

Year 5 Unit of Learning – Autumn 1 -Whole school text – Banksy

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| <p style="text-align: center;">Values</p> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others. Respect: due regard for the feelings, wishes, or rights of others.</p> | <p style="text-align: center;">Central Idea</p> <p>Human migration is a response to challenges risks and opportunities.</p> <p style="text-align: center;">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</p> <p><u>Digital Learning and Online Safety</u> 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;">Core Texts/ Visits</p> <p style="text-align: center;">Banksy The arrival, King of the Cloud Forests, The Miraculous Journey of Edward Tulane</p> <p style="text-align: center;">Suggested visit: Maritime Museum</p> | <p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Judaism – The Synagogue Key Questions: •how do Jews show that God is present in the synagogue. •how does the Torah help Jewish people to understand what being Jewish means? Concepts: AT1: Beliefs, teachings, sources. Practices and ways of life. Concept of God. AT2: Identity and belonging meaning, purpose and truth. Synagogue •Ark •Ner Tamid •Torah portion read in services. •role of the Rabbi Torah •written on parchment scroll in Hebrew •laws and rules •treated with respect</p> | <p style="text-align: center;">RHE Link to values</p> <p>Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>Key Question: What makes up our identity? how to recognise and respect similarities and differences between people and what they have in common with others -that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) - That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). -how individuality and</p> |
| <p style="text-align: center;">PE</p> <p style="text-align: center;">Games – Invasion</p> <p>Movement/Agility Children can apply movement skills to find space effectively. Develop agility, balance and coordination and use this to evade and deceive opponents. Ball Skills Use passing techniques with accuracy through throwing, rolling and striking. Children demonstrate control and coordination when performing game related skills. Select correct game specific skill to apply to a situation. Children can identify when best to use specific skills in different scenarios.</p> | <p style="text-align: center;">Writing Genres Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative – Fables, myths and legends Stories from other cultures Playscripts Poetry – narrative and classic Poetry for performance</p> <p style="text-align: center;">Non- Fiction Instructions Reports Explanations Recounts Persuasive writing - viewpoint</p> | | |

Work as a team in various small sided games and be able to transfer common principles of play and basic attacking and defending strategies across the games.

OOA/ Teambuilding

Cognitive

Demonstrate an understanding of game rules and follow these when playing consistently. Officiate small sided games. Demonstrate attacking and defending and apply tactics in small sided games - understanding what tactics can be used to improve performance.

Children are able to analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance based on feedback.

Social

Children effectively communicate in groups and teams. They can take different rolls by being leaders and listening to ideas to help their team. Consistently show good sportsmanship and can demonstrate this when winning or losing.

Health

Children are participating in physical activity daily and with high levels of intensity. They know why regular, safe exercise is good for their fitness and health.

They can identify what is needed to conduct a safe and effective warm up and have explored conducting these individually.

- laws and rules which set out how people should live
- The Ten Commandments
- examples of writings, e.g. psalms and proverbs
- stories – the life of Moses
- where stories about the Jews' relationship with God are found – the story of David and Goliath

personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.

- how to challenge stereotypes and assumptions about others

What being part of a community means, and about the varied institutions that support communities locally and nationally.

- To appreciate the range of national, regional, religious and ethnic identities in the UK, to think about the lives of people in other places, and people with different values and customs.
- To introduce and explore the concept of unconscious bias.

No Outsiders 5.1
Key learning - To consider consequence
Suggested Text: Kenny Lives with Erica and Martina by Olly Pike

