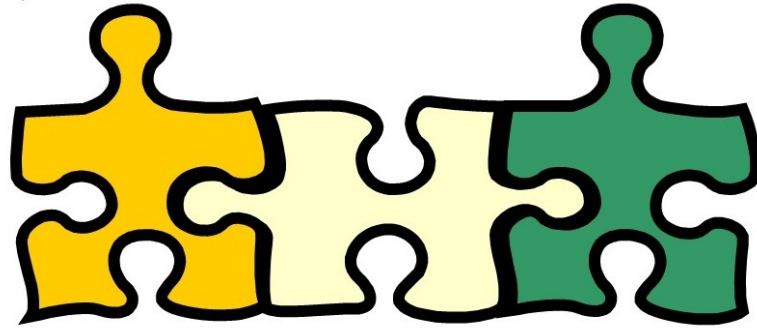


*William Davies*



*Together we achieve more*

*Year 5*

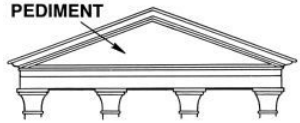



*Curriculum*

Year 5	<b>Were the Greeks really civilised?</b>	<b>How can a play come to life?</b>	<b>Were the Vikings a threat? (Viking and Anglo-Saxon struggle)</b>
Y5 English	Myths Narrative Poetry Letter Writing	Playscripts Cinquin poetry Instructions	Suspense Fiction Kennings Poetry Explanation Writing
Y5 Maths	Maths-no problem! Chapters 1-4	Maths-no problem! Chapters 5-9	Maths-no problem! Chapters 10-14
Y5 Science	<p><b>Forces</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li><input type="checkbox"/> identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li><input type="checkbox"/> understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. <a href="#">Resources for pulleys etc..</a></li> </ul> <p><b>Earth and space</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li><input type="checkbox"/> describe the movement of the Moon relative to the Earth</li> <li><input type="checkbox"/> describe the Sun, Earth and Moon as approximately spherical bodies</li> </ul>	<p><b>Properties and changes of materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li><input type="checkbox"/> understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li><input type="checkbox"/> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li><input type="checkbox"/> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li><input type="checkbox"/> demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li><input type="checkbox"/> explain that some changes result in the formation of new materials, and that this</li> </ul>	<p><b>All living things</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li><input type="checkbox"/> describe the life process of reproduction in some plants and animals.</li> </ul> <p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the changes as humans develop from birth to old age.</li> </ul>

	<input type="checkbox"/> use the idea of the Earth's rotation to explain day and night.	kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
Y5 History	<p><b>Ancient Greece</b>  A study of Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> <li>* Can I place events, people and changes into correct periods of time?</li> <li>* Can I use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade?</li> <li>* Can I explain the societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children from ...?(Through writing – stories, diaries, in role, Power Points, Posters, quizzes, etc.).</li> <li>* Can I make comparisons about the social, cultural, religious and ethnic diversity of the societies studied?</li> <li>* Can I explain the results of historical events, situations, and changes in ...?</li> <li>* Can I make links and describe the difference between the main events, situations and changes in .....</li> <li>* Can I explain that the past is represented and interpreted in different ways, and can give reasons for this?</li> <li>* Can I research information about the events, people and changes studied from ...? (E.g., documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic</li> </ul>		<p><b>The Vikings</b>  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Viking raids and invasion</li> <li><input type="checkbox"/> resistance by Alfred the Great and Athelstan, first king of England</li> <li><input type="checkbox"/> further Viking invasions and Danegeld</li> <li><input type="checkbox"/> Anglo-Saxon laws and justice</li> <li><input type="checkbox"/> Edward the Confessor and his death in 1066</li> </ul> <ul style="list-style-type: none"> <li>* Can I place events, people and changes into correct periods of time?</li> <li>* Can I use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade?</li> <li>* Can I explain the societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children from ...?(Through writing – stories, diaries, in role, Power Points, Posters, quizzes, etc.).</li> <li>* Can I make comparisons about the social, cultural, religious and ethnic diversity of the societies studied?</li> <li>* Can I explain the results of historical events, situations, and changes in ...?</li> <li>* Can I make/show links and describe the difference between the main events, situations and changes in .....</li> </ul>

