

Theme 2019-2020	Medieval Britain Why is William called 'The Conqueror'?	Investigating Water	The Black Death Why was the Black Death so catastrophic?	Climates across the World 53 Degrees North	The Tudors	Investigating World Trade
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English (Genre and Key texts)</b>	<p><b>Legends</b> – Arthurian style legend based on The Sword in the Stone (Challenge to become a King or Queen)</p> <p><b>Scientific Recounts and Explanation</b> – Class experiment book (Properties and changes in materials) Wizz Bang Pop,</p> <p><b>Epic Poetry</b> – Telling Stories.</p> <p><b>Independent Write:</b> Narrative - based on Literacy Shed Video Evol <a href="https://www.literacyshe.com/evol.html">https://www.literacyshe.com/evol.html</a></p> <p><b>Core Texts:</b> <b>Legends:</b> Outlaw (Michael Morpurgo) The king Arthur Trilogy (Rosemary Sutcliff) Gawain &amp; The Green Knight (Michael Morpurgo). <b>Explanation:</b> Changing Materials (Dr Brian Kropp) <b>Poetry:</b> The Listeners by Walter De La Mare Flannan Isle by W W Gibson</p>	<p><b>Narrative</b> - Dilemma Goodie or baddie (The Fib, Trickster Tales, Robin Hood)</p> <p><b>Discussion/persuasion</b> – ‘Goodies’ or ‘Baddies’? King John, Robin Hood, The Magna Carta, Lords and Richard the Lionheart</p> <p><b>Independent Write:</b> <b>Explanation</b> – The water-cycle or How a river shapes the landscape (link to geography)</p> <p><b>Core Texts:</b> <b>Narrative:</b> The Invention of Hugo Cabret (Brian Selznick) <b>Discussion:</b> King John - Biographies of the Dead Famous (Paul Harrison)</p> <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) Oliver Twist (Charles Dickens) The</p>	<p><b>Flashback</b> - story modelled on Children of Winter by Berlie Doherty about The Plague</p> <p><b>News Report</b> – Black Death</p> <p><b>Independent Write:</b> Letter from a plague victim or from Pestilence to the rats.</p> <p><b>Supplementary texts:</b> <i>A Cross on the Door (Ann Turnbull)</i> <i>Plague Sickening History of Medicine (John Farndon)</i> <i>Ring a ring o'roses (nursery rhyme)</i> <i>Shakespeare (He was writing at the time of The Black Death)</i></p>	<p><b>Narrative</b> – Rites of passage stories (e.g. Varjak Paw by SF Said, FArTHER, How To Live Forever) Animals including Humans, PSHE</p> <p><b>Imagery</b> – