

Year 5 Unit of Learning –Autumn 1- Whole School Text

<p>Values</p> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others.</p> <p>Respect: due regard for the feelings, wishes, or rights of others.</p>	<p>Central Idea</p> <p>Reproduction of living things contributes to the continuation of the species.</p> <p>Life Cycles</p>	<p>Guiding Questions</p> <p>What is reproduction? How do life cycles differ? How does the environment affect life cycles?</p>	
<p>Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>	<p>Core Texts/ Visits</p> <p>Whole School Text:</p> <p>Hansel and Gretel</p> <p>Suggested visit:</p> <p>London Zoo</p>	<p>Religious Education</p> <p>Greenwich Windows on Faith</p> <p>Judaism – The Synagogue</p>	<p>PHSE</p> <p>Link to Values</p> <p><i>I recognise my worth as an individual by identifying positive things about myself and my achievements.</i></p> <p><i>I can write and talk about mine and others opinions and can explain my views on issues that affect me.</i></p> <p><i>I know that people and other living things have needs and responsibilities.</i></p> <p><i>I can identify various responsibilities that I have within the community and know the implications for not following them.</i></p>
<p style="text-align: center;">PE NC Knowledge and Skills</p> <p>GAMES</p> <p>Tag rugby, Unit 2</p> <p>GYM</p> <p>Use of Limbs, Unit V</p>	<p>Writing Genres</p> <p>Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative – Fables, myths and legends Stories from other cultures Playscripts</p> <p>Poetry – narrative and classic Poetry for performance</p> <p style="text-align: center;">Non- Fiction</p> <p>Instructions Reports Explanations Recounts</p> <p>Persuasive writing – viewpoint</p>	<p>Singing NC Knowledge and skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune; I breathe well and pronounce words, change pitch and show control in my singing; I perform songs from memory with confidence and an awareness of the meaning and impact of words; I hold my part in a two-part round with confidence and appreciate the harmonies produced; I perform songs in a way that reflects their meaning; I sing confidently and expressively with good intonation and a sense of occasion; I can sustain a drone or melodic ostinato to accompany singing; I can improvise and maintain my own part with an awareness of the whole ensemble.</i></p>	<p>Music NC Knowledge and skills</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I can combine sounds expressively</i> <i>I create my own simple songs</i> <i>I create melodies with an understanding of the relationship between lyrics and melody in song writing</i> <i>I can create rhythmic patterns with an awareness of timbre and duration</i> <i>I create music which reflects given intentions and uses notations as a support for performance</i> <i>I identify where to place emphasis and accents in a song to create effects</i></p>
	<p style="text-align: center;">French</p> <p>Rigolo 2 Unit 1 Salut Gustav!</p>		

<p>Science NC Skills Working Scientifically</p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can use simple models to describe scientific ideas</p> <p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><i>I can observe and compare the life cycles of plants and animals in my local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times)</i></p>	<p>Science NC Knowledge and Skills Yr 5 All living things</p> <p>I can explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>I can describe the life process of reproduction in some plants and animals.</p> <p><i>They should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodall.</i></p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>	<p>History NC Knowledge and Skills</p> <p>The Plague</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><i>I use a range of sources to collect information about the past.</i></p> <p><i>I have looked at different versions of the same event in history and have identified differences in accounts.</i></p> <p><i>I can give reasons why there might be different accounts of history.</i></p>	<p>Art NC Knowledge and skills – printing , Charles Rennie Mackintosh</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas</p> <p>I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>I know about great artists, architects and designers in history.</p> <p>Key Skills</p> <p><i>Refer to Lower KS2 Progression in Art and Design Skills Lancs</i></p> <p>Drawing: Lines and Marks, Shape, Tone, Texture</p> <p><i>I can use my sketch book as a starting point for my art work</i></p> <p>Specific Media Focus Key Stage Coverage</p> <p><i>Digital media, Painting, Printing, Textiles, 3D, Collage</i></p>
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Year 5 Unit of Learning – Autumn 2

