












Year 5	Humanities			Languages	Arts			Sciences			
	History	Geography	Religious Ed	French	Art & design	Music	PSHE	Science	Physical Ed	Computing	Design Tech
											
	As historians we will be:	As geographers we will be:	As theologians and philosophers we will be:	As linguists we will be:	As artists we will be:	As musicians we will be:	As caring citizens we will be:	As scientists we will be:	As sports people we will be:	As information technologists we will be:	As design technologists we will be:
Summer 1	<p><b>Changes in Britain: Vikings Vs Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>Using a picture of maps in Britain in 793 and 886 to explain events</li> <li>Reading extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</li> <li>Finding out about key people in history</li> <li>Learning that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</li> <li>Describing the reasons and events surrounding the Viking invasions.</li> <li>Know who King Alfred was and why he was dubbed 'the Great'.</li> <li>Compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</li> <li>Explain in detail the events surrounding the Battle of Hastings in 1066.</li> <li>Develop an increasing understanding of the struggle for power and how this changed England.</li> <li>Explain how England became a unified country.</li> <li>Understanding that slaves were the most important commodities traded by the Vikings</li> </ul>	<p><b>North &amp; South America:</b></p> <ul style="list-style-type: none"> <li>Recalling the names of the 7 continents.</li> <li>Learning the main countries of North America and South America.</li> <li>Understanding and then explaining why the population differs so much between different countries in North and South America.</li> <li>Explaining what a megacity is, drawing on knowledge of what a city, town, village and hamlet is.</li> <li>Understanding the terms push factor and pull factor in terms of migration.</li> <li>To explore types of towns (favelas) in South America.</li> </ul>	<p><b>Buddhism: The Prince who became Buddha</b></p> <ul style="list-style-type: none"> <li>Learning what Buddha means</li> <li>Learning that Buddha taught that possessions can't give us lasting happiness.</li> <li>Understanding that Buddha is not a deity.</li> <li>Hearing stories of Buddha that are known as the Jataka Tales.</li> <li>Retelling the story and be able explain it</li> </ul>	<p><b>Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>Recognising and recalling 8 key words in French from the story</li> <li>Recognising and recalling 8 parts of the body</li> <li>Recognising new French vocabulary when listening and reading the story</li> <li>Using decoding skills to understand more words from the story</li> </ul>	<p><b>Sculpture: Architecture</b></p> <ul style="list-style-type: none"> <li>Becoming familiar with the architectural work of Norman Foster.</li> <li>Understanding the roles and responsibilities of being an architect.</li> <li>Exploring the form and structures architects might use.</li> <li>Using a variety of pen and pencil type in drawing.</li> <li>Making visual notes.</li> <li>Using foam board to construct an architectural model of a home.</li> <li>Expressing opinions and justifying architectural choices made.</li> <li>Reflecting on their work and work of others, give reasons and feedback.</li> </ul> <p><b>Norman Foster</b></p>	<p><b>Dancing in the Street: Motown</b></p> <ul style="list-style-type: none"> <li>Performing through: both singing and playing.</li> <li>Learning the names of musical instruments</li> <li>Listening to &amp; composing music</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Understanding personality is made of characteristics, qualities and attributes</li> <li>Learning that belonging to online communities can be both positive and negative</li> <li>Understanding rights and responsibilities</li> <li>Online safety and protective actions</li> </ul>	<p><b>Material World</b></p> <ul style="list-style-type: none"> <li>Comparing and grouping materials</li> <li>Exploring Dissolving in solutions</li> <li>Exploring filtering, sieving and evaporating to separate mixtures</li> <li>Deepening our understanding of Fair Tests</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Applying our knowledge of speed over varying distances</li> <li>Developing our technique in relay change-overs</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Developing our forehand and backhand ground strokes</li> <li>Working cooperatively to have a continuous rally</li> <li>Learning how to underarm serve and the rules of serving</li> </ul>	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>Designing a playable game</li> <li>Using flowcharts to create and debug codes</li> <li>Creating a simulation of a room</li> </ul> <p><b>ESafety:</b> Health, wellbeing and Lifestyle</p>	<p><b>Structures: Bird Houses</b></p> <ul style="list-style-type: none"> <li>Investigating the appearance and function of a variety of different bird houses.</li> <li>Identifying what materials have been used and how they have been joined</li> <li>Learning what a flat pack diagram is</li> <li>Creating a flat pack diagram of a constructed bird house.</li> <li>Identifying the tools associated with basic woodwork.</li> <li>Measuring, clamping, sawing, sanding and joining wood.</li> <li>Using a hand drill</li> <li>Applying the safety rules when doing woodwork.</li> <li>Designing a bird house for a particular bird, taking into account the bird's needs.</li> <li>Creating a sturdy bird house frame using wood.</li> <li>Evaluating the finished bird house, taking into account the views of others</li> <li>Learning about: <b>Zaha Hadid</b> &amp; her redefinition of contemporary architecture</li> </ul>
	Summer 2		<p><b>Buddhism: Stories &amp; Teachings</b></p> <ul style="list-style-type: none"> <li>Learning about symbols.</li> <li>Understanding that Buddhists follow the noble eight fold path</li> <li>Understanding what the four noble truths are.</li> <li>Learning that Buddhists aspire to fearlessness, contentment, kindness and meditation.</li> <li>Know that the two key festivals are Wesak and Dharma Day.</li> <li>Discussing the similarities and differences of Buddhism compared to other major religions</li> </ul>	<p><b>At the Tea Room</b></p> <ul style="list-style-type: none"> <li>Recognising and recalling 20 different food, snacks and drinks with the correct determiners/ indefinite articles</li> <li>Practising some key phrases to perform a role-play</li> <li>Know about French currency and use a knowledge of numbers in French to help calculate the bill in euros.</li> </ul>		<p><b>Reflect, rewind and replay:</b></p> <ul style="list-style-type: none"> <li>Performing through: playing.</li> <li>Listening to &amp; composing music</li> </ul> <p><b>Key Vocabulary this year:</b></p> <ul style="list-style-type: none"> <li>Allegro</li> <li>Adagio</li> <li>Forté</li> <li>Piano(P)</li> <li>Symphony</li> <li>Time signature (2/4, 3/4, 4/4)</li> <li>Semibreve</li> <li>Semi quaver</li> <li>Soprano</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Delving into why perception means and how this impacts relationships</li> <li>Revisiting how our bodies change during puberty</li> <li>Understanding that sexual intercourse can lead to conception</li> <li>Understanding that puberty is a natural process that we all go through and we will ok.</li> </ul>	<p><b>Amazing Changes</b></p> <ul style="list-style-type: none"> <li>Demonstrating that dissolving, mixing and changes of state are reversible changes.</li> <li>Explaining that some changes result in the formation of new materials, and that this kind of change is not usually reversible,</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Refining our bowling accuracy</li> <li>Refining fielding skills and applying them in a competitive game</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>Improving our communication and negotiation</li> <li>Practising cooperative problem solving</li> <li>Developing our navigation skills &amp; map reading</li> </ul>	<p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>Using formulae and the count all tool</li> <li>Linking this to real life work</li> </ul> <p><b>External Devices</b></p> <ul style="list-style-type: none"> <li>Examining how devices can be programmed</li> <li>Testing and debugging programmes with "Purple Chip</li> </ul> <p><b>ESafety:</b> Full Review</p>	

