

Theme 2020-2021	Ancient Rome <i>How did the Roman Empire change over time?</i>	Investigating World Trade	Roman Empire in Britain <i>How did the Romans take control of Britain?</i>	Investigating Water	Thematic Study: Quest for Knowledge <i>When did Europe have a golden age in technology?</i>	Climates across the World
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English (Genre and Key texts)</b>	<p><b>Text:</b> Wordless picture books - David Wiesner/ Shaun Tan</p> <p><b>Outcome:</b> Fiction - painting a picture with words (3 weeks)</p> <p><b>Text:</b> <i>What's The Difference</i> – Emma Strack</p> <p><b>Outcome:</b> Comparative writing (2 weeks)</p> <p><b>Text:</b> Rhythm and Poetry – Karl Nova</p> <p><b>Outcome:</b> Writing and performing poetry using rhythm (1 Week)</p> <hr/> <p><b>Supplementary Texts:</b> 'Catch A Lot' Animation Overhead in a Tower Block (Joseph Coelho) The Rainmaker Danced (John Agard) Quick Let's Get Out of Here (Michael Rosen &amp; Quentin Blake) The Whale (Vita &amp; Ethan Murrrow) Flotsam (David Wiesner) Flood (Alvaro F. Villa)</p>	<p><b>Text:</b> The Invention of Hugo Cabret - Brian Selznick</p> <p><b>Outcomes:</b> Creating a new chapter - writing an additional chapter (3 weeks)</p> <p><b>Text:</b> Explanations: the way things work - David Macaulay</p> <p><b>Outcome:</b> Explanations - writing explanation texts (2 weeks)</p> <hr/> <p><b>Supplementary texts:</b> The Wind in the Willows (Kenneth Grahame) Car-Jacked (Ali Sparkes) Sky Chasers (Emma Carroll) Look into My Eyes (Ruby Redfort) Wild Boy (Lloyd Jones) The Fib (George Layton) The Book Boy (Catherine Gilbert Murdock)</p>	<p><b>Text:</b> Shackleton's Journey – William Grill</p> <p><b>Outcome:</b> Creating Recounts (3 weeks)</p> <p><b>Text:</b> Varjak Paw - SF Said.</p> <p><b>Outcomes:</b> Fiction/Narrative: Creating Pace and Tension in Narrative (3 weeks)</p> <hr/> <p><b>Supplementary texts:</b></p>	<p><b>Text:</b> Cloud Busting – Malorie Blackman</p> <p><b>Outcomes:</b> Poetry link: writing to entertain (3 weeks)</p> <p><b>Text:</b> The Water Tower – Gary Crew</p> <p><b>Outcomes:</b> Writing Narrative (2 weeks)</p> <hr/> <p><b>Supplementary texts:</b> The Water Cycle (Robin Nelson) A River (Marc Martin) Once upon a raindrop (James Carter) The Rhythm of the Rain (Grahame Baker-Smith) Watership Down (Frank Cottrell – Boyce). Kensuke's Kingdom (Michael Morpurgo) The Rhyme of the Ancient Mariner; Boy under Water (Adam Baron) Why water's worth it (Lori Harrison)</p>	<p><b>Text:</b> <b>Survivors</b> – David Long</p> <p><b>Outcomes:</b> Writing Biographies (2 weeks)</p> <p><b>Text:</b> Real Life Mysteries – Susan Martineau</p> <p><b>Outcome:</b> Writing discussion texts (2 weeks)</p> <p><b>Text:</b> Real Life Mysteries – Susan Martineau</p> <p><b>Outcome:</b> Writing to inform (2 weeks)</p> <hr/> <p><b>Supplementary texts:</b> Maya's Secret (Holly Webb) The Man in the Moon (poem - William Joyce) The Swiss Family Robinson (Johann Wyss) Robinson Crusoe (Daniel Defoe) Ultimate Survival Guide for Kids (Tom Connell) Bear Grylls Outdoor Survival Handbook (Ray Mears)</p>	<p><b>Text:</b> Varmints by Helen Ward The Tin Forest by Helen Ward The Rabbits by John Marsden &amp; Shaun Tan</p> <p><b>Outcome:</b> Writing narrative and poetry – short stories/playing with words (3 weeks)</p> <p><b>Text:</b> Research/Articles on: Global Warming</p> <p><b>Outcome:</b> Persuasion - multi-genre unit (global warming) (2 weeks)</p> <hr/> <p><b>Supplementary texts:</b> Around the world in 80 days (Jules Verne) Treasure Island (Robert Louis Stevenson)</p>