Music

Elements

- To understand the relationship between rhythm and melody

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| | <p style="text-align: center;">French</p> <p style="text-align: center;">All about me</p> <p>To use spoken French to greet people, say their name, age and how they are</p> <p><i>To express opinions</i></p> <p><i>To adapt familiar vocabulary and phrases to create new sentences orally</i></p> <p><i>To present ideas and information orally to at least one other person</i></p> <p><i>To write phrases from memory and adapt these to create new sentences</i></p> <p><i>To know that some words are feminine and some are masculine and how these are represented</i></p> <p><i>To describe people, places, objects and actions orally and in writing</i></p> <p><i>To know that a verb should be conjugated and be able to make one conjugation of a root verb (eg. root verb: 'aimer'- to like, conjugation: j'aime – I like)</i></p> | <ul style="list-style-type: none"> • To recognise different musical textures (different sounds and rhythms played together and effect of removing or adding one) • To compose and recall melodies with increasing numbers of pitches (5 line staff) • To understand note values (semibreve, minim, crotchet, quaver, semiquaver) and apply it to their own musical experiences • To recognise treble clef and time signatures 4/4 and 3/4 <p style="text-align: center;">To develop an awareness of musical changes in a piece of music, such as dynamics eg. Tempo, volume, mood</p> | | |
| <p>Science 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</p> | <p>Science 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 style="text-align: center;">History K</p> <p style="text-align: center;">The Viking and anglo saxon Struggle for the Kingdom of England</p> <p style="text-align: center;">A local history study</p> <p style="text-align: center;">a study of an aspect of history dating from a period beyond 1066</p> | <p style="text-align: center;">Geography</p> <p style="text-align: center;">Settlement, land use and economic activity, Ordnance Survey Maps</p> <p style="text-align: center;">Locational Knowledge</p> <p>I can locate the world's countries</p> <p style="text-align: center;">Place Knowledge</p> <p>I understand geographical similarities and differences through the study of</p> | <p style="text-align: center;">DT</p> <p>Textiles:</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks, usually accurately. (eg cutting, shaping, joing and finishing)</p> |

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| <p>equipment, with increasing accuracy and precision I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs I can use test results to make predictions to set up further comparative and fair tests I can use simple models to describe scientific ideas 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 I can identify scientific evidence that has been used to support or refute ideas or arguments. <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>I can describe the life process of reproduction in some plants and animals. <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> Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> | <p>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>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 from different parts of the world and explain why places are like they are I can explain my own views, discuss issues and ask suitable geographical questions</i></p> | <p>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</p> |
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Year 5 Unit of Learning Autumn 2

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| <p>Values Peace: Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us.</p> | <p>Central Idea Human survival is connected to exploring and developing our understanding of earth and space.</p> | <p>Guiding Questions What are the dangers of exploring new or uninhabitable places? How has space exploration impacted human life?</p> |
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| <p>Tolerance: Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p> | <h2 style="text-align: center;">Journey to the Unknown</h2> | | <p style="text-align: center;">Why can life exist in some places and not others?</p> |
| <p style="text-align: center;">Computing</p> <p><u>Coding</u> I can design, write and debug a program that accomplishes a specific goal (SWIFT playgrounds). I can solve problems by decomposing them into smaller parts. I can use logical reasoning to detect and correct errors in algorithms and programs. I recognise that algorithms are different languages.</p> <p><u>Digital Learning and Online Safety</u> 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;">Core Texts/ Visits The Tornado Chasers My story - Pompeii</p> <p style="text-align: center;">Suggested visit: National History Museum</p> | <p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p style="text-align: center;">Christianity 2 – Who was Jesus? Unit 7</p> <p>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?</p> <p>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</p> | <p style="text-align: center;">RHE Link to Values</p> <p style="text-align: center;">Living in the wider world Money; making decisions; spending and Saving</p> <p style="text-align: center;">Key Question: What decisions can people make with money?</p> <ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them <ul style="list-style-type: none"> - how to keep track of money so people know how much they have to spend or save - how to recognise what makes something 'value for money' and what this means to them • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) <ul style="list-style-type: none"> - that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions |
| | <p style="text-align: center;">Writing Genres Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative – Fables, myths and legends Stories from other cultures Playscripts Poetry – narrative and classic Poetry for performance</p> <p style="text-align: center;">Non- Fiction Instructions Reports Explanations Recounts Persuasive writing – viewpoint</p> | | |
| <p style="text-align: center;">PE</p> <p>Movement/Agility Children can apply movement skills to find space effectively. Develop agility, balance and coordination and use this to evade and deceive opponents.</p> <p>Ball Skills Use passing techniques with accuracy through throwing, rolling and striking. Children demonstrate control and coordination when performing game related skills.</p> | | | |

Select correct game specific skill to apply to a situation.
Children can identify when best to use specific skills in different scenarios.

Work as a team in various small sided games and be able to transfer common principles of play and basic attacking and defending strategies across the games.

