, -tial (together), History topic words	-ant, -ance, -ent, -ence -able, Space topic words	-able, -ably, words ending in -y, -f, -ch, challenge words Science topic words	adverbs, -er words with suffixes, words with silent letters	Focus on Year 5 & 6 spelling words
Maths	<p>Place Value Roman numerals to 1000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Come and order numbers to 1,000,000 Round within 100,000 Round within 1,000,000</p> <p>Addition and Subtraction Mental strategies Add whole numbers with more than four digits Subtract numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers</p>	<p>Multiplication and Division Multiples Common multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000</p> <p>Fractions A Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions with the same denominator Add fractions within 1 Add fractions with total greater than 1 Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole Subtract two mixed numbers</p>	<p>Multiplication and Division</p> <p>Fractions B</p>	<p>Decimals and Percentages</p> <p>Perimeter and Area</p> <p>Statistics</p>	<p>Shape</p> <p>Position and Direction</p> <p>Decimals</p>	<p>Negative numbers</p> <p>Converting units</p> <p>Volume</p>
Science	Properties and changes of materials- Curious question: Why do we use certain materials for different purposes?	Forces- Curious question: What forces can act upon a moving object?	The Solar System Curious question: What impact does the Earth's movement have in the solar system?	Living things and their habitats Curious question: How do life cycles vary between animals and plants?	Working Scientifically and recapping prior knowledge. Curious question: How can I deepen my knowledge and skills to work scientifically?	Living things and their habitats- Curious question: Why does my body develop?
Curious question: How can I safely carry out scientific enquires?						



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	<p>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.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, & that this kind of change is not usually reversible.</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance between moving surfaces.</p> <p>Identify the effects of water resistance between moving surfaces.</p> <p>Identify the effects of friction between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon in relation to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth’s rotation to explain day and night.</p> <p>Use the idea of the Earth’s rotation to explain the apparent movement of the Sun across the sky.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>		<p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p>
<p><u>Working Scientifically</u> <u>Ask questions:</u> Refine a scientific question so that it can be investigated, choosing an appropriate type of scientific enquiry to provide the best evidence. <u>Making predictions:</u> Recognise when scientific evidence supports and idea of not and use this to support predictions. Use test results to prompt new questions and make predications for setting up further tests. <u>Planning and carrying out enquires:</u> Plan enquiries, deciding when it is appropriate to carry out a fair test or another type of practical enquiry from a range suggested. Identify one or more control variables in investigations when conducting a fair test. <u>Taking measurements</u> Make systematic and careful observations of objects, living things and events. Choose from a range of provided, appropriate equipment for measuring and observing, including thermometers and data loggers. Take accurate measurements using more complex standard units and parts of units.</p>			<p><u>Recording and presenting data:</u> Select appropriate ways of gathering and presenting scientific data through models, writing, drawings, displays, computing, tables or graphs (choosing appropriate ranges and intervals). Use correct scientific symbols where appropriate in recording. Present findings in written form, displays and other presentations including orally, explaining results and conclusions drawn from results. Identify causal relationships in reporting outcomes where appropriate. <u>Answering questions using data:</u> Use results to answer questions. <u>Drawing conclusions and evaluating enquiries:</u> Recognise when scientific evidence is for or against an argument. Recognise that the test may need improvements to improve reliability.</p>			
History	<p>Vikings Curious question: How did the development of territories affect the land held in Great Britain?</p> <p><u>Chronological understanding / Historical Enquiry</u></p>	<p>WW1 Curious question: How did the assassination of Archduke Franz Ferdinand trigger World War 1 and impact the wider world?</p> <p><u>Chronological understanding / Historical Enquiry</u> Explain the chronology of different time periods (local, British and world history) and</p>				<p>Ancient Greeks Curious question: How does the Ancient Greek society influence our lives today?</p> <p><u>Chronological understanding / Historical enquiry</u> Beginning to make connections and contrasts between</p>



