History

Ancient Greece- a study of Greek life and achievements and their influence on the western world.

Britain's settlement by Anglo-Saxons and Scots.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Year 5 2019-20

Science

Living things and their habitats
*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.

Animals inc humans
*describe the changes as humans develop to old age.

Properties and changes of materials
*compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical & 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.

*give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

*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.

Earth and space
*describe the movement of the Earth, and other planets, relative to the 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.

Forces
*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 of air resistance, water resistance and friction that act between moving surfaces.
*recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Field journals: Observing and recording a variety of living things in their habitats

Working scientifically skills

Geography

Locational knowledge

*locate the world's countries, using maps to focus on the countries and major cities of the United Kingdom.
*name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time.

Place knowledge

*understand geographical similarities and differences through the study of human and physical geography of a region within South America.

Human and physical geography describe and understand key aspects of:
*physical geography, including: climate zones, biomes and vegetation belts.
*human geography, including the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
*use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world
*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.

RE   Where can people find guidance on how to lead their lives?

Christianity

Hinduism

Islam

Sikhism

PSHE
Core Skills   Sex & Relationships
Economic Well- being and Financial capability
Emotional Health and Well- being
Keeping Safe   Being Risk taker
Drug Alcohol and Tobacco Awareness
Healthy Lifestyle   Taking Part
Its O.K to tell   Being Different
Anti-bullying

Art & Design

Rousseau   Brunel

*to create sketch books to record their observations and use them to review and revisit ideas
*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]
*about great artists, architects and designers in history.

Music

Living on a prayer   classroom Jazz 1   Make you feel my love   The fresh Prince of Bel Air   Dancin in the street

*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
*listen with attention to detail and recall sounds with increasing aural memory
*use and understand staff and other musical notations   *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
*develop an understanding of the history of music.

French

Intermediate Language Teaching

Do you have a Pet?

What is the Date?

Intermediate Language Teaching

The weather

Clothes

Intermediate Language Teaching

The Romans

The Olympics or Habitats

Design Technology

Design

*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

*investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

*apply their understanding of how to strengthen, stiffen and reinforce more complex structures
*understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
*apply their understanding of computing to program, monitor and control their products.

PE

Dance   Invasion Games Net/wall   OAA
Gymnastics
Striking and Fielding   Athletics

*use running, jumping, throwing and catching in isolation and in combination
*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
*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
*perform dances using a range of movement patterns
*take part in outdoor and adventurous activity challenges both individually and within a team
*compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Computing

*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
*use sequence, selection, and repetition in programs; work with variables and various forms of input and output
*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

* understand computer networks including the internet; how they can provide multiple services, such as the worldwide we; and the opportunities they offer for communication & collaboration.
*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
*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
*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.