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| **YEAR 5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English core text** | Nowhere Emporium – Ross MacKenzie  Narrative  Flashbacks  Information text  Recount  Description  Poetry | The Buried Crown – Ally Sherrick  Narrative – flashback  Persuasive argument  Writing in role  Recount  Information text | The Boy in Striped Pyjamas – John Boyne   * Prediction * Diary entry * Newspaper * Letter | | The man who walked between the towers.   * newspaper reports * interviews | The Boy At The Back of the Class – Onjali Q Rauf   * newspaper reports * history link |
| **Poetry text** | The Magic Box – Kit Wright | Beowolf Kennings | List Poems - evacuation | Flanders Field – descriptive poetry  Emotive language | If – Rudyard Kipling | Refugees (animals) – Monica Clark  Rip Bulkdey – A Poem for Greenfell |
| **Picture text** | Leon and the Place Between | How to be an Anglo Saxon.  You Wouldn’t want to be an Anglo Saxon Peasant | When Hitler Stole a Pink Rabbit – Judith Kerr | Snow Goose – Paul Gallico | The Little Chapel That Stood – AB Curtiss | A Grain of Hope – Nicola Philp |
| **Cross curricular writing** | Explanation – course of a river (Geography) | Beowolf – poetry  Narrative (history) | Flashback – link to The Piano (History)  Persuasive WW2 posters | Persuasive – North America (geography) | Explanation text – forces/ tightrope walking (science)  Rainforest – information text (geography) | Letter writing  Diary account – refugees (history) |
| **Inspire Maths** | Unit 1 - Whole Numbers (1) Unit 2 - Whole Numbers (2)  Practice Book – Review 1 DISCRETE NATIONAL CURRICULUM TEACHING  Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.  Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.  Use negative numbers in context, and calculate intervals across zero. Unit 3 - Fractions (1) Half Term Assessment Assessment Book – Test 1 | Unit 4 - Fractions (2)  DISCRETE NATIONAL CURRICULUM TEACHING Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.  Add and subtract and fractions with the same denominators that are multiples of the same number.  Compare and order fractions whose denominators are all multiples of the same number.  Practice Book – Review 2 Unit 7 - Decimals DISCRETE NATIONAL CURRICULUM TEACHING  Read, write, order and compare numbers with up to three decimal places.  Round decimals with two decimal places to the nearest whole number and to one decimal place.  Half Term Assessment Assessment Book – Test 2, Challenging Problems 1  Assessment Book – Test 4 | Unit 8 - Measurements Practice Book – Review 4 DISCRETE NATIONAL CURRICULUM TEACHING Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Unit 10 - Percentages Unit 11 - Angles (include National Curriculum teaching: Know angles and measure them in degrees (o): Estimate and compare acute, obtuse and reflex angles.  Draw given angles and measure them in degrees). Half Term Assessment  Assessment Book – Test 4 | Unit 14 - Volume of Cubes and Cuboids (include National Curriculum teaching of estimating volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity).  DISCRETE NATIONAL CURRICULUM TEACHING  Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).  Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.  Know and use the vocabulary of prime numbers, prime factors and composite (non- prime) numbers.  Establish whether a number up to 100 is prime and recall prime numbers up to 19.  Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).  Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers. | DISCRETE NATIONAL CURRICULUM TEACHING Solve problems involving converting between units of time.  Complete, read and interpret information in tables, including timetables.  Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  Use the properties of rectangles to deduce related facts and find missing lengths and angles.  Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.  Unit 6 - Ratio Practice Book – Review  3 Practice Book – Revision 1 | Unit 5 – Area of a triangle Unit 9 - Mean  Practice Book – Review 5 Unit 12 - Properties of Triangles and 4-sided Shapes  Practice Book – Review 6 Unit 13 - Geometrical Construction  Practice Book – Review 7 Practice Book – Revision 2  End Of Year Assessment Assessment Book – Test 3, Challenging Problems 2  Assessment Book – Test 5, Challenging Problems 3 Assessment Book – Test 6  Assessment Book – Test 7, Challenging Problems 4 |
| **Maths key vocabulary** |  |  |  |  |  |  |
| **Cross Curricular Maths** | * How can you measure the diameter of a lunar crater * Would a larger object make a deeper crater? * Data collection to create line graphs | | * Measurement – bridges * Measurement/angles – How will our plane fly? | | * Money, measures – Bake Off * Measurements and converting them at a crime scene | |