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<p>Describe the main changes in a period of history (using terms such as: social, religious and cultural).</p> <p>Identify periods of rapid change in history and begin to contrast them with times of relatively little change.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p> <p>Knowledge and Interpretation Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</p>	<p>how they relate to one another on a timeline.</p> <p>Place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Knowledge and Interpretation Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Begin to appreciate that how we make decisions as a country has been through a Parliament for some time. Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</p>					<p>different time periods studied and talk about trends over time.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p> <p>Knowledge and Interpretation Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Appreciate that significant events in history have helped shape the country we have today.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</p>
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Geography			<p>Volcanoes & Iceland Curious question: Why are there so many active volcanoes in Iceland?</p>	<p>Climate Change Curious question: How have humans contributed to climate change and what changes can we make to reduce its impact?</p>	<p>Map skills Curious question: Are maps the only platform we can use to navigate our surroundings?</p>	
	<p>Location Knowledge Locate the world’s countries, using maps to focus on Europe.</p> <p>Physical Geography Describe how volcanoes, earthquakes and tsunamis are created.</p> <p>Explain how a location fits into its wider geographical location with reference to physical features.</p>	<p>Location Knowledge Begin to recognise the climate of a given area according to its location on the map.</p> <p>Place Knowledge Describe and understand key aspects of the human & physical geography of a location and understand how some of these aspects have changed overtime</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Human geography Report on ways in which humans have both improved and damaged the environment.</p> <p>Find different views about an environmental issue.</p> <p>Explain what a place might be like in the future, taking account of issues impacting on human features.</p> <p>Physical Geography Explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.</p> <p>Geographical Enquiry & Fieldwork Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions. (e.g. compare</p>	<p>Location Knowledge Identify and name lines of latitude and longitude.</p> <p>Explain how time zones work.</p> <p>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>Place Knowledge 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>Human geography Explain how a settlement is built depending upon its’ wider geographical location (e.g. trade links and distribution of natural resources).</p> <p>Map Skills Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Use latitude and longitude on atlas maps.</p> <p>Use atlas symbols.</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p>Identify significant places and environments on maps</p>			
Computing	<p>Sharing information Curious question: How can we utilise the internet and computer systems to work together more effectively?</p>	<p>Selection in physical computing Curious question: How do we create a program that controls a loop?</p>	<p>Video editing Curious question: How can we use editing to make a video effective?</p>	<p>Flat-file databases Curious question: How can databases be used to find specific information?</p>	<p>Vector drawing Curious question: How can we use computer programmes to create drawings?</p>	<p>Selection in games Curious question: How do I write an algorithm to design a program?</p>



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	<p>Explain that computers can be connected together to form systems.</p> <p>Recognise the role of computer systems in our lives.</p> <p>Recognise how information is transferred over the internet.</p> <p>Explain how sharing information online lets people in different places work together.</p> <p>Contribute to a shared project online.</p> <p>Evaluate different ways of working together online.</p>	<p>Control a simple circuit connected to a computer</p> <p>Write a program that includes count-controlled loops</p> <p>Explain that a loop can stop when a condition is met, eg number of times</p> <p>Conclude that a loop can be used to repeatedly check whether a condition has been met</p> <p>Design a physical project that includes selection</p> <p>Create a controllable system that includes selection</p>	<p>Recognise video as moving pictures, which can include audio</p> <p>Identify digital devices that can record video</p> <p>Capture video using a digital device</p> <p>Recognise the features of an effective video</p> <p>Identify that video can be improved through reshooting and editing</p> <p>Consider the impact of the choices made when making and sharing a video</p>	<p>Use a form to record information</p> <p>Compare paper and computer-based databases</p> <p>Outline how grouping and then sorting data allows us to answer questions</p> <p>Explain that tools can be used to select specific data</p> <p>Explain that computer programs can be used to compare data visually</p> <p>Apply my knowledge of a database to ask and answer real-world questions</p>	<p>Identify that drawing tools can be used to produce different outcomes</p> <p>Create a vector drawing by combining shapes</p> <p>Use tools to achieve a desired effect</p> <p>Recognise that vector drawings consist of layers</p> <p>Group objects to make them easier to work with</p> <p>Evaluate my vector drawing</p>	<p>Explain how selection is used in computer programs</p> <p>Relate that a conditional statement connects a condition to an outcome</p> <p>Explain how selection directs the flow of a program</p> <p>Design a program which uses selection</p> <p>Create a program which uses selection</p> <p>Evaluate my program</p>
Curious question: How can I stay safe online?						
E-Safety	<p>Identify possible dangers online and learning how to stay safe.</p> <p>Create an animation about digital safety.</p> <p>Recognise that information on the Internet might not be true or correct and learning ways of checking validity.</p> <p>Demonstrate the use of an online community safely.</p>					
Art	<p>Drawing</p> <p>Curious question: How do famous artists use techniques effectively?</p>	<p>Painting</p> <p>Curious question: How can we use a variety of colours, tones and media to create an effective painting?</p>	<p>Printing</p> <p>Curious question: How can a range of media be used to create different effects?</p>	<p>Texture and Fabrics</p> <p>Curious question: How can different stitches be used to join fabrics more securely?</p>	<p>3D</p> <p>Curious question: Why are certain materials used to create a stronger structure?</p>	
	<p>Use pencil to create line, tone, texture and pattern.</p> <p>Create a collage from pencil drawings.</p> <p>Use chalk and charcoal on white paper to create observation drawings.</p> <p>Use water soluble fine liner pens to make observation drawings and learn the wash technique.</p> <p>Design a label appropriate for an item which is clear and eye-catching.</p> <p>Create a still life in the style of a well-known artist.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	
DT	Viking Knarr (Longship)			Cookery, creating flavoured pitta breads		Mechanisms - Trojan Horse