	<p>buildings and visits to museums, galleries and sites)</p> <ul style="list-style-type: none"> <li>* Can I ask and answer questions on ...? (E.g. role- play, hot seating, quizzes, research etc.)</li> <li>* Can I write questions and answers on..?</li> <li>* Can I select and record relevant information on ...?</li> <li>* Can I show that I know and can use dates and historical vocabulary to describe the ...?</li> <li>* Can I show my knowledge and understanding of history in a variety of ways by drawing, writing, using ICT or drama?</li> </ul>		<ul style="list-style-type: none"> <li>* Can I explain that the past is represented and interpreted in different ways, and can give reasons for this?</li> <li>* Can I explain that the past is represented and interpreted in different ways, and can give reasons for this?</li> <li>* Can I research information about the events, people and changes studied from ...? (E.g., documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)</li> <li>* Can I ask and answer questions on ...? (E.g. role- play, hot seating, quizzes, research etc.)</li> <li>* Can I write questions and answers on..?</li> <li>* Can I select and record relevant information on ...?</li> <li>* Can I show that I know and can use dates and historical vocabulary to describe the ...?</li> <li>* Can I show my knowledge and understanding of history in a variety of ways by drawing, writing, using ICT or drama?</li> </ul>
<p style="text-align: center;"><b>Y5 Geography</b></p>	<p><b>Earth Geography</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> <li>*Can I locate North or South America on a map/globe/atlas?</li> <li>Can I describe what and where the equator is?</li> </ul>	<p><b>Human geography</b> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Explore modern London- why was London chosen as a settlement? Why did it grow into the capital city and what does this mean? Land use in London compared to outer boroughs. What is London famous for? –link to the <b>West End</b> theatre district. Look at theatre architecture (links to art).</p>	<p><b>Physical geography</b> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>*Can I compare the similarities and differences of the physical geography of the UK and a European country? (Physical-rivers, mountains, hills, lakes, coasts etc) (Link to what your year group is studying.)</li> <li>Can I compare the similarities and differences of the physical geography of a</li> </ul>

	<p>Can I explain the position of latitude and longitude is of the area I am investigating?  Can I explain the north and southern hemispheres?  Can I explain Prime/Greenwich Meridian/Time zones?  Can I map the Tropics of Cancer and Capricorn?  *Can I describe the weather patterns in .....?  *Can I use an ordnance survey map references to locate ...?  *Can I use graphs to find out information about.....?  *Can I use the eight compass points to locate an area of the UK or the world?</p>	<p>Graphs: Where are London's theatres?  Create presentation on one of London's theatres (link to Computing)</p> <p>*Can I explain why people settled in ..... area?  *Can I identify the key human characteristics of a country/major city? (Link to the area they are covering in their big question.)  *Can I present information I have collected about the human geography of...? (Link to topic area being studied) (Posters, models, quizzes, drawings, power points graphs etc)  *Can I identify the key physical features of ?  *Can I show the key physical features of ...? (Cities, towns, farming, industries, land use etc) (Poster, Power point, drawings, verbal presentation, quiz etc)  *Can I collect information about .....and present it on a graph? (Link to maths)</p>	<p>region within North or South American?  Why North/South American? (Physical-rivers, mountains, hills, lakes, coasts etc) (Link to area of study)  *Can I explain earthquakes? (Poster, Power point, drawings, verbal presentation, quiz etc)  *Can I use research and then present an explanation on biomes? (Poster, Power point, drawings, verbal presentation, quiz etc)  *Can I research and present information about rivers and mountains? (Poster, Power point, drawings, verbal presentation, quiz etc)  *Can I explain climate zones?  Can I use (GIS) to describe features of the country I have studied?</p>						
<p>Y5  Computing</p>	<table border="1"> <tr> <td>Control - Scratch and Lego Wedo</td> </tr> <tr> <td>Programming using Scratch (Programming)</td> </tr> </table>	Control - Scratch and Lego Wedo	Programming using Scratch (Programming)	<table border="1"> <tr> <td>The Internet</td> </tr> <tr> <td>Spreadsheets using Excel (NPW)</td> </tr> </table>	The Internet	Spreadsheets using Excel (NPW)	<table border="1"> <tr> <td>Graphic Modelling using Dazzle and Aspex Draw (NPW)</td> </tr> <tr> <td>Computing unit may be continued from previous half-term or extended if required. Multimedia – Using powerpoint – Link to projects on Volcanoes.</td> </tr> </table>	Graphic Modelling using Dazzle and Aspex Draw (NPW)	Computing unit may be continued from previous half-term or extended if required. Multimedia – Using powerpoint – Link to projects on Volcanoes.
Control - Scratch and Lego Wedo									
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Graphic Modelling using Dazzle and Aspex Draw (NPW)									
Computing unit may be continued from previous half-term or extended if required. Multimedia – Using powerpoint – Link to projects on Volcanoes.									
<p>Y5 Art &amp;  Design</p>	<p>Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas.</p>						

