| Year 5 | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
|---|---|---|---|---|---|---|
| **English**<br><br>Progress will be supported through our Spellings and Accelerated Reader programme. | **The Kid who came from Space**<br><br>Composition: diary entries, sentence stacking for writing a narrative<br>SPAG: complex sentences, speech within text, proper nouns, figurative language, hyphens, noun phrases, adverbials, conjunctions, relative clauses, complex sentences and paragraphing, adverbs, direct and reported speech. Revisit year 3 and 4 spellings. | **Beowulf**<br><br>Composition: Newspaper report, character descriptions<br>SPAG: standard English, linking paragraphs and dashes, language techniques, direct speech, complex sentences, relative pronouns, adverbials. Year 5 spellings. | **Viking Boy**<br><br>Composition: narratives to include inference and predictions, informal letter writing, non-fiction to include information texts<br>SPAG: fronted adverbials, pronouns, semi-colons, paragraphs, colons, complex sentences. Year 5 spellings. | **Mama Miti**<br><br>Composition: narratives to include inference and predictions, informal letter writing, non-fiction to include information texts<br>SPAG: adverbials, pronouns, semi-colons, linking ideas using conjunctions, imperative verbs, complex sentences. Year 5 spellings. | **The Journey**<br><br>Composition: narratives to include character profiles and persuasive writing, non-fiction including information texts.<br>SPAG: focusing on relative clauses, complex sentences, causal conjunctions and adverbials.<br>Revise year 5 spellings. | **The Curse of the Mayans**<br><br>Composition: narratives to include character profiles and persuasive writing, non-fiction including information texts.<br>SPAG: focusing on relative clauses, complex sentences, causal conjunctions and adverbials.<br>Revise year 5 spellings. |
| **Maths** | Using White Rose Maths (WRM), we will continue to learn maths through a cumulative approach to the curriculum; once a topic is covered, it is revisited many times again in other contexts. We also make use of WRM's Flashback 4 which has spaced repetition of key topics throughout and between years to best support our children with their rehearsal and retrieval of maths skills. Our approach will also continue to support the transition from manipulation of concrete objects to pictorial and mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically.<br>**Place Value ⇨ Addition and Subtraction ⇨ Statistics ⇨ Multiplication and Division ⇨ Area and Perimeter ⇨ Multiplication and Division ⇨ Fractions ⇨ Decimals and Percentages ⇨ Decimals ⇨ Properties of Shape ⇨ Position and Direction ⇨ Converting Units ⇨ Measurement and Volume** | | | | | |
| | TT Rockstars ×2 ×5 ×10 | TT Rockstars ×3 ×4 ×8 | TT Rockstars ×6 ×9 ×11 | TT Rockstars ×7 ×12 | TT Rockstars ×1 to ×12 | TT Rockstars ×1 to ×12 |
| **RE** | Branch 1: Creation and Covenant<br><br>About Moses, focusing on two critical events in his life. The Burning Bush, The Sinai covenant and the Ten Commandments, and Jesus' summary of the law. | Branch 2: Prophecy and Promise<br><br>The people want a king to protect them from their enemies. You will learn about King David and his history. | Branch 3: Galilee to Jerusalem<br><br>Explore the 'new law' given by Jesus, his summary of the law of Moses and the Transfiguration. | Branch 4: Desert to Garden<br><br>Meaning of the words spoken on Ash Wednesday by exploring what it means to sin and the last things, death, judgement, heaven, and hell as part of God's plan for salvation. | Branch 5: To the ends of the Earth<br><br>The Sacrament of Confirmation, understanding its links with scripture from the words of the prophets through to the Acts | Branch 6: Dialogue and Encounter<br><br>How Christians view the Bible and the importance of the Church in helping people encounter the meaning of the text beyond what is written |
| **Science** | Earth and Space<br>Describe the movement and position of the earth and other planets relative to the Sun in the solar system> Identify some features of planets > Describe movement of the Moon relative to Earth > Use Earth's rotation to explain day and night > Describe Sun, Earth and Moon as spherical bodies > Consider how ideas developed from a geocentric model to heliocentric model of the solar system by looking at scientists such as Ptolemy and Copernicus. | Forces<br>Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the object > Identify the effects of air resistance, water resistance and friction, that act between moving surfaces > Recognise that forces can make things move, slow down, speed up and stop > Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect > Explore how scientists like Newton helped develop the theory of gravitation. | Properties of Materials<br>Compare and group everyday materials on the basis of their properties including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets > Give reasons based on testing for uses of everyday materials, including metals, wood and plastic > use knowledge of solids, liquids and gases to describe how mixtures might be separated including filtering, sieving and evaporating. | Living Things and Their Habitats<br>Describe the differences in the life cycle of a mammal, an amphibian, insect and bird > Describe the life process of reproduction in some plants and animals > Find out about the work of naturalists and animal behaviourists such as Jane Goodall or David Attenborough. | Light<br>Recognise that light appears to travel in straight lines > Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye > Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes > Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | Animals Including Humans<br>Describe the changes as humans develop from conception to old age > Understand the stages of development and changes that occur in puberty> Use a timeline to indicate stages of growth and development of humans. |