<b>Maths</b>	Number and place value – up to 1000000 Calculations – addition and subtraction Calculations – multiplication and division	Calculations – multiplication and division Calculations – word problems Statistics – graphs	Fractions Decimals	Percentages Geometry	Position and movement Measurements Area and perimeter	Volume Roman numerals Revision
<b>Science</b>	<b>Chemistry</b> Separating mixtures  <i>Identifying and separating mixtures; difference between reversible and non-reversible changes</i>	<b>Biology, Chemistry, Physics</b> Energy  <i>Introducing the concept of energy stores and energy transfers, and relating this to prior knowledge</i>	<b>Biology</b> Life cycles  <i>Life cycles of a mammal, amphibian, insect and bird, and some reproduction processes</i>	<b>Biology</b> Human development  <i>Human development to old age</i>	<b>Physics</b> Forces  <i>Gravity, air and water resistance and friction; introduction to pulleys</i>	<b>Physics</b> Earth and space  <i>Movements of planets and the Moon, and relationship to day and night</i>
<b>Geography</b>		<b>Investigating World Trade</b> <ul style="list-style-type: none"> <li>• Carry out fieldwork within their local supermarket in order to see where food comes from by creating surveys and going to their supermarket and analysing where food comes from and talking to customers. Look at the difference between qualitative and quantitative data.</li> <li>• Study the import/export routes to teach about the position and significance of the lines of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian, time zones, economic and trade links.</li> <li>• Focus on where the food is grown to learn</li> </ul>		<b>Investigating Water Geographical skills</b> <ul style="list-style-type: none"> <li>• Whilst studying a river in the UK, learn about how to use an Ordnance Survey map including four and six figure grid references, OS symbols and key/ contour lines.</li> <li>• Learn about the water cycle (hydrological cycle) and our use of water.</li> <li>• Key features and issues relating to water such as water cycle, flooding, oxbow lake.</li> <li>• Increases flood risk (human v physical factors).</li> <li>• How rivers affect our land use and trade links (build on Year 2 knowledge). Use for example the River Tees (to tell the story of source to mouth).</li> </ul>		<b>Climates across the World.</b> <ul style="list-style-type: none"> <li>• Focus on different climate zones, climate change and our impact on the environment.</li> <li>• Discuss how population and climate have changes over time.</li> <li>• Looking at our land use in different climate zones for example how someone might use the land in a polar climate zone compared to a tropical climate zone.</li> </ul>

		<p>about types of settlement and how land is used to grow/create products such as by following the journey of a type of food. Identify the term subsistence lifestyle: supporting oneself, family, or community only</p>				
<p><b>History</b></p>	<p><b>Ancient Rome</b> <b>Change &amp; continuity</b></p> <ul style="list-style-type: none"> <li>Recognise that change is dynamic, and that its extent and pace can vary.</li> <li>For example, conversion to Christianity was a long process, whereas the transformation of the republic into an empire happened much more quickly.</li> </ul> <p><b>Interpreting evidence</b></p> <ul style="list-style-type: none"> <li>Consider the context (as well as the author, audience and</li> </ul>		<p><b>Romans Empire in Britain</b> <b>Causation</b></p> <ul style="list-style-type: none"> <li>Identify long-term causes (conditions) and short-term causes (triggers) of events or situations.</li> <li>For example, short term reactions of suppressing rebellions, or the longer term plans of building forts, roads, walls and Romanisation.</li> </ul> <p><b>Interpreting evidence</b></p> <ul style="list-style-type: none"> <li>Consider the context (as well as the author,</li> </ul>		<p><b>Thematic study: quest for knowledge</b> <b>Change &amp; continuity</b></p> <ul style="list-style-type: none"> <li>Recognise that change and continuity are interwoven and affect each other.</li> <li>In this context, understanding how continuity (e.g. use of Greek and Islamic practices into the start of the 17<sup>th</sup> century) can help generate change (scientific revolutions of Enlightenment).</li> </ul> <p><b>Interpreting evidence</b></p>	

	purpose) of a source, and how this may affect its usefulness.		audience and purpose) of a source, and how this may affect its usefulness.		<ul style="list-style-type: none"> <li>Consider the context (as well as the author, audience and purpose) of a source, and how this may affect its usefulness.</li> </ul>	
<b>Art</b>	<b>Collage</b> Roman mosaic <ul style="list-style-type: none"> <li>Select and use cutting tools and adhesives with care for a specific outcome</li> <li>Contribute to a large scale piece</li> </ul>		<b>Large scale water painting</b> Historic military paintings – Roman military <ul style="list-style-type: none"> <li>Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion</li> <li>Plan/paint symbols and forms when exploring the work of other cultures</li> </ul>		<b>Portrait Of An Artist</b> <ul style="list-style-type: none"> <li>Describe the work of a great artist</li> <li>Learn about their style and describe how this is similar to and different from other great artists/practices</li> <li>Make links to own work. <i>Kara Walker contemporary black artist using silhouette as form</i></li> </ul>	
<b>Design and Technology</b>		<b>Structures: Musical instruments</b> <i>Rainmaker</i> <ul style="list-style-type: none"> <li>Investigate instruments from different</li> </ul>		<b>Cooking and Nutrition</b> <i>Making bread</i> <ul style="list-style-type: none"> <li>Understand the function and properties of materials</li> </ul>		<b>Mechanisms: Moving toys using cams, wheels and axels</b> <i>Industrail Machines</i> <ul style="list-style-type: none"> <li>Understand how mechanisms</li> </ul>