Net Games

Demonstrate how to hold the equipment and have a good stance and ready position.

Consolidate striking the ball- demonstrating control. Explore and attempt rallies with basic strokes – keeping control.

Children have the chance to demonstrate strokes and opportunities to strike the ball consistently.

have a relationship with God

Careers; aspirations; role models; the future

Key Question: What jobs would we like?

- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
 - that some jobs are paid more than others and some may be voluntary (unpaid)
 - how people choose a career/job and what influences their decision, including skills, interests and pay
- about the skills, attributes, qualifications and training needed for different jobs
 - that there are different ways into jobs and careers, including college, apprenticeships and university
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
 - how to question and challenge stereotypes about the types

of jobs people
can do

No Outsiders 5.2
Key learning - To justify my actions
Suggested Text: Rose Blanche by Ian McEwan and Roberto Innocenti

Music Performance

- To sing 2 and 3 part melodies
- To recognise the role of emotion in singing
- To make a relationship between music and occasions eg. Choosing sombre music for a funeral, pop for a party and explain why.
- To perform with confidence and expression and be able to modify performance following direction (on the spot instruction)
 - To recognise when something needs to be improved

French

Ask and respond to questions about their home

Use plural forms when talking about rooms

To express opinions

To adapt familiar vocabulary and phrases to create new sentences orally

To present ideas and information orally to at least one other person

To write phrases from memory and adapt these to create new sentences
To know that some words are feminine and some are masculine and how these are represented

To describe people, places, objects and actions orally and in writing

To know that a verb should be conjugated and be able to make one conjugation of a root verb (eg. root verb: 'aimer'- to like, conjugation: j'aime – I like)

| <p>Science 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>Science Earth and Space</p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>I can describe the movement of the Moon relative to the Earth</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><i>Children should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</i></p> | <p>Geography</p> <p>Volcanoes and Earthquakes</p> <p>Human and physical geography</p> <p>I can describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>I recognise and describe physical and human processes and the effects these have on people</i></p> <p><i>I use technical geographical vocabulary when sharing findings to a range of audiences</i></p> <p><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-Digital media and drawing</p> <p><u>DRAWING</u>- Initial sketches show a series of preliminary studies using a variety of sources. Understand that art can be influenced by observation, photographs and digital images.</p> <p><u>DRAWING</u> Further investigate mono chrome- Use different sketching pencils in tonal drawings. Show light sources and be able to create shadow.</p> <p>Can draw in ink to explore fine line and varied mark making.</p> <p>I can 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> |
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Year 5 Unit of Learning Spring term **Whole School Trip – PPMCC Spring 1**

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| <p style="text-align: center;">Values</p> <p>Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations.</p> <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> <p>Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment.</p> | <p style="text-align: center;">Central Idea</p> <p>Past civilisations shape present day systems.</p> <p style="text-align: center;">Democracy</p> | <p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">How is a law made?</p> <p style="text-align: center;">What is the difference between parliament and the government?</p> <p style="text-align: center;">What happens in a general election?</p> <p style="text-align: center;">What can we learn from the Ancient Greeks?</p> | |
| <p style="text-align: center;">Computing</p> <p><u>Coding</u></p> <p>I understand what a function is within an algorithm. (SWIFT)</p> <p>I can use sequence, selection and repetition in programs</p> <p>I can design and write a more complex algorithm.</p> <p><u>Digital Learning and Online Safety</u></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 style="text-align: center;">Core Texts/ Visits</p> <p>D is for Democracy, Greek Myths; The Adventures of Odysseus</p> <p>The Iliad and the Odyssey</p> <p style="text-align: center;">Suggested visit:</p> <p>Prince Phillip Maritime Collection Centre</p> <p>British Museum</p> | <p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Islam 2 – Haj Unit 4</p> <p>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</p> <p style="text-align: center;">The Ka'aba</p> <p>First house of worship for God;</p> <p>Prophets Ibrahim and Ismail (pbuh) built the Ka'aba;</p> <p>Hajj requirements, stories associated with the places of the Hajj</p> <p style="text-align: center;">Id ul Adha</p> <p>Festival that takes place the day after the gathering of pilgrims on</p> | <p style="text-align: center;">RHE</p> <p style="text-align: center;">Link to values</p> <p style="text-align: center;">Health and wellbeing</p> <p style="text-align: center;">Feelings and emotions; expression of feelings; behaviour</p> <p style="text-align: center;">Key Question: How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> School rules about health and safety, basic emergency aid procedures, where and how to get help. how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help |
| <p style="text-align: center;">PE</p> <p style="text-align: center;">Gymnastics</p> <p>Shapes</p> <p>Confidently demonstrate shapes with precision, tension and control. Identify success criteria accurately. Applying shapes to routines and apparatus on small groups.</p> | <p style="text-align: center;">Writing Genres</p> <p>Coverage across the year:</p> <p style="text-align: center;">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 style="text-align: center;">Non- Fiction</p> <p>Instructions</p> <p>Reports</p> | | |