| **History** | Who were the Anglo-Saxons and what were they like?   * What were Anglo Saxon settlements like? * Settlements and kingdoms * Art and culture * Bolton – Botheltun – Saxon town | | Hitlers invasion of Poland and it’s impact on Britain (WW2)   * How significant events in history have helped shape the country we have today * How crime and punishment has changed over the years? * The names of the major leaders in Europe and America during World War 2 * Research the life of one person who has had an influence on the way the war ended |  |  | Early Civilisation – Ancient Sumer  The early civilisation of Ancient Sumer.  Use geographical skills to locate where in the world Sumer was and explore why it was such a unique location.  The different aspects of life during the Ancient Sumerian period, including what it was like to live in a city state and how Sumerian inventions had a lasting influence on the wider world.  The religious beliefs and practices of this ancient civilisation Analyse a range of artefacts and evidence. |
| **History core text** | Beowolf  Non-fiction books on Anglo Saxons | | English core text  Non-fiction books on WW2 |  |  | Non-fiction books on Ancient Sumer  Explore Ancient Sumer |
| **History key vocabulary** |  | |  |  |  |  |
| **Geography** | Why have people settled where they have?   * Geographical enquiry – UK * Why are people attracted to live by rivers – past and present? * Explain the course of a river * Map land use * Report on the locality * Pose geographical questions * Sketches/plans | |  | What’s so special about the countries we come from?  Locate the world’s countries, using maps to focus on the countries that the children in the class come from and how they contrast with North America concentrate on their key physical and human characteristics, countries, and major cities. | Why should rainforests be important for us all?   * The fruits and other natural resources is Brazil famous for * The famous cities in Brazil and why they attract tourists * Brazil’s neighbouring countries * Brazilian famous dancing * Location of rainforests and what their main features are * Why rainforests are often in the news and what we can do to help * Environmental change impact on Britain * Our carbon footprint and how we can reduce it   Endangered animals that live in the rainforest |  |
| **Geography core text** | Non-fiction nooks – Journey of a River  Rivers | |  | Atlas  My Family Travel Map: North America | Non-fiction books - Rainforests |  |
| **Geography key vocabulary** |  | |  |  |  |  |
| **Science** | Will we ever send another human to the moon?   * The relativity of the earth to the sun/ solar system * Moon relative to the earth * Relationship between the sun, Earth and moon * Earths rotation * Day and night | How different will you be when you are as old as your grandparents?   * Changes as humans develop from birth to old age * compare data about the gestation periods of humans and other animals or find out and record the length and mass of a baby as it grows. | Can you feel the force?  Forces   * Gravity, friction * Air resistance, water resistance * How force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs | | Could you be the next CSI investigator?   * Compare and group materials * Perform experiments to investigate properties of materials * Demonstrate some irreversible changes where new materials are formed * Dissolving, evaporating, filtering | Do all plants and animals start life as an egg?   * Life cycles of plants and animals * Birth, growth, development and reproduction |
| **Science core text** | Space books | Human growth books | Forces books | | Materials books | Life cycles books |
| **Science key vocabulary** |  |  |  | |  |  |
| **Computing** | We are artists  Fusing geometry and art  (Creativity) | We are web developers  Creating a web page about cyber safety  (computer networks) | We are developers  Developing an interactive game  (Programming) | We are bloggers  Sharing experiences and opinions  (Communication/ collaboration) | We are cryptographers  Cracking codes (computational thinking) | We are architects  Creating a virtual space  (productivity) |
| **Computing core text** |  |  |  |  |  |  |
| **Computing key vocabulary** |  |  |  |  |  |  |
| **Art** | 3D  What would be inside your magic emporium? | Painting  How did the great artists see themselves?  (changes from birth to old age) | Printing  How will we screen print our own WW2 posters? | Textiles  How will our wall hanging celebrate the cultural diversity of our class? | Collage  What will make our rainforest stand out? | Drawing  Where is the detail in that picture?  (Sumerian art focus) |
| **Art core text** | A Child’s Introduction to Art  Exploring Great Artists with 30 Kids Projects | Biography Artists (online)  Van Gough and the Sunflowers  Picasso and the Girl With the Pigtail  Katie and the Mona Lisa  Katie and the British Artists  Picture This | Print: 25 projects  Screen Printing  Printmaking for Beginners | From Art to Stitch | The Collage Ideas Book | Questions and Answers – Quentin Blake  The First Drawing |
