






Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> 	<p><b>Vehicle Text-</b> When We Walked on the Moon by Davis Long</p> <p><b>Writing Outcomes:</b> Narrative- exploration narrative</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b>  The Secrets of Stonehenge- Mick Manning</p> <p>Stone Age to Iron Age History Detective Investigates- Clare Hibbert</p> <p>Stone Age Hunters and Gathers- Marcia Williams</p>	<p><b>Vehicle Text-</b> FARThER Grahame Baker-Smith</p> <p><b>Writing Outcomes:</b> Immerse in setting narrative before writing recount- letter</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b>  Wild Animals of the South- Dieter Braun</p> <p>Rainforests in 30 Seconds- DR. Jen Green</p> <p>Climate Crisis for Beginners- Usborne</p>	<p><b>Vehicle Text-</b> The Hound of the Baskervilles- Sir Arthur Conan Doyle</p> <p><b>Writing Outcomes:</b> Narrative- cliff hanger</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b>  Men, Women and Children in Anglo - Saxon Times- Jane Bingham</p> <p>The Vikings- History Detective Investigates- Clare Hibbert</p> <p>The Anglo Saxons are Coming! Paul Mason</p> <p>Anglo Saxons Jane Bingham</p> <p>Life Cycles- DK</p>	<p><b>Vehicle Text-</b> The Promise- Nicola Davies &amp; Laura Carlin</p> <p><b>Writing Outcomes:</b> Narrative- character narrative</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> Discover and Learn- United Kingdom the Study Book- CGP</p> <p>The World Around Me- Charlotte Guillain</p> <p>Illuminatlas Kate Davis</p>	<p><b>Vehicle Text-</b> The Lost Book of Adventure- Unknown Adventurer &amp; Teddy Keen</p> <p><b>Writing Outcomes:</b> Immerse in survival narrative before writing an explanation- survival guide</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> Welcome to the Museum Historium- Richard Wilkinson and Jo Nelson</p> <p>The History of The Mayan Empire</p> <p>The Daily Life of a Mayan Family</p> <p>Aztecs , Incas and Mayans Similarities and differences</p>	<p><b>Vehicle Text-</b> King Kong- Anthony Browne</p> <p><b>Writing Outcomes:</b> Immerse in dilemma narrative before writing a discussion- balanced argument</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> Shocking Electricity- Horrible Science- Tony De Saulles</p> <p>Where Does Lightning Come From? Anna Claybourne</p> <p>Gravity is a Mystery Franklyn M Branley</p> <p>Simple machines Baby professor</p> <p>Physics for Curious Kids Laura Baker</p> <p>Cool Engineering</p>

	<p>Ground Breaking Scientist -A P Miller Solar System for Kids Hilary Statum</p> <p>Our neighbourhood: The Solar System- Jesper Nova Grand Tour of The Solar System- Dr Maggie Aderin-Pocock</p> <p>Planetarium- - Richard Wilkinson and Jo Nelson</p> <p>Mae Among the Stars- Roda Ahmed</p>		<p>Round and Round it Goes Baby Professor</p> <p>Explore Life cycles set Joseph Anthony</p>			<p>Jenny Jacoby and Jem Venn</p> <p>Horrible Science Shocking Electricity Nick Arnold</p>
<p><b>Maths</b></p> 	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Number and Place Value:</b> Numbers to 1,000,000</p> <p><b>Calculations:</b> Addition and Subtraction.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Calculations:</b> Multiplication and Division</p> <p><b>Calculations:</b> Word Problems</p> <p><b>Statistics:</b> Graphs</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>FDP:</b> Fractions</p> <p><b>FDP:</b> Decimals</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>FDP:</b> Percentages</p> <p><b>Geometry – Properties of Shapes:</b> Geometry</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Geometry – Position and Direction:</b> Position and Movement</p> <p><b>Measurement:</b> Measurements</p> <p><b>Measurement:</b> Area and Perimeter</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Measurement:</b> Volume</p> <p><b>Number and Place Value:</b> Roman Numerals</p>
<b>Science</b>	<p><b>Earth and Space</b> -describe the movement of the Earth and other planets relative to the</p>	<p><b>Living things and their habitats</b> -describe the differences in the life cycles of a mammal, an</p>	<p><b>Animals Inc. Humans</b> -describe the changes as humans develop to old age</p>	<p><b>Forces</b> -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -identify the effects</p>	<p><b>Properties and changes of materials</b> -compare and group together everyday materials on the basis of their properties, including their hardness, solubility,</p>	

	sun in the solar system -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		amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals		of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	transparency, conductivity (electrical and thermal), and response to magnets - 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			
<b>RE- Come and See</b>	<b>Domestic Church-family</b>  <b>Ourselves</b> Created in the image & likeness of God	<b>Baptism/confirmation belonging</b>  <b>Life choices</b> Marriage commitment and service	<b>Advent/Christmas loving</b>  <b>Hope</b> Advent; waiting in joyful hope for Jesus; the promised one	<b>Local church community</b>  <b>Mission</b> Continuing Jesus' mission in diocese [ecumenism]	<b>Eucharist relating</b>  <b>Memorial sacrifice</b> The Eucharist the living memorial of Jesus' sacrifice	<b>Lent/Easter giving</b>  <b>Sacrifice</b> Lent a time of aligning with the sacrifice already made by Jesus	<b>Pentecost serving</b>  <b>Transformation</b> Celebration of the Spirit's transforming power	<b>Reconciliation Inter-relating</b>  <b>Freedom &amp; responsibility</b> Commandments enable Christians to be free & responsible	<b>Universal Church world</b>  <b>Stewardship</b> The Church is called to the stewardship of Creation
<b>History and Geography</b>	<u>History</u> Changes in Britain from Stone age to Iron Age		<u>Geography-</u> Biomes Climates Zones & Vegetation		<u>History-</u> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<u>Geography-mapping and fieldwork</u> (Lunt Meadows) comparison in another locality (Wirral country park/Delamere forest)	<u>History-</u> a non-European society that provides contrasts with British history  Mayan civilization	<u>Geography-</u> The distribution of natural resources including energy, food, minerals and water  <b>Economic activity</b>  Why are Liverpool docks so important?	

<b>PSHE</b> 	<b>Changes in friendship</b> <b>*Safeguarding</b>  Importance of friends and feeling lonely. Effective communication and knowing the difference between teasing and bullying	<b>Fake news</b>  What is fake news and clickbait techniques Critically examinations of social media  Anti-bullying week	<b>Bereavement and loss</b> <b>*Safeguarding</b>  Emotions Life and loss- cultural differences Grief and loss  Mental health awareness week	<b>Body image</b> <b>*Safeguarding</b>  Self-respect Respecting others Mental health exploration of trends and fashions relating to body image Debating positive body image campaign	<b>Puberty *Safeguarding</b>  Changing bodies Physical and emotional changes to each sex	<b>Life in plastic</b>  What improves and harms the environment Single use plastics Reduce, recycle and reuse within school and community
<b>Journey in Love</b>	<b>Social and emotional</b> To show knowledge and understanding of emotional relationships changes as we grow and develop		<b>Physical</b> To show knowledge and understanding of all physical changes in puberty.		<b>Spiritual</b> Celebrate the joy of growing physically and spiritually	
<b>PE</b> 	<b>Football</b>	<b>Gymnastics</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>
<b>Art &amp; DT</b> 	<b>DT Cooking and Nutrition:</b> Developing a Recipe- Researching and modifying a traditional bolognese sauce recipe to improve the nutritional value before then cooking an adapted version and creating packaging that fits a given design criteria. Learning	<b>Art – Painting</b> Henri Rousseau	<b>DT- Mechanical systems</b> Making a pop-up book Creating a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.	<b>Art- Sculpture</b> Animal sculptures using recycled materials. Faith Bebington	<b>DT- electrical systems – Doodlers:</b> Further exploring series circuits and and introducing motors. Pupils investigate existing products and use their problem-solving skills to establish how they think the products have been constructed, before then creating their own doodler.	<b>Art Drawing</b> Mayan Art, shading techniques. · Properties of shape and pattern in drawings.