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| **History and Geography** | Mountains<br><br>Knowledge: Children will be able to describe and locate major mountain ranges and peaks including the 'Seven Summits'; identify and describe the key features of mountains and how they are formed; understand mountain climates and how humans and animals adapt to life in mountainous environments; locate the UK's highest mountains and understand their significance; explore the importance of the Himalayas for people, biodiversity and climate; and identify world-famous mountains and ranges, comparing their human and physical geographical features.<br><br>Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features, symbols and key to build their knowledge of the UK and the wider world, 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. | Anglo-Saxons<br><br>Knowledge: Children will develop a chronologically secure knowledge and understanding of British and world history, develop the appropriate use of historical terms, understand how our knowledge of the past is constructed from a range of sources.<br><br>Skills: construct informed responses that involve thoughtful selection and organisation of relevant historical information, note connections, contrasts and trends over time, regularly address and devise historically valid questions about significance.<br><br>Local area: identifying where mounds had been buried within local counties.<br><br>English link – text appropriate | Vikings<br><br>We will be learning about The Vikings and asking *would the Vikings do anything for money?*<br><br>Knowledge: develop a chronologically secure knowledge and understanding of British history, establish clear narratives within and across the periods, develop the appropriate use of historical terms, address historically valid questions about cause and significance.<br><br>Skills: understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve the thoughtful selection and organisation of relevant historical<br><br>English link – text appropriate | Volcanoes and earthquakes<br><br>Knowledge: Children will be able to describe the structure of the Earth and explain how tectonic plate movement causes volcanoes and earthquakes; identify different types of plate boundaries and understand how they relate to volcanic and seismic activity; describe the key features of volcanoes and locate famous examples around the world; understand the effects of volcanic eruptions on people and the environment, and consider the advantages and disadvantages of living near volcanoes. Children will also explore why earthquakes occur, examine significant historical earthquakes and their impact, report on a famous earthquake, and investigate how earthquakes affect land and people. They will learn how communities respond to earthquakes, how aid is provided to victims, and how people can prepare for future earthquakes.<br><br>Skills: use maps to focus on countries, cities and regions in Europe, use maps to focus on location and characteristics of a range of the world's more significant human and physical features.<br><br>English link – text appropriate | European region<br><br>Focusing on Geography skills, we will be learning about journeys and world trade.<br><br>Knowledge: Children will be able to explore patterns of global trade, identifying how goods, including food, are traded between countries; understand who grows our food and the journey it takes from farm to fork; and consider how our choices around food and farming affect people, places, and the environment both locally and globally.<br><br>Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br><br>English link – text appropriate | Mayan civilisation<br><br>Focusing on History skills, we will be learning about **Journeys** and asking *what makes people go on a journey?*<br><br>Knowledge: develop a chronologically secure knowledge and understanding of British and world history, establish clear narratives, address and devise historically valid questions about significance and cause and change, understand how our knowledge of the past is constructed from a range of sources.<br><br>Skills: note connections, contrasts and trends over time.<br><br>English link – text appropriate |