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| <p>Travelling Start to explore more complex methods of travel through vaulting and tumbling. Understand creative pathways moving towards and away from apparatus.</p> <p>Jumps Jump from varying heights producing clear shapes in flight, including turns and jumping from different apparatus. Landing is controlled and balanced. From landing children can link the next movement with fluency whilst working in pairs or groups.</p> <p>Balances Work with partners in order to create counterbalances. Demonstrate strength and flexibility whilst performing balances. Link balances fluently with rolls and jumps.</p> <p>Performance Creatively link and repeat basic gymnastic movement's through shapes, jumps, balances and travel. Work in groups to copy and repeat actions and explore using a variety of apparatus.</p> <p style="text-align: center;">Movement (dance)</p> <p>Body: Express themselves by performing dances in a range of styles including those from different times, places and cultures, working with partners and in groups. Show free improvisation using a range of controlled movements and patterns.</p> <p>Action: Create dance phrases using a directed style. Join dance phrases to compose longer dances.</p> <p>Space: Use levels, space and rhythm in their dances to express themselves in a style of dance.</p> <p>Time: Respond to an accompaniment by communicating a dance idea .</p> <p>Energy: Understand how costume, music and set can enhance a dance performance.</p> <p>Social: Work creatively on their own, in pairs and small groups.</p> <p>Cognitive:</p> | <p>Explanations Recounts Persuasive writing - viewpoint</p> | <p>Mount Arafat. A time for Muslims worldwide to celebrate. •where stories about the Jews' relationship with God are found – the story of David and Goliath</p> <p>Christianity 2- Christian festivals Unit 8 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?</p> <p>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> | <ul style="list-style-type: none"> the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services <p>No Outsiders 5.3 Key learning - To consider responses to racist behaviour Suggested Text: Mixed by Arree Chung</p> <p>Relationships Friendships; relationships; becoming independent; online safety Key Question: How can friends communicate safely?</p> <p>how friends and family communicate together; how the internet and social media can be used positively</p> <ul style="list-style-type: none"> - The responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.) - To understand that words/text/ema il /SMS once said/written cannot be taken back/deleted. (E-safety aspects also covered in ICT) |
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Suggest improvements to refine their own and others work suggesting ways to develop composition.
Recognise and identify different types of exercise that will complement their dance performance.

Health:

Stretch and tone their bodies in preparation for dance.

- The importance of protecting personal information, including passwords (E-safety also covered in ICT).
- how knowing someone online differs from knowing someone face-to-face
- how to recognise risk in relation to friendships and keeping safe
- about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family

to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond and ask for help

- How to recognise bullying and abuse in all its forms (including prejudice-based bullying)

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| | | | <p>both in person, online and through social media.)</p> <ul style="list-style-type: none">- Exploration of bullying including homophobic bullying. <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view.</p> <ul style="list-style-type: none">- how to respond if a friendship is making them feel worried, unsafe or uncomfortable- how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <p>No Outsiders 5.4 Key learning - To recognise when someone needs help Suggested Text: How to Heal a Broken Wing by Bob Graham</p> |
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| | | <p style="text-align: center;">Music knowledge and skills</p> <p style="text-align: center;">History</p> <ul style="list-style-type: none"> • To develop knowledge of the history of music through a varied repertoire of songs • To develop an awareness of musical changes in a piece of music, such as dynamics eg. Tempo, volume, mood <p>To make a relationship between music and occasions eg. Choosing sombre music for a funeral, pop for a party and explain why.</p> |
| | <p style="text-align: center;">French Subjects/ Time/ Healthy Eating</p> <p>To understand and name school subjects and say which subjects they like/don't like</p> <p>Say the time on the hour, half past, quarter past and quarter to – to talk about timings of the school day</p> <p>To ask politely for certain foods, to say which foods they like/don't like, which foods are healthy/unhealthy</p> <p><i>To express opinions To adapt familiar vocabulary and phrases to create new sentences orally</i></p> | <p style="text-align: center;">Art Sculpture</p> <p><u>SCULPTURE</u>- Understand that maquettes are used as a basis for 3D figures in action. Show that a stationary 3D figure can give the impression of movement.</p> <p><u>SCULPTURE</u>- Can use a range of tools for cutting, shaping and moulding. Use papier mache and Modroc/Wire techniques to create figures.</p> |

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| | <p>To present ideas and information orally to at least one other person</p> <p>To write phrases from memory and adapt these to create new sentences</p> <p>To know that some words are feminine and some are masculine and how these are represented</p> <p>To describe people, places, objects and actions orally and in writing</p> <p>To know that a verb should be conjugated and be able to make one conjugation of a root verb (eg. root verb: 'aimer'- to like, conjugation: j'aime – I like)</p> | <p style="text-align: center;">DT- Mechanisms</p> <p>Can explain how a mechanical system works and apply it in designing and making a product. E.g. lever, gear, pulley, cam.</p> <p>Design 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 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 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 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>Science Skills Working Scientifically</p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables</p> <p>I can take measurements, using a range of scientific</p> | <p>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</p> | <p style="text-align: center;">History</p> <p style="text-align: center;">Ancient Greece</p> <p>Ancient Greece- a study of Greek life and achievement sand 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></p> | <p style="text-align: center;">Geography</p> <p style="text-align: center;">European Country</p> <p>Locational Knowledge</p> <p>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</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through the study of human and</p> |

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| <p>equipment, with increasing accuracy and precision I can record data and results of increasing complexity using scientific diagrams and labels, tables, and bar and line graphs I can use test results to make predictions to set up further comparative and fair tests I can use simple models to describe scientific ideas 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 I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> | <p>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, 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 I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,</p> | <p><i>I have started to pick out and put together information from different sources to answer questions I ask. I am able to give some reasons for the main events and reasons for the changes throughout history.</i></p> | <p>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 can explain my own views, discuss issues and ask suitable geographical questions. I record observations using detailed maps and tables, sketches and keys including use of ICT. 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> |
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Year 5 Unit of Learning – Summer 1