		<ul style="list-style-type: none"> <li>times and cultures</li> <li>• Understand how shape and materials used can alter sound</li> <li>• Investigate a range of finishing techniques</li> </ul>		<ul style="list-style-type: none"> <li>• Identify, select and use food tools and techniques safely</li> <li>• Understand food hygiene</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>can be used to produce movement</li> <li>• Cut, shape and join components, selecting tools for a specific purpose</li> </ul>
<b>Music</b>	<p><b>Our Community</b> Musical Focus: Performance. Subject Link: History The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.</p>	<p><b>At the Movies</b> Musical Focus: Composition. Subject Link: English Children will explore music from 1920's animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p>	<p><b>Keeping Healthy</b> Musical Focus: Beat Subject Link: PE Children learn about a variety of musical genre from body-popping and gospel singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>	<p><b>Life Cycles</b> Musical Focus: Structure Subject Link: Science/PSHE. Children explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musicals moods, styles and genres inspires singing, performing and composing using new techniques.</p>	<p><b>Solar System</b> Musical Focus: Listening Subject Link: Science Children embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>	<p><b>Celebration</b> Musical Focus: Performance. Subject Link: English Children focus on a lively celebration in song to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.</p>
<b>RE</b>	<p><b>Why do some people believe God exists?</b> Believing They will be learning about the existence of God and understanding the terms theist, agnostic and atheist. They will also begin to understand the reasoning's behind people's choices</p>		<p><b>If God is everywhere, why go to a place of worship?</b> Expressing They will be learning about what is worship and what you find in places of worship. They will also find out why people go to places of worship and what happens in different places of worship and they will find out what happens on a pilgrimage. They will be asked the question "where is God for you?" or Where do believers find God?"</p>		<p><b>What matters most to Christians and Humanists?</b> Living They will be learning about what is deemed as good and bad behaviour and why people do good and bad things. They will learn about how humanists understand the world and what they base their understanding on. Th</p>	
<b>PSHE</b>	<p><b>Growth Mindset</b> How do we use different mindsets and what are their strengths?</p>	<p><b>Mental and Emotional Health</b></p> <ul style="list-style-type: none"> <li>• What is mental health?</li> <li>• How do I negotiate and compromise?</li> <li>• How do I stay safe on a</li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• How do I respond to dares? What are 'habits'?</li> <li>• Who or what influences me?</li> </ul>	<p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• How can we stop the spread of infection?</li> <li>• Why is it important to know about nutritional content of food?</li> </ul>	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• How are rules and law made and changed?</li> <li>• What is Fair Trade?</li> <li>• How can I develop my enterprise skills?</li> </ul>	<p><b>Relationships and Sex</b></p> <ul style="list-style-type: none"> <li>• What is puberty?</li> <li>• What are the different relationships in my life?</li> <li>• What is unwanted touch?</li> </ul>

		mobile or tablet? • How can I be happy being me? (body image)				
<b>PE</b>	<b>Dance</b> • Show clarity, fluency, accuracy and consistency through my own dance. <b>Fitness</b> • 1 minute intervals of circuits (90 seconds rest)	<b>Gymnastics</b> • Combine action, balance and shape <b>Football</b> • Gain possession, working in a team	<b>Dance</b> • Compose my own dances in a creative way. • Perform to an accompaniment. <b>Basketball</b> • Pass in different ways and use a number of different techniques to pass, dribble, shoot	<b>Gymnastics</b> • Make complex and extended sequences. • Perform consistently to audiences. <b>Hockey</b> • Choose a tactic for attacking and defending	<b>Athletics</b> • Timed 100m sprint <b>Cricket/ rounders</b> • To play a match with tactics	<b>Athletics</b> • Long distance 300m <b>Tennis</b> • Use backhand and forehand with a racquet
<b>MFL</b>	¡Soy yo!: All about me!	Mi cuerpo: My body.  Celebrations: A Spanish Christmas.  Números Españoles 10 - 20	Animales: zoológico y animales en casa.	Mi familia y yo: Me and my family.  Números Españoles 20 - 30	¿Te gusta? Mis aficiones: What hobbies do you like?  Transporte: How to get around!	Mis vacaciones de verano: Packing for my summer holidays!
<b>Computing</b>	<b>We are Year 5 rule writers</b> Reviewing and editing our online rules  <b>We are game developers</b> Developing an interactive game	<b>We are responsible for our online actions</b> Understanding the impact of online behaviour  <b>We are cryptographers</b> Cracking Codes	<b>We are content evaluators</b> Understanding advertising and endorsements online  <b>We are artists</b> Fusing geometry and art	<b>We are protecting our online reputation</b> Developing strategies to protect our future selves.  <b>We are web developers</b> Creating a website about cyber safety	<b>We are respectful of copyright</b> Understanding and applying copyright laws  <b>We are bloggers</b> Sharing experience and opinions	<b>We are game changers</b> Understanding how game developers make money  <b>We are architects</b> Creating a virtual space
<b>Theme Days/Key Events/ Parental engagement</b>		Story telling afternoon	Roman Trip	Zoo visit  Nurse visit	People's History Museum/transport museum	BBC Weather Centre

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