

Y5	Humanities			Y5	Languages	Arts			Sciences			
	History	Geography	RE		French	Art & Design	Music	PSHE	Science	PE	Computing	DT
Au 1	<p><b>Roman Britain</b></p> <ul style="list-style-type: none"> <li>• Ancient Britons</li> <li>• Celtic culture &amp; language</li> <li>• Rebellions - Caractacus &amp; Boudicca</li> <li>• Who gained &amp; lost in Roman Britain</li> <li>• Aqueae Sulis</li> <li>• Hadrian's Wall</li> <li>• Black Romans in Britain</li> </ul>	<p><b>Coastal processes &amp; landforms</b></p> <ul style="list-style-type: none"> <li>• Processes of erosion, transportation &amp; deposition</li> <li>• Jurassic coast inc. rocks, fossils &amp; landforms</li> <li>• Coastal habitats inc. coasts of the Indian Ocean</li> </ul>	<p><b>Big Question</b> <i>Does the church support war?</i></p> <ul style="list-style-type: none"> <li>• Faith in wartime</li> <li>• Conscientious objectors</li> <li>• Comfort in religion</li> </ul>	B 1	<p><b>Quelle est la date aujourd'hui?</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the months of the year in French.</li> <li>• Ask when somebody has a birthday and say when they have their birthday.</li> <li>• Say the date in French.</li> <li>• Recognise key dates in the French calendar.</li> </ul>	<p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>• WW2 landscapes: Lowry &amp; Haines</li> <li>• Use of the 5 colour palette used by Lowry to create a WW2 inspired landscape: soft pastels, charcoal or coloured pencils</li> <li>• To use acrylic paint to mix shades &amp; tones of secondary &amp; tertiary colours to create an effective Blitz inspired skyline</li> <li>• Propaganda poster</li> </ul>	<p><b>Military Music / Trumpet whole class tuition</b></p> <ul style="list-style-type: none"> <li>• Appraise The Last Post</li> <li>• Identify the instruments used in military music</li> <li>• Recognise the key rhythm of the music</li> <li>• Learn to play The National Anthem on the ukulele</li> </ul>	<p><b>Myself &amp; My Relationships: My Emotions</b></p> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Self-respect &amp; identity</li> <li>• Feelings, thoughts &amp; behaviour</li> <li>• Recognising strong feelings</li> <li>• Loneliness</li> <li>• Empathy</li> <li>• Networks of support</li> </ul>	<p><b>Properties of Materials</b></p> <ul style="list-style-type: none"> <li>• Classify by hardness, solubility, transparency, conductivity</li> <li>• Know examples of reversible &amp; irreversible changes</li> <li>• Can explain what a conductor and insulator is</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain effects of gravity, air resistance, push &amp; pull forces on an object</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To improve confidence in the water</li> <li>• To be able to use different swimming strokes</li> </ul>		
Au 2	<p><b>Christianity in three Empires</b></p> <ul style="list-style-type: none"> <li>• Christianity becoming official religion of Roman Empire</li> <li>• Constantine &amp; founding of Constantinople.</li> <li>• Fall of Rome</li> <li>• Byzantine Empire</li> <li>• The Port of Adulis</li> <li>• Kingdom of Aksum</li> </ul>	<p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>• Depth focus 1: a seaside town</li> <li>• Depth focus 2: Wales</li> <li>• Patterns of tourism.</li> <li>• Growth of tourism.</li> <li>• Eco-friendly and non-eco-friendly tourism.</li> <li>• National parks.</li> </ul>	<p><b>Big Questions</b> <i>How &amp; why do Hindus worship at home &amp; at the Mandir?</i></p> <ul style="list-style-type: none"> <li>• Hindu worship</li> <li>• Shrines</li> <li>• The Mandir</li> <li>• Aum</li> </ul>	B 2	<p><b>As-tu un animal?</b></p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet.</li> <li>• Tell somebody in French the name of their pet.