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Curious question: How can I select appropriate materials to design and construct?

Design
Generate ideas through brainstorming and identify a purpose for their product.

Draw up a specification for their design.

Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail

Make
Select appropriate materials, tools and techniques

Measure and mark out accurately

Use skills in using different tools and equipment safely and accurately

Cut and join with accuracy to ensure a good-quality finish to the product.

Evaluate
Evaluate a product against the original design specification

Evaluate it personally and seek evaluation from others

Curious question: What changes can we make to adapt a recipe to our taste?

Adapt a traditional recipe, Understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients

Writing an amended method for a recipe to incorporate the relevant changes to ingredients

Design
Explain how there are different substances in food / drink needed for health

Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source

Make
Weigh and measure accurately (time, dry ingredients, liquids)

Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens*

Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Evaluate
Present product well - interesting, attractive, fit for purpose

Evaluate a product against the original design specification

Evaluate it personally and seek evaluation from others

Curious question: How can we incorporate cams, pulleys or gears into our creation to make it move?

Refine product after testing

Grow in confidence about trying new / different ideas

Incorporate hydraulics and pneumatics

Begin to use cams, pulleys or gears to create movement

Outdoor Adventure Activities

Dance

Gym

Games

Athletics

Games



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	Curious question: How can I work effectively in a team to solve problems?	Curious question: How can we use dance as a representation and use feedback to improve performance?	Curious question: How can I develop skills that show control and technique to perform more complex sequences?	Curious question: How can I work within a team to take part in a range of ball games using a selection of basic skills?	Curious question: How can I use feedback to refine and improve athletic skills?	Curious question: How can I work within a team to develop appropriate tactics?
PE	<p>Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>	<p>Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>
RE	<p>Why did Jesus say I am?</p>	<p>Why is light an important sign at Christmas?</p>	<p>The Trinity: How is God 3 and yet 1?</p> <p>Thinking about religion and belief Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Beliefs and teachings Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p>	<p>How did Jesus' teachings challenge people?</p> <p>Expression and language Explain how some forms of religious expression are used differently by individuals and communities.</p> <p>Values and commitments Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p>	<p>How can a mosque help us to understand the Muslim faith?</p>	<p>How do the pillars of Islam help Muslims live a good life?</p>
	<p>Meaning and purpose Make informed responses to questions of meaning and purpose in the light of their learning.</p> <p>Values and commitments Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p>	<p>Enquiring, investigating and interpreting Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>Meaning and purpose Make informed responses to questions of meaning and purpose in the light of their learning.</p>	<p>Comparative unit: How did it all begin? What are the similarities and differences in the creation of the world in Christianity and Islam?</p>		<p>Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Practices and lifestyles</p>	<p>Practices and lifestyles Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.</p> <p>Values and commitments</p>



Year 5 – Year Plan

	Enquiring, investigating and interpreting Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.	Values and commitments Make informed responses to people’s values and commitments (including religious ones) in the light of their learning.	Beliefs and teachings Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. Identity and Experience Make informed responses to questions of identity and experience in the light of their learning. Thinking about religion and belief Explain how and why differences in belief are expressed.	Values and commitments Make informed responses to people’s values and commitments (including religious ones) in the light of their learning. Meaning and purpose Make informed responses to questions of meaning and purpose in the light of their learning.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Make informed responses to people’s values and commitments (including religious ones) in the light of their learning. Enquiring, investigations and interpreting Recognise and explain diversity within religious expression, using appropriate concepts.
PSHE/RSHE	Being Me Why is it important to respect everybody in the community?	Celebrating Differences Why is it important to use strategies to support our emotions?	Dreams and Goals How can we use our dreams and goal to plan our futures?			Changing Me Why do our bodies change and how does this affect us?
	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people’s lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
Enrichment		WW1 – Workshop	Winchester Science Centre – The Moon and Planets in our Solar System		Camp out – SOLD day	Greek day