<h3>Values</h3> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others.</p> <p>Respect: due regard for the feelings, wishes, or rights of others.</p>		<h3>Central Idea</h3> <p>Past civilisations shape present day systems. Democracy</p>		<h3>Guiding Questions</h3> <p>How is a law made? What is the difference between parliament and the government? What happens in a general election? What can we learn from the Ancient Greeks?</p>		
<h3>Computing NC Knowledge and Skills</h3> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<h3>Core Texts/ Visits</h3> <p>D is for Democracy, Greek Myths; The Adventures of Odysseus Suggested visit: British Museum</p>		<h3>Religious Education</h3> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Christianity 2 – Who was Jesus? Unit 7 Who do Christians believe Jesus to be? What evidence do Christians base their beliefs upon? What meaning does the life and death of Jesus have for Christians? Key Concepts Father, Son and Holy Spirit; Christmas – Jesus' birth; Choosing 12 disciples and friends; Jesus' temptations Jesus' baptism; miracles and acts of healing e.g. 'Stilling the storm', 'The four friends' or 'Healing a leper' Easter – Jesus' death, resurrection and afterwards Christians believe Jesus' life and death helps them have a relationship with God</p>		<h3>PHSE</h3> <p style="text-align: center;">Link to Values</p> <p><i>I know that there are different kinds of responsibilities, rights and duties at home, at school and in the community (including government and democracy). I recognise different values and customs and respect that they may be different to my own opinions.</i></p>
<h3>PE NC Knowledge and Skills</h3> <p>DANCE Greek inspiration, Unit 1/4 ATHLETICS Skills and techniques, Unit 2</p>		<h3>Writing Genres</h3> <p>Coverage across the year: Fiction Narrative – Fables, myths and legends Stories from other cultures Playscripts Poetry – narrative and classic Poetry for performance Non- Fiction Instructions Reports Explanations Recounts Persuasive writing - viewpoint</p>		<h3>Singing NC Knowledge and Skills</h3> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune; I breathe well and pronounce words, change pitch and show control in my singing; I perform songs from memory with confidence and an awareness of the meaning and impact of words; I hold my part in a two-part round with confidence and appreciate the harmonies produced; I perform songs in a way that reflects their meaning; I sing confidently and expressively with good intonation and a sense of occasion; I can sustain a drone or melodic ostinato to accompany singing; I can improvise and maintain my own part with an awareness of the whole ensemble</i></p>		
<h3>Science NC Skills Working Scientifically</h3> <p>I can ask relevant questions and use different types of scientific enquiries to answer them I can set up simple practical enquiries, comparative and fair tests I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, I can gather, record, classify and present data in a variety of ways to help in answering questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<h3>History NC Ancient Greece Knowledge and Skills</h3> <p>Ancient Greece- a study of Greek life and achievement and their influence on the western world <i>I can use knowledge to describe features and events of past societies and times, including beliefs and attitudes. I have started to pick out and put together information from</i></p>	<h3>Geography NC Knowledge and Skills: European Country</h3> <p>Locational Knowledge I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country Human and Physical Geography I can describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <i>I can compare localities from different parts of the world and explain why places are like they are.</i></p>	<h3>DT NC Knowledge and Skills - Food</h3> <p>Design: I can use research and develop design criteria to design innovative, functional, appealing products fit for purpose, and aimed at a specific audience; I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: I can select from and use a wider range of tools and equipment for cutting, shaping, joining and finishing, accurately I can select from and use a wider range of materials and components according to their functional properties and aesthetic qualities Evaluate: I can investigate and analyse a range of existing products I can evaluate ideas and products against design criteria and consider the views of others I can understand how key events and individuals in DT Technical knowledge: I can apply understanding of how to strengthen, more complex structures I can understand and use mechanical systems in products I can understand and use electrical systems in products,</p>			

<p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings.</p> <p>Teachers to plan a science investigation linked to Greek civilisation.</p>	<p><i>different sources to answer questions I ask.</i></p> <p><i>I am able to give some reasons for the main events and reasons for the changes throughout history.</i></p>	<p><i>I can explain my own views, discuss issues and ask suitable geographical questions.</i></p> <p><i>I record observations using detailed maps and tables, sketches and keys including use of ICT.</i></p> <p><i>I can use atlases and globes and begin to draw maps, to locate places and use their position to draw conclusions about what places are like.</i></p>	<p>I can apply my understanding of computing to programme, monitor and control products.</p> <p>Cooking and Nutrition: I understand and apply the principles of a healthy, varied diet; I can prepare and cook a variety of dishes using a range of cooking techniques; I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Refer to Progression in Design and Technology Skills</p>
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Year 5 Unit of Learning – Spring 1 – Whole School Film: The Mermaid