</li> <li>• Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</li> </ul>	<p><b>Pattern (cultural)</b></p> <ul style="list-style-type: none"> <li>• Use of Indian Madhubani folk art patterns &amp; natural palette of colours</li> <li>• Use of line drawing techniques (double lining &amp; hatching) using coloured pencils &amp; black pens</li> <li>• Use of coloured pencils (brown &amp; black) to create their own Mehndi inspired designs</li> <li>• Mandala designs</li> </ul>	<p><b>Bollywood</b></p> <ul style="list-style-type: none"> <li>• Learn about the instruments used in traditional Indian music</li> <li>• Recognise the key features</li> <li>• Learn to play the tabla</li> <li>• Perform piece on the tabla &amp; evaluate</li> </ul>	<p><b>Citizenship: Diversity &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Influences on my identity</li> <li>• Gender</li> <li>• Diversity in communities</li> <li>• Challenging stereotypes</li> <li>• Voluntary, community, charitable, pressure groups &amp; the media</li> <li>• Environmental issues &amp; sustainability</li> </ul>	<p><b>Properties of Materials</b></p> <ul style="list-style-type: none"> <li>• Be able to explain reversible &amp; irreversible changes</li> <li>• Suggest materials best suited for certain jobs based on prior knowledge</li> <li>• Separate mixtures</li> <li>• Know that materials dissolve &amp; explain how to recover substances from a solution</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Identify water &amp; air resistance &amp; friction</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To be able to swim confidently over a distance of 25m</li> <li>• To swim using front crawl, back stroke &amp; breast stroke</li> </ul>	<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>• Understand what a public profile is</li> <li>• Discuss what is acceptable to share online</li> <li>• Demonstrate the ability to keep themselves &amp; others safe online</li> </ul>	<p><b>Food &amp; Seasonality</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of seasonality</li> <li>• To prepare &amp; cook a variety of dishes using different techniques</li> </ul>
Sp 1	<p><b>Arabia and Early Islam</b></p> <ul style="list-style-type: none"> <li>• Bedouin culture &amp; trade</li> <li>• The place of the Makkah in trade</li> <li>• Arabic language – an oral culture and a land of poetry</li> <li>• Muhammad, Makkah, Medina and the birth of Islam.</li> <li>• Arab conquests</li> </ul>	<p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>• Tectonic plates</li> <li>• The San Andreas fault</li> <li>• Measuring earthquakes</li> <li>• Effects of earthquakes</li> <li>• Living with earthquakes</li> </ul>	<p><b>What makes a place sacred?</b></p> <ul style="list-style-type: none"> <li>• Sacred spaces</li> <li>• Holy buildings</li> <li>• The natural world</li> <li>• The night sky</li> </ul>	B 3	<p><b>Les vêtements</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in French;</li> <li>• Use the appropriate genders and articles for these clothes;</li> <li>• Use the verb PORTER</li> <li>• Say what they wear in different weather/ situations;</li> <li>• describe clothes in terms of their colour</li> <li>• apply adjectival agreement;</li> <li>• use the possessives</li> </ul>	<p><b>Roman Architecture</b></p> <ul style="list-style-type: none"> <li>• Create a relief pattern that depicts a traditional Roman building</li> <li>• Use of soft pastels to create a monochromatic piece of art</li> <li>• To create a Roman mosaic tile design using paper</li> <li>• Use of graphite sticks &amp; shading techniques to draw an effective line drawing of the Colosseum</li> <li>• Shield/sandal sculpture</li> </ul>		<p><b>Myself &amp; My Relationships: Anti-Bullying</b></p> <ul style="list-style-type: none"> <li>• Defining bullying relating to race / religion / culture / identity / sexuality</li> <li>• Cyberbullying</li> <li>• Physical, mental &amp; emotional wellbeing</li> <li>• Peer influence / bystanders / colluders</li> <li>• Assertiveness &amp; support strategies</li> <li>• Equality Act</li> </ul>	<p><b>Earth &amp; Space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of objects in our solar system</li> <li>• Explain day &amp; night</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Identify what effects of resistance &amp; friction</li> <li>• To take measurements accurately</li> </ul> <p><b>Properties of materials</b></p> <ul style="list-style-type: none"> <li>• To explain what affects the rate of dissolving</li> <li>• To apply knowledge of materials to a given situation</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• To use chest pass, shoulder pass &amp; bounce pass</li> <li>• To improve attacking &amp; defending skills</li> <li>• To develop a shooting technique</li> <li>• To play as part of a team</li> </ul>	<p><b>Programming</b></p> <ul style="list-style-type: none"> <li>• Explore with Garage Band &amp; Minecraft</li> <li>• Plan &amp; manipulate using programs using selection</li> <li>• Understand &amp; demonstrate how inputs relate to outputs in a program</li> </ul>	<p><b>Bird houses and tools</b></p> <ul style="list-style-type: none"> <li>• To use a wider range of tools (saws, hammers etc.)</li> <li>• To perform a primate task accurately (i.e. cutting, shaping, joining &amp; finishing)</li> <li>• Create a bird house for a specific purpose</li> </ul>