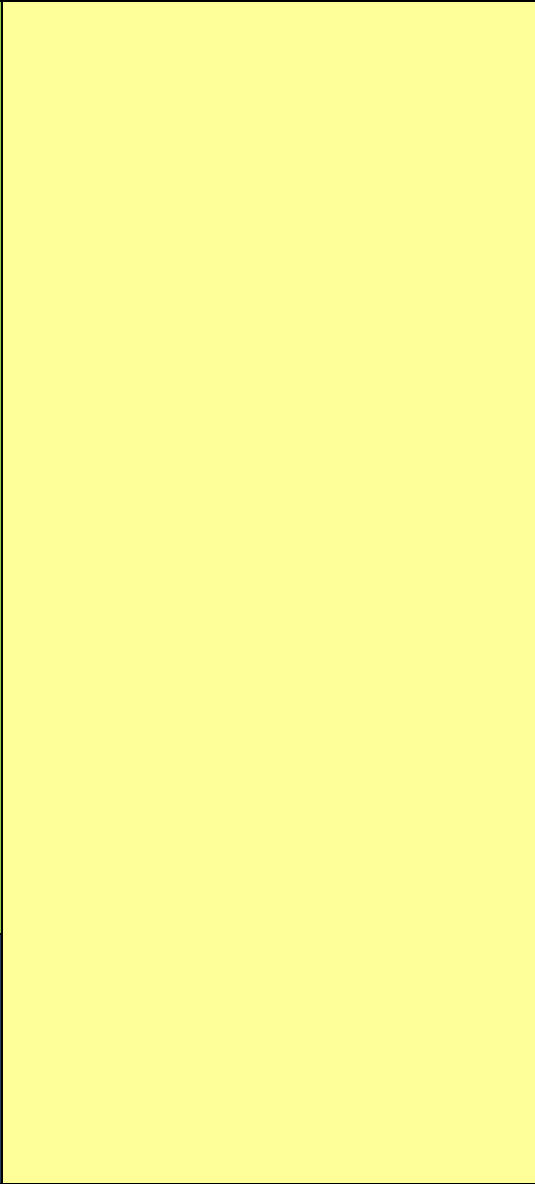
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| <p>Values</p> <p>Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p> | <p>Central Idea</p> <p>Water is essential to life and is a limited resource for many people –</p> | <p>Guiding Questions</p> <p>Where does water come from? How is water used?</p> |
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| | <p>we need to conserve how we preserve this</p> <p>From Source to Sea</p> | <p>How have the uses of rivers changed over time?</p> | |
| <p>Computing Knowledge and Skills</p> <p><u>Digital Learning and Online Safety</u> 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>Core Texts/ Visits The Flood Kapiti Plain Flood – Alvaro F.Villa</p> <p>Suggested visit: Woolwich Ferry, River Walk, River Cray, London Aquarium, Thames Outreach</p> | <p>Religious Education Greenwich Windows on Faith</p> <p>Worships Unit</p> <p>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>RHE Link to values</p> <p>Health and wellbeing Drugs, alcohol and tobacco; healthy habits Key Question: How can drugs common to everyday life affect health?</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> <p>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <p>that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p> <p>how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs</p> <p>how people can prevent or reduce the risks associated with</p> |
| <p>Writing Genres Coverage across the year:</p> <p>Fiction Narrative – Fables, myths and legends Stories from other cultures Playscripts Poetry – narrative and classic Poetry for performance</p> <p>Non- Fiction Instructions Reports Explanations Recounts Persuasive writing - viewpoint</p> | | | |



**PE
Athletics**

Running
Responds appropriately to the starting commands of: on your mark; get set; go. Accelerates quickly from a variety of static positions. Can run with correct knee up, toe up



them
that for some people, drug use can become a habit which is difficult to break

how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use

how to ask for help from a trusted adult if they have any worries or concerns about drugs

No Outsiders 5.5
Key learning - To explore friendship
Suggested Text: The Girls by Lauren Lee and Jenny Lovlie

Music

Composition

- To understand the relationship between rhythm and melody

action. Uses relaxed sockets to pockets arm action and run steady for up to 3-4 minutes.

Identifies running techniques to improve speed and stamina. Participates in SAQ activities to develop coordination and develop speed, agility and quickness.

Throwing

Correctly holds throwing equipment when performing throws in athletics. Demonstrates good throwing action in – 2 handed over head, chest push, over arm throw and pull throw.

Jumping

Demonstrates fast controlled approach with limited run up (6 strides) and take off from a flat foot when jumping (onefooted jump with approach)

Games – Striking and Fielding

Movement/Agility

Children can apply movement skills to find space effectively.

Develop agility, balance and coordination and use this to evade and deceive opponents.

Ball Skills

Use passing techniques with accuracy through throwing, rolling and striking.

Children demonstrate control and coordination when performing game related skills.

Select correct game specific skill to apply to a situation.

Children can identify when best to use specific skills in different scenarios.

Work as a team in various small sided games and be able to transfer common principles of play and basic attacking and defending strategies across the games.

Striking

Demonstrate how to hold the equipment and have a good stance and ready position.

Consolidate striking the ball- demonstrating control. Explore and attempt rallies with basic strokes – keeping control.

Children have the chance to demonstrate strokes and opportunities to strike the ball consistently.

French

To name **places in town**, say where they are going, ask the way and give certain **directions**

To express opinions

To adapt familiar vocabulary and phrases to create new sentences orally

To present ideas and information orally to at least one other person

To write phrases from memory and adapt these to create new sentences
To know that some words are feminine and some are masculine and how these are represented

To describe people, places, objects and actions orally and in writing

To know that a verb should be conjugated and be able to make one conjugation of a root verb (eg. root verb: 'aimer'- to like, conjugation: j'aime – I like)

DT- Structure

Can apply understanding of how to strengthen, stiffen and reinforce complex structures.

