

	Covered Partially Remotely	Autumn				Spring			Summer		
Year 5	Topic	Conflict (WWI/Macbeth)				Look to the East			Exploration		
	Concepts	Conflict	Prejudice	Peace	Democracy	Diversity	Respect	Tradition	Dreams	Responsibility	Truth wisdom
	Objective	<p><u>Art and design (Paul Nash)</u> <u>Developing ideas and evaluating</u></p> <ul style="list-style-type: none"> Adapt their work based on feedback and annotation and explain where they have done this <p><u>Drawing</u></p> <ul style="list-style-type: none"> Teach skill of one-point perspective Begin to draw from imagination, memory, experience and research, including a sense of perspective <p><u>Geography</u> <u>Location/direction</u></p> <ul style="list-style-type: none"> Continue to locate countries within Europe on political maps from different time periods Discuss the term political border and how these can change over time (link to WWI) <p><u>Geographical enquiry</u></p> <ul style="list-style-type: none"> Continue to use a range of written, numerical and visual sources to gather information <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use photographs, maps and fieldwork to record and present changes within the local area 				<p><u>Art and design</u> <u>Developing ideas and evaluating</u></p> <ul style="list-style-type: none"> Compare and contrast their work with the work of an artist or artists around a similar theme <p><u>Drawing</u></p> <ul style="list-style-type: none"> Use a variety of media in their work <p><u>3D form</u></p> <ul style="list-style-type: none"> Make a mould using plaster or clay safely Describe their work and how it has been constructed using a variety of materials <p><u>Textiles/Collage</u></p> <ul style="list-style-type: none"> Experiment with using batik safely or paste resist <p><u>Geography</u> <u>Location and direction</u></p> <ul style="list-style-type: none"> Extend their understanding of the world to include the study of a location in Asia (China) <p><u>Human and physical</u></p>			<p><u>DT Moon lander project – Sats Week (focus on designing, making and evaluating)</u> <u>Creating movement</u></p> <ul style="list-style-type: none"> Cams and pulleys Shock absorption Pneumatic systems <p><u>Geography</u> <u>Location knowledge</u></p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, hemispheres and the tropics of cancer/Capricorn Identify the prime and Greenwich Meridian and calculate time zones <p><u>Maps (using, drawing and representation)</u></p> <ul style="list-style-type: none"> Continue to use atlases, globes and digital resources in relation to their learning Confidently use an index and contents when using an atlas 		

- Compare a variety of maps and aerial photos of the same location or area

History (WWI) An aspect of local history – Hagley during WWI

Vocabulary

- Distinguish between primary and secondary sources
- Continue to use century in relation to their learning

Historical knowledge

- Examine the cause, effect and impact of an event on a period, including its subsequent developments e.g. War and the Suffragette movement.
- Make comparisons about their locality in relation to the past and explain why these differences occur

Interpretations

- Describe the purpose of some pieces of evidence and the issues surrounding its reliability e.g. propaganda and censoring of letters
- Consider ways to check the accuracy of interpretations – is it fact, fiction or opinion?

Historical enquiry and evidence

- Begin to identify primary and secondary sources and the strengths and weaknesses of both
- Select relevant information from their research

Science

Properties and changes of materials

- 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 (Y1, Y2, Y3 (magnets), Y4 (conductors) previous learning)
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering,

- Describe and understand the aspects of physical geography to include the formation of mountains, focussing on the Himalayas
- To understand tectonic movement and its contributions to volcanoes and earthquakes

Geographical enquiry

- Investigate a place at a larger scale e.g. China's population
- Analyse evidence to draw conclusions about a question e.g. Why do people live where they do?
- Continue to use a range of written, numerical and visual sources to gather information

Geographical skills and fieldwork

- Compare a variety of maps and aerial photos of the same location or area

Maps (using, drawing and representation)

- Use maps and satellite images to identify aspects of human and physical geography
 - Draw a sketch map, using OS symbols and key
 - Confidently use an index and contents when using an atlas
- Scale and distance
- Use maps at a range of scales and describe them

History Achievements of the earliest civilisations Shang Dynasty

Crossover study with year 4

Vocabulary

- Continue to use century in relation to their learning

Chronological understanding

- Continue to use a range of written, numerical and visual sources to gather information

Scale and distance

- Use maps at a range of scales and describe them

Art and design

Drawing

- Draw for a sustained period of time a group of objects and explore the relationship between tone, line, shape, colour, texture and pattern

Painting

- Plan to create different effects and textures, using different paint and tools e.g. blocking colours, washes, thickened paint etc.
- Carry out preliminary work including testing media, materials and colour mixes

