

Year 5	Autumn		Spring		Summer	
<p><b>MATHS</b> New Curriculum Focus Education</p>	<p><u>AUTUMN 1</u> 1 Place Value 2 Place value- decimals 1 Addition and subtraction- including problems 1 Geometry-angles 1 Measures- Perimeter Area 2 Addition and subtraction- including statistics</p>	<p><u>AUTUMN 2</u> 1 Multiplication and division- Factors and multiples 2 Multiplication and division- including problems 1 Fractions- compare. order, equivalence 3 Multiplication and division 1 Statistics and measures, including time Consolidate and assess</p>	<p><u>SPRING 1</u> 3 Place value- Roman numerals and negative numbers 3 Addition and subtraction- including problems 4 Multiplication and division 2 Measures Area 2 Geometry- reflection and translation 3 Geometry</p>	<p><u>SPRING 2</u> 5 Multiplication and division 4 Geometry- 2D and 3D shape 2 Fractions 3 Measures-area and volume 2 Statistics and measures Consolidate and assess</p>	<p><u>SUMMER 1</u> 4 Place value 3 fractions 4 measures-time 4 Fractions 4 Addition and subtraction 6 Multiplication and division</p>	<p><u>SUMMER 2</u> 5 Place value 5 Addition and subtraction 5 Fractions 5 Measures- mass, volume and capacity 5 Geometry-area and volume of shapes Consolidate and assess</p>
<p><b>ENGLISH</b> Units from framework</p>	<p><u>Topic</u> Cross Curricular links: Water and Ancient Egyptians <u>Texts</u> Pelican interactive Big Books: "World of Water", Connections: "Water and Rivers", non-fiction texts on ancient Egypt <u>SPAG</u> Sentence structure- compound and complex, subordinate and relative clauses (starting with who, which, where, why and whose) Devices to build cohesion within a paragraph. Parenthesis. Use of commas to clarify meaning or avoid ambiguity. Converting nouns or adjectives into verbs using suffixes (e.g. ate, ise, ify) Verb prefixes (e.g. dis, mis, over, re) All year.  Non- fiction - Reports Narrative - significant authors Non-fiction - Persuasive texts Poetry - Choral &amp; performance</p>		<p><u>Topic</u> Cross Curricular links: Victorians, local history <u>Texts</u> Charles Dickens "Oliver Twist" Connections: "Victorians" "Victorian workhouse: My Story" Pamela Oldfield "The Lady of Shalott" Alfred Lord Tennyson <u>SPAG</u> Consolidate work from the Autumn term. Modal verbs to show degrees of certainty (e.g. will, would, can, could, may, might, should, would, must, ought). Linking ideas across paragraphs using adverbials of time.  Narrative - Myths &amp; legends Non- fiction - Instructions Poetry - classic &amp; narrative. Diaries</p>		<p><u>Topic</u> Cross Curricular links: WWII <u>Texts</u> Connections: WWII "Goodnight Mr. Tom" Michelle Magorian Shakespeare; "A Midsummer Night's Dream" <u>SPAG</u> Consolidate work on complex sentences. Introduce brackets and dashes.  Newspaper reports Narrative - older literature Poetry - poetic style Dramatic conventions</p>	

<p><b>SCIENCE</b></p>	<p><b>Properties and changes of materials</b>-compare and group everyday materials on the basis of their properties. Use evidence to give reasons for particular uses of everyday materials based on comparative and fair tests. Describe how to recover a substance from a solution and use knowledge of solids, liquids and gases to decide how mixtures may be separated through sieving, filtering and evaporation.</p> <p><b>Working Scientifically skills across the year:</b> Plan and carry out Scientific enquiry to answer questions and recognize and control variables where necessary. Make predictions and use test results to set up comparative and fair tests. Take measurements using Scientific equipment and record results. Analyse data to draw conclusions. Decide on which units of measurement to use.</p>	<p><b>Living Things and their habitats</b> Observe and compare the life processes of reproduction in plants and animals. Describe differences in the life cycle of a mammal, amphibian, insect and bird. Ask questions and give reasons for similarities and differences.</p> <p><b>Animals Including Humans</b> Describe and observe changes in humans from birth to old age. Create a timeline to indicate stages of growth.</p>	<p><b>Earth and space</b>-describe the movement of the moon relative to the Earth and the movement of the Earth in relation to the sun-including seasons- and the solar system Explain day and night using existing knowledge of the Earth's rotation. Investigate shadows.</p> <p><b>Forces</b>- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and the falling object Identify the effects of air resistance, water resistance and friction between moving objects. Investigate levers, pulleys and gears and their effect on forces.</p>
<p><b>ICT</b></p>	<p>Internet Safety Microsoft Office Code - 2Simple (Purple Mash)</p>	<p>Animation</p>	<p>Code Recap (Espresso) Control Technology</p>
<p><b>HUMANITIES</b></p>	<p><b>History</b>- Egyptians-use and understand abstract terms such as civilization. Place events, people and changes into correct periods of time, and the periods of time in chronological order.</p> <p><b>Geography</b> Rivers/Egypt Analyse the relevance of information from a range of sources and make conclusions about places studied. Locate the world's continents-including North and South America. Explain why many cities of the world are situated near rivers. Explain how the water cycle works and why water is a valuable commodity. Name and locate many of the world's major rivers on maps.</p>	<p><b>History</b> The Victorians "We are not amused" -Discuss the impact of significant historical events, people and places in their own locality with changes in national life. Use and understand abstract terms such as empire and parliament. Suggest reasons for conflicting accounts-rich and poor. Discuss the impact of changes in Britain. Show a good understanding of how crime and punishment has changed. Appreciate how historical artefacts help understanding about British lives in the present and past.</p> <p><b>Geography</b>- Explore and explain topical issues, understand how these issues have changed over time-linked to local History. Use an OS map on the local area and locate places using a 6 figure reference. Follow a route on a small scale map. Use Google Earth and street view</p>	<p><b>History</b> WWII Discuss the impact of significant historical events, people and places in their own locality with changes in national life. Create historically valid questions about cause and significance. Suggest reasons for conflicting accounts.</p> <p><b>Geography Map skills</b>- Locate the world's continents and countries particularly Europe. Use the 8 points of a compass. Use longitude and latitude. Locate USA and Canada on a world map.</p>