	where beef comes from.					
<b>Computing</b>	<u>Information Technology</u> <u>Use of different software</u> Create / Search databases <ul style="list-style-type: none"> <li>Microsoft Excel used to create a database</li> </ul> Then search the database.	<u>Computer Science</u> <u>Programming skills</u> If & If Else Statements Pupils introduced to If & If Else Statements in <i>Scratch</i> or similar programming language.	<u>Computer Science</u> <u>Programming Project.</u> <u>Creating Music using Code.</u> <b>Pupils will learn to create music by using code.</b>	<u>Information Technology</u> <u>Media</u> Stop Motion Animation <ul style="list-style-type: none"> <li>Learn about stop frame animation.</li> <li>Create a storyboard</li> <li>Using <i>Stop Motion Studio</i> to create their own stop frame animation.</li> </ul> <i>Digital Literacy: Link to PSHE Children to create stop animation film about relationships online, and who you can trust.</i>	<u>Computer Science</u> <u>How things Work</u> Difference in WWW/Internet <ul style="list-style-type: none"> <li>Learn the difference between WWW. &amp; the internet</li> <li>Learn about IP address and what it is.</li> </ul> <i>Digital Literacy; Pupils learn what an online footprint is and the reasons technology holds onto your information. Link to PSHE</i>	<u>Information Technology</u> <u>Design</u> 3D Modelling Children learn to design models using <i>online CAD</i> software
<b>Music</b>	Children will be encouraged to learn to sing songs with verses and a chorus. They will learn to read and play semi quavers as well as improvise over drone.	<b>Listening and Appraising.</b> <b>Why we sing.</b> This listening unit is based around the Gospel song <i>Why we sing</i> by Kirk Franklin. The song originally comes from the album <i>Kirk Franklin and the Family</i> from 1993, however this	Children will be encouraged to learn to sing rounds and perform them in three parts. They will learn how to understand difference between different time signatures and improvise over a simple groove.	<b>Listening and Appraising.</b> <b>Época by Gotan Project.</b> This unit is based upon <i>Época</i> by Gotan Project. With four prominent parts that are sufficiently different that the ear can track them, the piece offers a tangible way in to exploring texture in music. The activities 'unpack' each of the four parts and through movement explore	Children will be encouraged to learn to sing partner songs together. They will read and play from staff notation; one of three parts being performed simultaneously. The children will also compose melodies from pairs of phrases.	<b>Listening and Appraising.</b> <b>Balinese music – gamelan beleganjur and kecak.</b> This unit explores the music of Bali through two dynamic musical forms: gamelan beleganjur – a lively kind of percussion music originally performed during battle – and the kecak vocal chant. Children will learn

		<p>activity is based around a live video recording from inside a church, with a congregation. The video is a good starting point for talking about the places where we make music, and the differences between performing for an audience and singing as a part of worship or celebration.</p> <p>Activity in the unit will explore other examples of Gospel music and gives opportunities for developing singing in a Gospel style.</p>		<p>their articulation and rhythm. The unit culminates in bringing all four parts together to create a physical representation of the music, revealing the interaction and complementary nature of the individual textures.</p>		<p>about the history and context of both forms, develop an understanding of the repeating cycles that structure almost all Balinese music.</p>
<b>MFL</b>	<p><b>Self, family and friends</b></p> <p>Further body parts</p> <p>Illness – sentences to say where pain is</p> <p>More family members</p> <p>Giant turnip story (performance: sentences increasing in length throughout</p> <p><b>Number: 1-69 (all operations)</b></p>	<p><b>School life</b></p> <p>Clothes (uniform) + adjectival agreement of colours</p> <p>Get dressed</p> <p>Robert story (listening comprehension)</p> <p>Time quarter past and quarter to</p> <p><b>Number: 1 –69 counting in 2s, 5s and 10s</b></p> <p><b>Clothing linked to Christmas</b></p>	<p><b>The world around us</b></p> <p>Modes of transport</p> <p>How you travel to places and why (complex sentences)</p> <p>Use of the negative</p> <p><b>Number: x10 to 100</b></p>	<p><b>Animals and home environment</b></p> <p>Rooms in the house (6)</p> <p>Cache cache cochons story + bedroom furniture</p> <p>Prepositions (longer sentences describing furniture position in rooms in the house)</p> <p><b>Number Fr: 70-79/Sp: 1-100</b></p> <p><b>Fr + Sp: multiples of 10 to 100 (read/write)</b></p>	<p><b>Leisure</b></p> <p>Family members</p> <p>More hobbies (including musical instruments) - complex sentences combining family members, opinion, hobbies and more justifications in the third person</p> <p><b>Number: 1-100</b></p> <p><b>Sp/80 - 100 Fr</b></p>	<p><b>Summer</b></p> <p>Countries, flags (+colours) and nationalities (adjectival agreement)</p> <p>Magic carpet story (independent reading of familiar opinion/weather phrases)</p> <p><b>Number: 1-100 in/out of sequence</b></p>