KS 2	Autumn		Spring		Summer	
Year 5	1 8 Weeks	2 7 Weeks	1 6 Weeks	2 6 Weeks	1 5 Weeks	2 7 Weeks
Topic/events.	Where have you Been? Postcards/maps from the summer holidays.	The Vikings are Coming. Viking experience day.	Meet the Mayans.	Trade links around the world.	The Blue Planet- Rivers and ports	Crime and Punishment through the ages. Galleries of Justice?
English	*Window* by Jeannie Barker *Belonging* by Jeannie Baker *Wonder* by R J Palacio. Discussion text.	*Beowulf* by Michael Morpergo. Myths and legends. The Lost Words – Poetry by Robert Macfarlane.	*Cosmic*- Frank Cottrell-Boyce. No fiction report – Mars Transmission.	*Charlie and The Chocolate Factory* by Roald Dahl.	Plastic pollution – Jane Considine unit – persuasive writing.	Fiction- The Explorer - Action text
ERIC	*Who Let the Gods out?* - Maz Evans	*Who Let the Gods out?* - Maz Evans	*Arsenic for Tea –* Robin Stevens	*Arsenic for Tea –* Robin Stevens.	*Non-fiction texts based on Rivers topic.*	Poetry – The Highwayman. Alfred Noyes.
Grammar	Choosing nouns & pronouns. Expanded noun phrases. Fronted adverbials.	Modal verbs Adverbs - Indicating degrees of possibility using adverbs [for	Parenthesis (Brackets, dashes, commas) Expanded noun phrases.	Tenses – Using perfect form of the verb.	Commas to clarify meaning and avoid ambiguity. Devices to build cohesion within a	Prefixes for verbs. (dis- de- mis- over- re-)

	Plural and possessive –s Inverted commas Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	example, perhaps, surely] or modal verbs [for example, might, should, will, must] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]			paragraph [for example, then, after that, this, firstly]	Using suffixes to convert nouns to adjectives. (-ate –ise – ify)
Maths White Rose.	Number – Place value. Number – addition and subtraction. Multiplication and division.	Number – Multiplication and division. Fractions A	Number – Multiplication and division. Number – fractions B	Number – Decimals and percentages. Perimeter and Area Statistics	Geometry – properties of shape. Position and direction. Decimals	Decimals Negative numbers Measurement – converting units. Measurement – volume.
History		Vikings **Key Skills** - Viking struggle for the kingdom of England. - Understand how knowledge of the	Mayans **Key Skills** - Continue to develop chronologically secure knowledge			Crime and Punishment **Key Skills** Explain some key times in the history of crime and

		past is constructed from different sources - Regularly address and sometimes devise historically valid questions **Aims** Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: Britain has influenced and been influenced by the wider world. Frame historically valid questions and create their own structured accounts, including written narratives and analyses; **Content** Christian conversion - Lindisfarne	- Regularly address and sometimes devise historically valid questions How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world: Gain and deploy a historically grounded understanding of abstract terms such as 'empire', and 'civilisation'. **Content** A non-European society that provides contrasts with			punishment in Britain. Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.

		the Viking and Anglo-Saxon struggle for the Kingdom of England. Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld.	British history – study of: Mayan civilization c. AD 900;			
Geography	**Mapping. Key skills.** - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Content** Locational knowledge - locate the world's countries, using maps to focus on Europe countries, (including the location of Russia)			**Trade links around the world. Key skills** Describe and understand key aspects of human geography, including: economic activity including trade links. Understand how trade became global through changes in technology, transport and communication.	**The Blue Planet Key Skills** Know about the course of a river. Name and locate many of the world's most famous rivers. Human and Physical Geography Know why most cities are situated by rivers. Know why ports are important and the role they	

	and major cities. Name and locate counties and cities of the United Kingdom and geographical regions. Location and Place Knowledge Know the countries that make up the European Union.			-Understand how countries are linked through trade. - Explain how Fairtrade works. - Identify countries that export natural resources such as energy, food, minerals and water.	play in distributing goods around the world.	
Science	**Living things and habitats** **Key Skills** - 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.	**Forces** **Key Skills** - 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	**Earth and Space** **Key Skills** - 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	**Animals including Humans** **Key Skills** - Describe the changes as humans develop to old age. **Aims** Develop scientific knowledge and conceptual understanding through the specific	**Properties of materials** **Key Skills** - Compare and group together everyday materials on the basis of their properties. **Aims** Develop scientific knowledge and conceptual understanding	**Changes of materials.** **Key Skills.** - Use knowledge of solids, liquids and gases to decide how mixtures might be separated. - Give reasons, for the particular uses of everyday materials. - Demonstrate that dissolving, mixing

	Aims Develop scientific knowledge and conceptual understanding through the specific discipline of biology. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.	surfaces - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Aims** Develop scientific knowledge and conceptual understanding through the specific discipline of biology. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.	Moon as approximately spherical - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Aims** Develop scientific knowledge and conceptual understanding through the specific discipline of biology. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about	discipline of biology. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.	through the specific discipline of biology. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.	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. **Aims** Develop scientific knowledge and conceptual understanding through the specific discipline of biology. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

			the world around them.			
Art	Frida Kahlo – mixed media art Know how to use images that have been created, scanned and found; altering them where necessary to create art. Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to create a 3D sculpture from its 2D form.		Banksy – street art Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to express emotion in my art. To look at working in the style of a selected artists. Know how to use different types of paint for different purposes.	Warhol Print Rolling Know how to use paint when print-rolling. Know how to use positive and negative space. To look at working in the style of a selected artist		
DT		Healthy Living, Comparing modern diet with Viking diet. Key skills- Understand and apply the principles			Bridge building. Key skills- Apply understanding of how to strengthen,	Levers, pullies and gears – making punishment and torture equipment. Key skills - know that designers take