| **Computing** | **Quizzing**<br><br>Children will learn how to create more advanced quizzes using a variety of question types, such as multiple choice, true or false, and fill-in-the-blank. They will explore how to structure quizzes logically, considering how users interact with them. Children will also begin to use branching logic to make quizzes more interactive, where different answers can lead to different follow-up questions. They will test and improve their quizzes based on feedback, developing an understanding of how digital tools can be used to gather and present information effectively. | **Database Information Technology**<br><br>Children will build on their previous term's skills to work with specific data to ensure digital solutions are found to pre-planned IT based problems. | **Game Creator**<br><br>Children can make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution | **Spreadsheets -information Technology**<br><br>Use software to create systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Coding- Computer science**<br><br>Children will attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts, will be able to test and debug their programs and can use logical methods to identify the approximate cause of any bug | **Word Processing**<br>**Information Technology**<br>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains<br><br>**Modelling -Concept Maps**<br>**Information Technology**<br>Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. |
| **Languages** French | The beginning of a lifelong love of language learning.<br>Develop a curiosity for other cultures.<br>Build a solid foundation in language learning. | Writing and speaking independently and creatively for purpose. Using correct spelling and pronunciation for different animal's & fruit's names. | Say my personal details in French, and ask for the same information back. Say numbers 1-30 in French and spell some of these numbers. Say my nationality in French and explain how the pronunciation and spelling changes according to whether I am a girl or boy. | Recognise, recall and spell 10 family members in French. Use these to form sentence structures to talk about their relationship with them. | Say and write whether I live in a house or an apartment and where it is. · I can say & spell all ten rooms of the house with their gender in French. Ask somebody what rooms they have or do not have in their home and also answer this question back, including a negative reply. | Say & spell most if not all of the items typically offered in a salon de thé, with their correct article/determiner.<br>Change a singular noun to a plural noun in French. Ask for items I would like to eat and items I would like to drink.<br>Count up to 100 in French. |
| **Design Tech** | | | To explore different bridge structures and create a Truss bridge.<br><br>Science Link – Properties of Materials | | | Electrical systems: Electrical Christmas cards<br>. |

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| **Art and Design** | Drawing: Exploring mark making for showing depth, emotion and movement. | | | | Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. | Arts week – festival of colour – themed art /DT topic combined with music. |
| **Music** | | Musical Theatre – Kapow<br>students will engage in an in-depth exploration of musical theatre, developing their skills in singing, acting, and movement to convey character and narrative effectively. Through collaborative rehearsals and performance opportunities, they will learn to interpret scripts and songs with expression, understand stagecraft and ensemble dynamics, and build confidence in presenting their work to an audience. | | South and West Africa – Kapow<br>Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. | . | |
| **PE** | Gymnastics/Swimming | Swimming | Invasion games/ Health related | Invasion games/ Health related | Dance/rounders | Tennis/ Athletics/ Sports day prep |
| **PSHE** | Created and Loved by God<br>Knowledge: appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on seeing images online i.e. pornography), and menstruation.<br>Skills: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships | | Created to Love Others<br>Knowledge: The 'Personal Relationships' unit helps children navigate complex relationships, including consent, pressure, conflict, and fairness, with focus on bullying, prejudice, and discrimination. 'Life Online' builds on NSPCC Share Aware resources, teaching safe online behaviour, what to share, and how to report cyberbullying or inappropriate content. 'Keeping Safe' explores real-world safety, including recognising the four types of abuse—sexual, physical, emotional, and neglect—and knowing how to seek help. The unit ends with sessions on the effects of drugs, alcohol, and tobacco, strategies for making safe choices under pressure, and essential First Aid skills, including DR ABC and the recovery position.<br>Skills: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives. | | Created to Live in Community<br>Knowledge: In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage.<br>In subsequent Unit 2 sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good<br>Skills: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. | |
| ***Home Learning*** | Spellings (Friday to Friday) \| Maths (Friday to Wednesday \| English (Friday to Wednesday \| Reading (30 minutes a day) \| Times Tables (10 garage games a week) | | | | | |