Physical education (using PE hub resources)

- Cricket
- Gymnastics unit 2
- Athletics
- Orienteering unit

Science

Living Things and their Habitats – linked to Pandora Avatar

Pandora Avatar

- 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

		<p>sieving and evaporating (Y4 previous learning - evaporation)</p> <ul style="list-style-type: none"> • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Demonstrate that dissolving, mixing, and changes of state are reversible changes • Give reasons for the particular uses of everyday materials, including metals, wood and plastic • 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. <p><u>DT (focus on making)</u></p> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> • Chemical reactions e.g. baking powder <p><u>Forces</u></p> <ul style="list-style-type: none"> • 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 <p><u>Physical education (using PE hub resources)</u></p> <ul style="list-style-type: none"> • Fitness circuit • Haka (dance unit linked to topic) • Netball • Hockey • Football 	<ul style="list-style-type: none"> • Relate the study of an ancient civilisation to times they have already studied <p><u>Interpretations</u></p> <ul style="list-style-type: none"> • Consider ways to check the accuracy of interpretations - is it fact, fiction or opinion? - Links to bias in English <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources and the strengths and weaknesses of both • Select relevant information from their research • Reach a conclusion to an enquiry based on evidence e.g. Who was lady Fu Hao of the Shang Dynasty? <p><u>DT - Earthquake proof buildings (focus on making and evaluating)</u></p> <p><u>Structures</u></p> <ul style="list-style-type: none"> • How to re-inforce and strengthen and increase strength for a purpose <p><u>Physical education using PE hub resources</u></p> <ul style="list-style-type: none"> • Thai-chi (Dance unit linked to topic) • Yoga • Gymnastics unit 1 • Rounders • Tennis 	<p><u>Animals including humans (within PSHE changing me)</u></p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age <p><u>Forces</u></p> <ul style="list-style-type: none"> • Identify the effects 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. (link to DT) <p><u>Earth and space</u></p> <ul style="list-style-type: none"> • 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. (Y3 previous learning - shadows investigation) • Explain how your identity online can be copied, modified or altered
<p>PSHE</p> <p>Unit key questions</p>	<p>Relationships</p> <p>How do we manage challenges in a friendship?</p> <p>Why is respect so important?</p> <p>What is personal space?</p>	<p>Living in the Wider World</p> <p>What is a career?</p>	<p>Health and Well Being</p> <p>Why is sleep important?</p> <p>Do we all have the same identity?</p>	

			How can I take responsibility for the safety of myself and others?
RE	<p>What does it mean if Christians believe God is holy and loving?</p> <p>What matters most to Christians and Humanists?</p>	<p>What does it mean to be a Muslim in Britain today? (<i>visit to Mosque</i>)</p> <p>Why do Christians believe Jesus was the messiah?</p>	<p>Christians and how to live: What would Jesus do?</p> <p>Why is the Torah so important to Jewish people?</p>
<p>Computing (Teach computing units)</p> <p>See online safety plan and progression for 'Get Connected Weeks'</p>	<p>Keyboard/Microsoft skills</p> <p>Programming A - selection in physical computing</p>	<p>Creating media - vector drawing</p> <p>Data and information - flat-file databases</p>	<p>Programming B - selection in quizzes</p> <p>Creating media - video editing</p>
French	<p>Family</p> <p>Clothing</p>	<p>The human body</p> <p>In town</p> <p>Numbers 30-60</p>	<p>Weather</p> <p>Consolidation</p>
<p>Recovery curriculum previous year targets</p>	<p><u>Chronological understanding</u></p> <p>Place the events studied on a labelled period timeline</p> <p>Identify the symbols related to roads, train tracks, rivers, canals, footpaths</p> <p>Find the same feature on maps of different scales e.g. locate the Severn on different maps</p> <p>Use a variety of software (Digimaps)</p> <p><u>Computing</u></p> <p>Create your own database based on information you've been given</p>	<p>Alter and refine their drawings as necessary</p> <p>Make informed choices about paper used and media</p> <p>Use research to inspire drawings from memory or imagination</p> <p><u>Cooking and nutrition</u></p> <p>Cutting, peeling, grating, chopping, spreading</p> <p>That seasons and climate affect the food available (seasonality) - Design, Make, Evaluate</p> <p><u>3D Form:</u></p> <p>Plan, design and make models</p>	<p>Computing/internet safety:</p> <p>Explain and give examples of why copying someone else's work from the internet without permission can cause problems (carried over from Autumn)</p>

Make informed choices about paper used and media

Geography:

Indicate tropical, temperate and polar climate zones on a map in relation to food production/weather

(Linked to healthy eating)