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

- To recognise different musical textures (different sounds and rhythms played together and effect of removing or adding one)
 - To recognise the effect of a rest in music and how to use silence effectively
 - To recognise layered ostinato
 - To compose a call and response with other children
 - To play rhythm with a partner at the same/varying tempo
 - To compose and recall melodies with increasing numbers of pitches (5 line staff)
 - To understand note values (semibreve, minim, crotchet, quaver, semiquaver) and apply it to their own musical experiences
 - To recognise treble clef and time signatures 4/4 and $\frac{3}{4}$
 - To develop existing knowledge further by attempting more complex solo compositions.
 - To add lyrics
 - To make a relationship between music and occasions eg. Choosing sombre music for a funeral, pop for a party and explain why.
- To recognise when something needs to be improved

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,
 I can apply my understanding of computing to programme, monitor and control products.

Science 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,

Science

Forces

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
 I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces
 I can recognise that some mechanisms, including levers, pulleys and gears, allow a

Geography

Rivers and the Water Cycle

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

Human and Physical Geography

I can describe and understand key aspects of: physical geography, including: climate, rivers, mountains, volcanoes and the water cycle – *I can identify the parts of a river (source, meander, mouth and*

ART

Charles Rennie Macintosh printing, Painting and Colour

I understand that prints can be built up through layers to show shape and different colours.

PAINTING & COLOUR-

Know and understand what Complementary and Contrasting colours are. understand Contrasting colours are.
 Understand that different shades of colours can the effects of light alter atmospheres.

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| <p>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. <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>smaller force to have a greater effect.</p> | <p><i>flood plains</i>)I can explain the process of erosion and deposition 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> <i>I recognise how places fit within a wider geographical context</i> <i>I recognise and describe physical and human processes (such as erosion) and the effects these have on people</i></p> | <p>Know that Charles Rennie Mackintosh was a watercolourist, architect and designer.</p> <p>Know and understand what Complementary and Contrasting colours are. Understand that different shades of colours can the effects of light alter atmospheres.</p> <p>I can 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> |
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Year 5 Unit of Learning – Summer 2 **Whole School Project - Commonwealth**

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| <p align="center">Values</p> <p>Cooperation: Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p> | <p align="center">Central Idea</p> <p>Reproduction of living things contributes to the continuation of the species.</p> <p align="center">SURVIVAL OF THE FITTEST</p> | <p align="center">Guiding Questions</p> <p>What is reproduction? How do life cycles differ? How does the environment affect life cycles?</p> | |
| <p align="center">Computing</p> <p><u>Coding</u> I can use logical reasoning to explain processes involved in the design of a quiz, game or app. (Using a flow chart)</p> <p><u>Digital Learning and Online Safety</u> 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 align="center">Core Texts/ Visits</p> <p>Whole School Text: Zoo, the Highway Man, the Variety of Life</p> <p align="center">Suggested visit: Museum of London</p> | <p align="center">Religious Education Greenwich Windows on Faith</p> <p>Buddhism – Following the teachings of Buddha</p> <p>Key questions How do Buddhists try to follow the teachings of the Buddha? How do the teachings and example of the Buddha help Buddhists to grow towards enlightenment?</p> <p>Key Concepts Beliefs, teachings and practices Forms of expression Meaning, purpose and truth</p> | <p align="center">RHE Link to values</p> <p>Relationships Growing, changing, families and friendship</p> <p>Key Question: <i>How does puberty and growing up affect us and those around us?</i></p> <ul style="list-style-type: none"> • <i>About human reproduction and how their body will change as they approach and move through puberty, including menstruation and menstrual wellbeing, erections and wet dreams</i> <ul style="list-style-type: none"> - <i>How their body will, and their emotions may, change as they approach and move through puberty.</i> • <i>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship</i> <ul style="list-style-type: none"> - <i>about the different types of relationships people have in their lives</i> - <i>The civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for</i> |
| <p align="center">Writing Genres</p> <p>Coverage across the year:</p> <p 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 align="center">Non- Fiction</p> <p>Instructions Reports Explanations Recounts</p> <p>Persuasive writing – viewpoint</p> | | | |