Sp 2	<p><b>Cordoba: city of light</b></p> <ul style="list-style-type: none"> <li>• Islamic achievement in art, architecture, learning and science</li> <li>• How Muslims, Christians and Jews lived and worked together collaborating on great architectural projects</li> <li>• The great library of Cordoba</li> </ul>	<p><b>Deserts</b></p> <ul style="list-style-type: none"> <li>• Climate change</li> <li>• The Sahara Desert</li> <li>• How deserts are formed</li> <li>• Plants and animals</li> <li>• Living in deserts</li> <li>• The Patagonian Desert</li> </ul>	<p><b>Big Question</b> <i>Is there an ultimate being?</i></p> <ul style="list-style-type: none"> <li>• Existence of God</li> <li>• Meaning of life</li> <li>• Good &amp; evil</li> <li>• Forgiveness</li> </ul>	B 3								
Su 1	<p><b>The round city: Baghdad</b></p> <ul style="list-style-type: none"> <li>• Where, why and how the city was built.</li> <li>• The House of Wisdom - city of books and learning</li> <li>• How Islamic scholars preserved the learning of the ancient world and moved it forwards</li> </ul>	<p><b>Why is California so thirsty?</b></p> <ul style="list-style-type: none"> <li>• Water in California</li> <li>• Farming</li> <li>• Mediterranean climate - growing almonds</li> <li>• The California Aqueduct</li> </ul>	<p><b>Big Questions</b> <i>Why is Jesus an inspirational leader?</i></p> <ul style="list-style-type: none"> <li>• Miracles</li> <li>• Happiness</li> <li>• Jesus as a foundation</li> </ul>	B 4	<p><b>Au café</b></p> <ul style="list-style-type: none"> <li>• Order from a selection of foods from a French menu.</li> <li>• Order from a selection of drinks from a French menu.</li> <li>• Order a French breakfast.</li> <li>• Order typical French snacks.</li> <li>• Ask for the bill.</li> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul>	<p><b>Observational Drawing</b></p> <ul style="list-style-type: none"> <li>• Darwin &amp; Louis Masai inspired artwork</li> <li>• Sketching graphite pencils &amp; paint pens to create artwork in the style of the artists studied</li> <li>• Develop an understanding of shape &amp; proportion when drawing real-life living things</li> </ul>		<p><b>Healthy &amp; Safer Lifestyles: Relationships &amp; Sex Education</b></p> <ul style="list-style-type: none"> <li>• Names of sexual parts</li> <li>• Puberty</li> <li>• Physical &amp; emotional change</li> <li>• Menstruation</li> <li>• Developing body image</li> <li>• Changing hygiene routines</li> <li>• Viruses &amp; bacteria</li> </ul>	<p><b>Living Things &amp; Habitats</b></p> <ul style="list-style-type: none"> <li>• Compare life cycles from different animal classes</li> <li>• Describe reproduction in plants &amp; animals</li> <li>• <b>Animals including Humans</b></li> <li>• Describe changes to humans from birth to old age</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To evaluate other Bollywood dances</li> <li>• To learn Bollywood dance moves &amp; incorporate into own choreography</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• Discuss where information can be found online</li> <li>• Understand how to use an online search engine effectively</li> <li>• Extract information effectively from online sources</li> </ul>	
Su 2	<p><b>Anglo-Saxon Britain</b></p> <ul style="list-style-type: none"> <li>• Attacks by land and sea</li> <li>• Migrations</li> <li>• Connected kingdoms</li> <li>• 'Not Angles, but angels'</li> <li>• Mercia</li> <li>• Sutton Hoo</li> </ul>	<p><b>Oceans</b></p> <ul style="list-style-type: none"> <li>• Oceans and seas</li> <li>• Trade</li> <li>• Climate</li> <li>• Land masses</li> <li>• Sea levels</li> <li>• Human's impact on the water on the planet</li> </ul>	<p><b>Picturing Jesus, what was he like?</b></p> <ul style="list-style-type: none"> <li>• Representing Jesus through artwork</li> </ul>	B 4								