<p style="text-align: center;">Values</p> <p>Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment. Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Human migration is a response to challenges risks and opportunities. Migration and Trade</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is migration? How does migrate impact on people and place? What influence has migration had on our society?</p>	
<p style="text-align: center;">Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>	<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">The Arrival Suggested visit: Greenwich Heritage Centre Plumstead and Woolwich Focus Royal Naval Academy</p>	<p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Weddings Unit Key Questions What special times have we shared with others? What is a wedding? What happens in a Christian wedding? What happens in a Jewish wedding? What happens in a Hindu wedding? What happens in a Sikh wedding? What do we know about weddings? (Please see unit for more guidance)</p>	<p style="text-align: center;">PHSE Link to Values</p> <p><i>I recognise my worth as an individual by identifying positive things about myself and my achievements. I know the importance of rules and laws. I realise the consequences of anti-social and aggressive behaviours. I appreciate the range of national, regional, religious and ethnic identities in the UK.</i></p>
<p style="text-align: center;">PE NC Knowledge and Skills</p> <p>DANCE African inspiration, Unit 3</p> <p>GAMES Basket/ bench,Unit3</p>	<p style="text-align: center;">Writing Genres</p> <p>Coverage across the year: Fiction Narrative – Fables, myths and legends Stories from other cultures Playscripts Poetry – narrative and classic Poetry for performance Non- Fiction Instructions Reports Explanations Recounts Persuasive writing – viewpoint</p>	<p style="text-align: center;">Singing NC Knowledge and Skills Singing NC Knowledge and skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune; I breathe well and pronounce words, change pitch and show control in my singing; I perform songs from memory with confidence and an awareness of the meaning and impact of words; I hold my part in a two-part round with confidence and appreciate the harmonies produced; I perform songs in a way that reflects their meaning; I sing confidently and expressively with good intonation and a sense of occasion; I can sustain a drone or melodic ostinato to accompany singing; I can improvise and maintain my own part with an awareness of the whole ensemble</i></p>	
<p>Science NC Skills Working Scientifically</p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I can use test results to make predictions to set up further comparative and fair tests I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations I can identify scientific evidence that has been used to support or refute ideas or arguments. Teachers to plan science investigations linked to water and the properties of materials</p>	<p>History NC Knowledge and Skills The Anglo-Saxon Struggle for the Kingdom of England</p> <p>A local history study a study of an aspect of history dating from a period beyond 1066 that is significant in the locality. Migration <i>I use a range of sources to collect information about the past. I have looked at different versions of the same event in history and have identified differences in accounts. I can give reasons why there might be different accounts of history.</i></p>	<p>Geography NC Knowledge and Skills Settlement, land use and economic activity, Ordnance Survey Maps Locational Knowledge I can locate the world's countries Place Knowledge I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Human and Physical Geography I can describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <i>I recognise how places fit within a wider geographical context I can draw, plans and maps at a range of scales I can compare localities form different parts of the world and explain why places are like they are</i></p>	<p style="text-align: center;">Art NC Knowledge and Skills –Painting and Colour</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history.</p> <p style="text-align: center;">Key Skills</p> <p style="text-align: center;"><i>Refer to Lower KS2 Progression in Art and Design Skills</i></p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage</p>



I can explain my own views, discuss issues and ask suitable geographical questions