		to look at local points of interest. Compare with maps and photos of Victorian Norden.	
<b>RE</b>	<p><b>Islam</b> 5 pillars of Islam, the Qu'ran, its importance and how it was revealed. Use increasingly wide Religious vocabulary to explain the impact of beliefs on individuals and communities. Suggest reasons for similarities and differences within different religions. Take part in discussions which explore others' beliefs and ideas.</p>	<p><b>Christianity</b> The Easter story. The Holy Trinity-its significance and meaning for Christians. Make links between stories and the Christian belief of love- eg. The Prodigal son and Jonah and the whale. Pentecost. Overcoming temptation. Raise questions that cause wonder. Explain how religious stories and texts are used within different world religions. Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.</p>	<p><b>Judaism</b> The Torah scrolls, Moses, Abraham and Isaac, festivals-Sukkot and Shavuot Key facts about Judaism and know the most important Jewish beliefs about God. Recognise diversity in forms of religious, spiritual and moral expression within and between religions. Describe why people belong to religions. Raise questions that cause wonder.</p>
<b>D&amp;T/ART</b>	Ando Hiroshige	William Morris Lowry Moving toys	Anderson shelters Collage
<b>MUSIC</b>	Rhythm and beat	Music to create atmosphere/effect	Concert Songs
<b>PE</b>	Lacrosse/Invasion Games/Dance	Gym /Dance	Athletics/Games
<b>MFL</b>	French	French	French
<b>PHSE</b>	<p><b>EHWB:</b> identify choices they make about HWB, how to take care of the body and mind, how may the media affect our EHWB? Identify their achievements, identify areas for development, explain positive ways to face new challenges, identify new aspirations. Express feelings and emotions, hoe feelings can influence their behaviour, how feelings change over time. How to negotiate.</p> <p><b>Feelings and emotions and Healthy relationships:</b> recognising and responding to others' feelings; can we be misunderstood? Keeping a confidence or a secret - what are warning signs? Recognising and managing dares - conflicting emotions. How does a healthy relationship go wrong? How can we resolve difficulties? How to resist peer pressure. Different relationships and families. Physical contact - what is acceptable</p>	<p><b>Valuing difference:</b> how to respond to others points of view, how difference and similarities arise between people including: family, ethnicity, religion. What stereotypes do you see in the media? How can stereotyping influence you? Who has challenged stereotypes? What is inclusion, discrimination and prejudice. ?</p> <p><b>Rights and responsibilities:</b> why and how laws protect themselves, how to change rules, Rights of the Child, consequences of anti-social behaviour, rights and responsibilities at home, school and in community, identify and describe the range of identities within the UK.</p>	<p><b>Taking care of the environment:</b> find out about institutions and voluntary groups that support the local community, how communities grow, how resources may affect community. <b>Money matters:</b> personal finance, how finance plays a role in our lives, careers, credit, debt and saving, how do shops persuade us to spend money? <b>Healthy lifestyles:</b> discuss and debate issues, problems and events concerning emotional health and wellbeing. <b>Growing and changing:</b> ways grief and loss may be expressed, sharing memories, how to comfort someone, how their body will change through puberty, how images in the media are not always reality, <b>Keeping safe:</b> assessing and predicting risks. Strategies to keep safe out and about and online, people who help. Habits and habits are hard to change. Substances and drugs which may harm health - some are legal, some are illegal.</p>

	or unacceptable?		
<b>EVENTS</b>	Bolton Museum Harvest, Diwali, Eid Christmas	Touchstones - Victorian classroom, French Trip	Evacuee experience Bury Jewish Synagogue Enterprise Week Health Week