| **Art key vocabulary** |  |  |  |  |  |  |
| **DT** | Mouldable Materials  What would that map of the Earth look like in 3D?  (science link) | Textiles  Can you design and make a new Anglo Saxon outfit? | Materials  How far will our model WW2 plane fly? | Mechanisms  Will that boat fit under that bridge?  (science and key landmarks links) | Cooking and Nutrition  Who will win the Great Y5 Bake Off?  (link to science) | Construction  Why would birds hatch their eggs here? |
| **DT core text** | How to Build a Planet | Roman, Anglo Saxon and Viking Children’s Costumes: How to Make in a Hurry | 100 Books to Fold and Fly  The Big Book of Airplanes – DK | Bridges of the World Book | Children’s Baking Book  Nadiya’s Bake Me a Story | Birds, Nests and Eggs  Birds Build a Nest |
| **DT key vocabulary** |  |  |  |  |  |  |
| **Music** | Ukeleles  Listening to pieces  Playing notes / Chords  Call and response  Playing pieces for performance  Understanding metre (Listen to pieces in 4/4 time ¾ time signatures)  Play in solo or group performances  History of Ukuleles/ Origins | | Ukeleles  Building on skills from the previous term  Notation  Score music/ simple musical notation  Begin to improvise and compose  Play in solo or group performances  Listening and evaluating pieces of music  Naming different types of string instruments | | Ukeleles  Understanding staff and other musical notations  Recording using 4/4 ¾ time signatures  Creating own compositions  Play in solo or group performances  Classical period  Composers of string instruments - Mozart / Beethoven | |
| **Music core text** |  |  |  |  |  |  |
| **Music key vocabulary** |  |  |  |  |  |  |
| **PE** | Dance  Invasion games  Tag rugby | | Gymnastics | Football | Tennis  Striking/fielding games  Athletics | |
| **PE core text** | Poppy Love | | Somersaults and Dreams | Hero Collections | Books on Sporting People e.g. Usain Bolt | |
| **PE key vocabulary** |  | |  |  |  | |
| **RE** | What matters to Christians and to me?  Most valuable things in life  Who is a Christian and what are their values?  What are my values?  How do I know what is right and what is wrong?  How does religion help people choose between right and wrong? | Who is a Hindu and what do they believe?  What do Hindus believe?  How do these beliefs affect the way they live their lives?  What happens in Hindu worship?  Who or what inspires and guides Hindu people?  What are you committed to? | What will make Bolton a more respectful place?  What religions are there in our area?  How are they different to those in the rest of the country?  What can we learn from each other?  What makes people more respectful?  Can people who are different live in harmony?  What makes that easier or harder? | How can religious meaning be expressed through art?  How are different ideas to do with religions expressed through art?  Christian – stained glass windows  William Blake’s engravings  Islamic art  Art in Hinduism | Who is a Jew and what do they believe?  Key features of worship  The importance of prayer  Rituals in joining the Jewish community  How belonging to a faith community affects your actions | How do people live through good times and through hard times?  Is it good to be thankful in all circumstances?  How can religion help people to cope with dark times?  How do I respond to life’s highs and lows?  What can I learn from religion about living thankfully or about dealing with hard times? |
| **RE core text** | Christianity  A Christian Life | Hindu  A Hindu Life | Dressed in Peace NYM Jones | Hinduism and the Religious Arts  Hindu Art and Writing | Hats of Faith by Medela Cohan | A Perfectly Messed Up Story |
| **RE key vocabulary** |  |  |  |  |  |  |
| **MfL** | Bon appétit, bonne santé (Healthy eating) | Je suis le musiciane (I am the music man) | En route pour l’école (On the way to school) | Scène de plage (Beach scene) | Le retour du printemps (The return of spring) | Les planètes (The planets) |
| **MFL core text** |  |  |  |  |  |  |
| **MFL key vocabulary** |  |  |  |  |  |  |
| **PHSE** | Being me in my world  Whole school learning charter | Celebrating difference  Culture displays  **BBFC sessions** – certification lesson plans for Y5/6 | Dreams and goals  Dream tree and fundraising event | Healthy me  The Healthy, Happy Me Recipe Book  **International Women’s Day –**  8th March – assembly & workshop | Relationships  Internet safety posters | Changing me  Change cards  **Y5/6 Puberty Talks** – Healthy Schools to deliver  **Raising Aspirations Project** |
| **PHSE core text** | Who Am I? I Am Me! | Amazing Difference – Dee Smith | Dare the Wind | Looking After Your Mental Health | How to Grow a Good Friend | I Can Be Who I Want to Be |
| **PHSE key vocabulary** |  |  |  |  |  |  |
| **Curriculum enrichment** |  | Anglo Saxon Day |  |  | Crime Scene day  Bake Off |  |
| **Trip** |  |  | Bolton interfaith trail | War Museum/ Lowry |  | Zoo – focus on conservation |
| **Visitor** | Planetarium |  |  |  |  |  |