Digital media, Painting, Printing, Textiles, 3D, Collage

Year 5 Unit of Learning – Spring 2

<h3>Values</h3> <p>Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others</p> <p>Kindness: the quality of being friendly, generous, and considerate.</p>		<h3>Central Idea</h3> <p>Water is essential to life and is a limited resource for many people.</p> <p>Water Worlds</p>		<h3>Guiding Questions</h3> <p>Where does water come from? How is water used? How have the uses of rivers changed over time?</p>	
<h3>Computing NC Knowledge and Skills</h3> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<h3>Core Texts/ Visits</h3> <p>The Flood; Kapiti Plain Suggested visit: Woolwich Ferry, River Walk, River Cray, London Aquarium</p>		<h3>Religious Education</h3> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Christianity 2- Christian festivals Unit 8</p> <p>Key Questions How do festivals help Christians to remember Jesus and His teachings? What happens in places of worship to help Christians understand the meaning behind their festivals? Key Concepts The Church has its own calendar with special names for certain times of the year: Times associated with Jesus' life; how Christians understand and celebrate these events – Christmas and Easter Times of reflection: Advent and Lent Jesus' temptation Sharing the Lord's Supper Pentecost</p>	<h3>PHSE</h3> <p style="text-align: center;">Link to Values</p> <p><i>I recognise my worth as an individual by identifying positive things about myself and my achievements. I can write and talk about my opinions and can explain my views on issues that affect me and the world around me (local or global). I know the importance of rules and laws. I realise the consequences of anti-social and aggressive behaviours.</i></p>
		<h3>Writing Genres</h3> <p>Coverage across the year: Fiction Narrative – Fables, myths and legends Stories from other cultures Playscripts Poetry – narrative and classic Poetry for performance Non- Fiction Instructions Reports Explanations Recounts Persuasive writing - viewpoint</p>		<h3>Singing NC Knowledge and skills</h3> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune; I breathe well and pronounce words, change pitch and show control in my singing; I perform songs from memory with confidence and an awareness of the meaning and impact of words; I hold my part in a two-part round with confidence and appreciate the harmonies produced; I perform songs in a way that reflects their meaning; I sing confidently and expressively with good intonation and a sense of occasion; I can sustain a drone or melodic ostinato to accompany singing; I can improvise and maintain my own part with an awareness of the whole ensemble</i></p>	<h3>Music NC Knowledge and skills</h3> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I can combine sounds expressively I create my own simple songs I create melodies with an understanding of the relationship between lyrics and melody in song writing I can create rhythmic patterns with an awareness of timbre and duration I create music which reflects given intentions and uses notations as a support for performance I identify where to place emphasis and accents in a song to create effects</i></p>
		<h3>French</h3> <p>Rigolo 2 Unit 4 En ville</p>			
<h3>PE NC Knowledge and skills</h3> <p>ATHLETICS Fitness training, Unit 2 GAMES Football, Unit 2</p>					
<h3>Science NC Skills Working Scientifically</h3> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables I can take measurements, using a range of scientific equipment, with increasing accuracy and precision</p>	<h3>Science NC Knowledge and skills</h3> <p>Yr 4 States of Matter I can compare and group materials together, according to whether they are solids, liquids or gases I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<h3>Geography NC Knowledge and skills</h3> <p style="text-align: center;">Rivers and the Water Cycle</p> <p>Location Knowledge I can locate the world's countries, using maps to focus on Europe (and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		<h3>DT NC Knowledge and skills – Structure</h3> <p>Design: I can use research and develop design criteria to design innovative, functional, appealing products fit for purpose, and aimed at a specific audience; I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	

<p>I can record data and results of increasing complexity using scientific diagrams and labels, tables, and bar and line graphs</p> <p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can use simple models to describe scientific ideas</p> <p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Yr 5 Properties and changes of materials</p> <p>I can 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</p> <p>I can understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.</p>	<p>Human and Physical Geography</p> <p>I can describe and understand key aspects of: physical geography, including: climate, rivers, mountains, volcanoes and the water cycle – <i>I can identify the parts of a river (source, meander, mouth and flood plains)</i> <i>I can explain the process of erosion and deposition</i></p> <p>Geographical skills and field work</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><i>I can compare localities from different parts of the world and explain why places are like they are.</i></p> <p><i>I recognise how places fit within a wider geographical context</i></p> <p><i>I recognise and describe physical and human processes (such as erosion) and the effects these have on people</i></p>	<p>Make: I can select from and use a wider range of tools and equipment for cutting, shaping, joining and finishing, accurately</p> <p>I can select from and use a wider range of materials and components according to their functional properties and aesthetic qualities</p> <p>Evaluate: I can investigate and analyse a range of existing products</p> <p>I can evaluate ideas and products against design criteria and consider the views of others</p> <p>I can understand how key events and individuals in DT</p> <p>Technical knowledge: I can apply understanding of how to strengthen, more complex structures</p> <p>I can understand and use mechanical systems in products</p> <p>I can understand and use electrical systems in products, I can apply my understanding of computing to programme, monitor and control products.</p> <p>Refer to Progression in Design and Technology Skills</p>
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Year 5 Unit of Learning – Summer 1