	<p>Pupils should be taught to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, pencil, charcoal, <b>paint</b>, clay].</p> <p>Pupils should be taught about great artists, <b>architects and designers in history</b>.</p> <p>Architect study- Great architects of Greece (Iktinos and Kallikrates: The Parthenon)</p> <p>Media: charcoal, tissue paper, art straws.</p> <p>Links to: History</p>  <p>Design study- Greek vases</p> <p>Media: Papier mache, painting</p> <p>Links to: History</p> 	<p>Pupils should be taught to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, <b>pencil</b>, charcoal, <b>paint</b>, clay].</p> <p>Pupils should be taught about great artists, <b>architects and designers in history</b>.</p> <p>‘Theatre Art’</p> <p>Media- Paper (collage) / Polystyrene printing/ wire</p> <p>Links to: Geography/ DT/ English</p> 	<p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Pupils should be taught about great artists, <b>architects and designers in history</b>.</p> <p>Artist study: Paul Klee (landscapes/ ‘landscape with yellow birds’)</p> <p>Media: Tissue paper, paint, collage.</p> <p>Links to: Science/ History (Viking landscapes)</p> 
<p><b>Y5 Design Technology</b></p>		<p>Textiles&amp; construction: Marionette Puppets <b>Visit: Museum of Childhood, Bethnal Green: Puppets and playscripts workshop.</b></p>	<p>Food: Lunch for a Viking Banquet Purpose: To design a lunch for a Viking banquet Children...</p>

				<p>Purpose: To design a puppet for a theatre show. (The Lion King)</p> <p>Children ...</p> <p>Have looked at a range of marionette puppets</p> <p>Have designed a purposeful, functional and appealing product.</p> <p>Have communicated ideas through talking, drawing and creating mock-ups.</p> <p>Have selected materials according to their suitability (including construction materials and textiles).</p> <p>Have evaluated their own ideas and products against design criteria.</p>			<p>Have evaluated a range of natural ingredients eaten by the Vikings.</p> <p>Have designed a banquet for a Viking, including the ingredients selected for taste.</p> <p>Have used ICT to generate a menu, showing the foods available.</p> <p>Have followed instructions to make Viking Bread.</p> <p>And may...</p> <p>Have designed and made a placement (using weaving with textiles).</p>		
Y5 P.E.	AUT1	<u>Games</u> Tennis Net & Wall Games VS unit 1	<u>Gym</u> Coach	SPR1	<u>Dance</u> What a Card! VS unit 2 Or Coach	<u>Gym</u> Bridges VS unit 1	SUM1	<u>Games</u> Rugby Invasion games (implementing & kicking) VS unit 3	<u>Dance</u> Volcanoes VS unit 4 Or coach
Y5 Music	ECaM Keyboard Tuition Singing Lessons			ECaM Keyboard Tuition Singing Lessons			ECaM Keyboard Tuition Singing Lessons		
AUT2	<u>Dance</u> Theseus & The Minotaur VS unit 2 (year 6)	<u>Games</u> Coach	SPR2	<u>Games</u> Netball Invasion & target games (ball handling) VS unit 2	<u>Gym</u> Flight VS unit 2	SUM2	<u>Athletics</u> Preparation for sports day Tops cards	<u>Games</u> Rounders Striking & Fielding Games VS unit 4	

Y5 French	Rigolo 1 Bonjour En Classe	Rigolo 1 Mon Corps Les Animaux	Rigolo 1 La Famille Bon Anniversaire
Y5 P.S.H.E.	Jigsaw Units: Being me in my world + Celebrating Difference	Jigsaw Units: Healthy Me + Changing Me	Jigsaw Units: Relationship + Dreams and goals
Y5 R.E.	What do religions believe about God?  How is Christmas celebrated around the world?	How do Christians try to follow Jesus' example?  Why is Mohammed and the Quran important to Muslims?	Animal Lawsuit or Thankfulness What inner forces affect how we think and behave?
Y5 Visits & visitors	Royal Observatory Houses of Parliament British Museum- Greek Myths Workshop Tate and Lyle	Cartoon museum. BFI – South bank. Theatre trip- The Lion King Olympic site – change Sky studios Museum of Childhood- Puppet workshop	Viking long boat – Museum of London
Y5 Experiences	Dress like a Greek for a banquet Have mini olympics	Perform at the royal festival hall	Viking Assembly

Purple indicates new to 2016/17