		of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality.			stiffen and reinforce more complex structures. Evaluate effectiveness of design.	inspiration from history. Know that products we design will provide a service. Know that making a prototype can inform the final version. Know to be precise when cutting materials. Know how to make modifications to the function Know how to select the appropriate equipment for the task and use competently.
Computing	Programming music –programming. Aims: are responsible, competent, confident and creative users of information and communication technology. can understand and apply the	Rodocodo Programming. Aims: can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation	Search engines- Computing systems and networks, Aims: can evaluate and apply information technology, including new or unfamiliar technologies,	Big Data 1-Data Handling. Aims: are responsible, competent, confident and creative users of information and communication technology.	Big Data 2 –Data Handling. Aims: are responsible, competent, confident and creative users of information and communication technology.	Stop motion animation –Creating media Aims: are responsible, competent, confident and creative users of information and communication technology.

	fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation	can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems	analytically to solve problems			
	E-safety Key skills					
	- Be Internet Legends Scheme. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
French Following the Language Angles program to support French in the classroom.	Do you have a pet?		Clothes		The weather	
PE	**Health Related Exercise** **Invasion Games** Children should learn:- •To consolidate existing skills and develop new ones •To select and apply skills more consistently in	**Health Related Exercise** **Dance** Children should learn:- •To dance in group unison, following the set street dance choreography. •To be able to work co-operatively with	**Invictus Games** **Gymnastics** Children should learn;- •Shapes and supports- To explore different shapes and supports on the mats.	**Invictus Games** **Apparatus** Children should learn;- •To explore different ways of travelling over the apparatus. •To begin putting full sequences together whilst	**Parkour** **Net/Court/Wall Games** Children should learn to;- •To develop the range and consistency of their skills in Tennis activities •To release the ball from	**Parkour** **Striking and Fielding** Children should learn;- •To develop their range of bowling, striking and fielding skills •To experience all roles in small sided

	specific invasion activities and games •To select and apply basic invasion principles and adapt them to different situations •To use information to evaluate their own and others work.	a small group to create a dance •To be able to select movements to create a dance and understand its structure •To practice, rehearse and refine the whole dance, with clear starting and ending positions. •To look critically at their own and others work to recognise what is good and what could be improved.	•Travels- To work alongside a partner, experimenting with different ways of travelling across the mat. •Balancing-To work on counter balance and counter tension with a partner. •To use their understanding of the sequence skills.	travelling along the apparatus Jumps from height To learn to land safely whilst jumping from the apparatus. •Balancing across the apparatus. Experimenting with balancing using different body parts.	different angles and send it at different angles •To work in pairs or small groups to develop attack and defence in net games •To evaluate performance and explain what needs improving	striking and fielding games •To play the rules and adapt basic tactics to use them in a range of games •To recognise strengths and weaknesses in their own performance.

| Music | Introduction to garage band.

Music technology.

Arranging and recording sounds. | Introduction to Djembe drums

Charanga

Using voices and instruments with increasing accuracy, fluency and expression. | History of the blues.

Kapow.

Musical History.

Learning how to use and understand the staff and musical notations | Looping and remixing

Kapow

Music technology.

Improvising and composing using technology. | Musical Theatre

Kapow.

The children will develop their understanding and plan their own musical theatre scene, including a song, dance and acting. | Ukuele

Charanga.

The children will know how to use notation to record groups of chords. Play with accuracy and fluency. Recognise the notes on a stave. |
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| RSHE/RE | Religions: Hinduism Theme: Prayer and Worship

What is the best way for a Hindu to show commitment to God?
Explore the different ways Hindus worship. How do they use | Religions: Christianity Theme: Christmas Visit to the local church.
Explore the less well-known elements of the Christmas story. Why are some parts more well-known than others? | Religions: Sikhism Theme: Beliefs and moral values

Are Sikh stories important today?
Look at significant Sikh stories. Can the themes and messages be linked to other religious stories? | Religions: Christianity Theme: Easter

Did God intend Jesus to be crucified?
Explore the Easter story in more detail. Was the crucifixion | Religions: Hinduism Theme: Beliefs and moral values

Do beliefs in Kama, Samsara and Moksha help Hindus lead good lives?
Explore the beliefs of Hindus. | Religions: Islam Theme: Beliefs and Practices

What is the best way for a Muslim to show commitment to God?
Explore the different ways Muslims practice |

this to show commitment to god? Identities and diversity: They identify some of the diverse groups and communities in the UK and the wider world and begin to explore how these relate to their own identities and Communities. PSHE: Jigsaw Being Me. BM Settling In I'm proud to be me.	**Is the Christmas story true?** Advocacy and representation: They make informed contributions to discussions and debates giving some reasons for their view. PSHE: Jigsaw. Celebrating Differences CD Getting On and Falling Out. Say 'No' to bullying.	Are there messages than transcend religion? Critical thinking and Enquiry: Pupils investigate issues affecting communities using a range of sources. They identify different viewpoints involved. PSHE: Dreams and goals. DG Jigsaw Rights and Responsibilities	predicted? What clues are there in the bible as to God's intention? Rights and Responsibilities: They discuss what is fair and unfair and describe how justice is applied in some situations. They explore situations where rights compete. PSHE: Jigsaw Healthy Me. HM	What are the benefits to life of following these beliefs? What evidence is there for these helping to lead a good life? Taking informed and responsible action: They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities. PSHE: Jigsaw Team Building Communities. RSHE Relationships. RL	religion. What are the main beliefs and practices? Do all Muslims worship in the same way? Does this affect their commitment to God? How is this shown? What are the different ways that Muslims show commitment to God? PSHE: Jigsaw Changing Me CM