<p>Values</p> <p>Peace: Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us.</p> <p>Tolerance: Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p>	<p>Central Idea</p> <p>Human survival is connected to understanding the continual changing nature of the earth.</p> <p>Disaster Strikes</p>		<p>Guiding Questions</p> <p>What is a natural disaster? How do disasters occur? How do disasters impact on human life?</p>	
<p>Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals.</p> <p>I can use sequence, selection, and repetition in programs</p> <p>I can work with variables and various forms of input and output</p> <p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors;</p> <p>I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>I can use search technologies effectively, understanding how results are selected and ranked,</p> <p>I can be discerning in evaluating digital content ;</p> <p>I can use technology safely, respectfully and responsibly; and know how to report concerns</p> <p>I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p>Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>	<p>Core Texts/ Visits</p> <p>The Highwayman</p> <p>Tate Modern</p> <p>Suggested visit:</p> <p>Museum of London The Plague</p>		<p>Religious Education</p> <p>Greenwich Windows on Faith</p> <p>Buddhism – Following the teachings of Buddha</p> <p>Key questions</p> <p>How do Buddhists try to follow the teachings of the Buddha?</p> <p>How do the teachings and example of the Buddha help Buddhists to grow towards enlightenment?</p> <p>Key Concepts</p> <p>Beliefs, teachings and practices Forms of expression</p> <p>Meaning, purpose and truth</p>	<p>PHSE</p> <p>Link to Values</p> <p><i>I know the importance of rules and laws. I realise the consequences of anti-social and aggressive behaviours.</i></p> <p><i>I know that pressure to behave in a risky or unacceptable way can come from a variety of sources including people.</i></p> <p><i>I can write and talk about my opinions, and explain my views on issues that affect me and the world around me (local or global).</i></p>
<p>PE NC Knowledge and Skills</p> <p>ATHLETICS</p> <p>Circuit training, Unit 1</p> <p>GAMES</p> <p>Cricket, Unit 4</p>	<p>Writing Genres</p> <p>Coverage across the year:</p> <p>Fiction</p> <p>Narrative – Fables, myths and legends</p> <p>Stories from other cultures</p> <p>Playscripts</p> <p>Poetry – narrative and classic</p> <p>Poetry for performance</p> <p>Non- Fiction</p> <p>Instructions</p> <p>Reports</p>		<p>Singing NC Knowledge and Skills</p> <p>Singing NC Knowledge and skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory;</p> <p><i>I sing confidently and in tune; I breathe well and pronounce words, change pitch and show control in my singing; I perform songs from memory with confidence and an awareness of the meaning and impact of words; I hold my part in a two-part round with confidence and appreciate the harmonies produced; I perform songs in a way that reflects their meaning; I sing confidently and expressively with good intonation and a sense of occasion; I</i></p>	

	<p>Explanations Recounts Persuasive writing - viewpoint</p>	<p><i>can sustain a drone or melodic ostinato to accompany singing; I can improvise and maintain my own part with an awareness of the whole ensemble</i></p>		
	<p>French Rigolo 2 Unit 2 A l'ecole</p>			
<p>Science NC Skills Working Scientifically I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I can use test results to make predictions to set up further comparative and fair tests I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations I can identify scientific evidence that has been used to support or refute ideas or arguments. Children might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials</p>	<p>Science NC Knowledge and skills Year 5 Properties and changes of Materials I can demonstrate that dissolving, mixing and changes of state are reversible changes I can 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. Recap if necessary I can 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 I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>History NC Knowledge and Skills The Plague a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <i>I use a range of sources to collect information about the past.</i> <i>I have looked at different versions of the same event in history and have identified differences in accounts.</i> <i>I can give reasons why there might be different accounts of history.</i></p>	<p>Geography NC Knowledge and Skills Human and physical geography I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>I recognise and describe physical and human processes and the effects these have on people</i> <i>I use technical geographical vocabulary when sharing findings to a range of audiences</i> <i>I can use atlases and globes and begin to draw and use maps to locate places and use their position to draw conclusions about what places are like.</i></p>	<p>Art NC Knowledge and Skills –Sculpture I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Key Skills <i>Refer to Lower KS2 Progression in Art and Design Skills</i> Drawing: Lines and Marks, Shape, Tone, Texture <i>I can use my sketch book as a starting point for my art work</i> Specific Media Focus Key Stage Coverage <i>Digital media, Painting, Printing, Textiles, 3D, Collage</i></p>