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| | | | <p>each other and want to spend their lives together and who are of the legal age to make a commitment</p> <ul style="list-style-type: none"> • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. <ul style="list-style-type: none"> - How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media <p>No Outsiders 5.6 Key learning - To exchange dialogue and express and opinion Suggested Text: When Tango Makes Three by Justin Richardson by Peter Parnell</p> |
| <p style="text-align: center;">PE Athletics</p> <p>Running Responds appropriately to the starting commands of: on your mark; get set; go. Accelerates quickly from a variety of static positions. Can run with correct knee up, toe up action. Uses relaxed sockets to pockets arm action and run steady for up to 3-4 minutes.</p> | | | <p style="text-align: center;">Music</p> <p style="text-align: center;">World</p> <ul style="list-style-type: none"> • To understand the relationship between rhythm and melody • To recognise different musical textures (different sounds and rhythms played together and effect of removing or adding one) • To recognise the effect of a rest in music and how to use silence effectively |

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| <p>Identifies running techniques to improve speed and stamina. Participates in SAQ activities to develop coordination and develop speed, agility and quickness.</p> <p>Throwing Correctly holds throwing equipment when performing throws in athletics. Demonstrates good throwing action in – 2 handed over head, chest push, over arm throw and pull throw.</p> <p>Jumping Demonstrates fast controlled approach with limited run up (6 strides) and take off from a flat foot when jumping (onefooted jump with approach)</p> <p style="text-align: center;">Games – Striking and Fielding</p> <p>Movement/Agility Children can apply movement skills to find space effectively. Develop agility, balance and coordination and use this to evade and deceive opponents.</p> <p>Ball Skills Use passing techniques with accuracy through throwing, rolling and striking. Children demonstrate control and coordination when performing game related skills. Select correct game specific skill to apply to a situation. Children can identify when best to use specific skills in different scenarios. Work as a team in various small sided games and be able to transfer common principles of play and basic attacking and defending strategies across the games.</p> <p>Striking Demonstrate how to hold the equipment and have a good stance and ready position. Consolidate striking the ball- demonstrating control. Explore and attempt rallies with basic strokes – keeping control. Children have the chance to demonstrate strokes and opportunities to strike the ball consistently.</p> | | <ul style="list-style-type: none"> • To recognise layered ostinato • To compose a call and response with other children • To play rhythm with a partner at the same/varying tempo • To compose and recall melodies with increasing numbers of pitches (5 line stave) • To understand note values (semibreve, minim, crotchet, quaver, semiquaver) and apply it to their own musical experiences • To recognise treble clef and time signatures 4/4 and 3/4 • To develop existing knowledge further by attempting more complex solo compositions. • To add lyrics • To make a relationship between music and occasions eg. Choosing sombre music for a funeral, pop for a party and explain why. <p>To recognise when something needs to be improved</p> |
| | <p style="text-align: center;">French</p> <p>To name holiday destinations and express opinions about different holidays</p> <p><i>To express opinions</i> <i>To adapt familiar vocabulary and phrases to create new sentences orally</i> <i>To present ideas and information orally to at least one other person</i> <i>To write phrases from memory and adapt these to create new sentences</i> <i>To know that some words are feminine and some are masculine and how these are represented</i> <i>To describe people, places, objects and actions orally and in writing</i> <i>To know that a verb should be conjugated and be able to make one conjugation of a root verb</i></p> | <p style="text-align: center;">DT - Food</p> <p>Understand and begin to be able to apply the principles of a healthy and varied diet.</p> <p>Know how ingredients are grown, reared, caught and processed. Understand what seasonality is.</p> <p>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</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.</p> |

(eg. root verb: 'aimer'- to like,
conjugation: j'aime – I like)

Science 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.

Animals including Humans

I can describe the changes as humans develop to old age.

I could work scientifically by finding out and recording the length and mass of a baby as it grows.

I might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health for growth.

History

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 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.

Art– Painting and Drawing

PAINTING & COLOUR-

Know and understand what Complementary and Contrasting colours are.

Understand that different shades of colours can the effects of light alter atmospheres.
DRAWING Further investigate mono chrome- Use different sketching pencils in tonal drawings. Show light sources and be able to create shadow.

Can draw in ink to explore fine line and varied mark making.

Know and understand what Complementary and Contrasting colours are.
Understand that different shades of colours can the effects of light alter atmospheres.