Year 5 Unit of Learning – Summer 2- Whole School Visit: Science Museum

<h3>Values</h3> <p>Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations. Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others.</p>	<h3>Central Idea</h3> <p>Understanding the nature of forces, allows people to make practical applications. Thrills and Spills</p>	<h3>Guiding Questions</h3> <p>What are forces? How do forces affect our lives? How are forces used in fair ground rides?</p>	
<h3>Computing NC Knowledge and Skills</h3> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: SEE ICT skills grid Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>	<h3>Core Texts/ Visits</h3> <p>Whole School Film Project: The Maker Suggested visit: Lesness Abbey Swing Park, Tate and Lyle Factory, London Eye</p>	<h3>Religious Education</h3> <p>Greenwich Windows on Faith Islam 2 – Haj Unit 4 What is a pilgrimage? Why do Muslims go on Hajj? Which stories are associated with the places on Hajj? How does the Hajj make Muslims feel they are all part of one family? Allah sent guidance through the Qur'an and his Prophets The Ka'aba First house of worship for God; Prophets Ibrahim and Ismail (pbuh) built the Ka'aba; Hajj requirements, stories associated with the places of the Hajj Id ul Adha Festival that takes place the day after the gathering of pilgrims on Mount Arafat. A time for Muslims worldwide to celebrate</p>	<h3>PHSE Link to Values</h3> <p><i>I recognise my worth as an individual by identifying positive things about myself and my achievements. I can write and talk about my opinions and can explain my views on issues that affect me and the world around me (local or global). I know that there are different kinds of responsibilities, rights and duties at home, at school and in the community (including government and democracy).</i></p>
<h3>PE NC Knowledge and Skills</h3> <p>ATHLETICS Circuit training, Unit 1 GAMES Basket/ bench,Unit3</p>	<h3>Writing Genres</h3> <p>Coverage across the year: Fiction Narrative – Fables, myths and legends Stories from other cultures Playscripts Poetry – narrative and classic Poetry for performance Non- Fiction Instructions Reports Explanations Recounts Persuasive writing - viewpoint</p>	<h3>Singing NC Knowledge and Skills</h3> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune; I breathe well and pronounce words, change pitch and show control in my singing; I perform songs from memory with confidence and an awareness of the meaning and impact of words; I hold my part in a two-part round with confidence and appreciate the harmonies produced; I perform songs in a way that reflects their meaning; I sing confidently and expressively with good intonation and a sense of occasion; I can sustain a drone or melodic ostinato to accompany singing; I can improvise and maintain my own part with an awareness of the whole ensemble</i></p>	<h3>Music NC Knowledge and Skills</h3> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I can combine sounds expressively I create my own simple songs I create melodies with an understanding of the relationship between lyrics and melody in song writing I can create rhythmic patterns with an awareness of timbre and duration I create music which reflects given intentions and uses notations as a support for performance I identify where to place emphasis and accents in a song to create effects</i></p>
	<h3>French</h3> <p>Rigolo 2 Unit 3 La nourriture</p>		

<p>Science NC Skills Working Scientifically</p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><i>I might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. I might explore resistance in water by making and testing boats of different shapes. I might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</i></p>	<p>Science NC Knowledge and skills</p> <p>Yr 5 Forces</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>DT NC Knowledge and Skills - Mechanisms</p> <p>Design</p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles, according to their characteristics</p> <p>Evaluate</p> <p>I can explore and evaluate a range of existing products</p> <p>I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p>Refer to Progression in Design and Technology Skills</p>	<p>History NC Ancient Greece Knowledge and Skills</p> <p>Ancient Greece- a study of Greek life and achievement and their influence on the western world</p> <p><i>I can use knowledge to describe features and events of past societies and times, including beliefs and attitudes. I have started to pick out and put together information from different sources to answer questions I ask.</i></p> <p><i>I am able to give some reasons for the main events and reasons for the changes throughout history.</i></p>
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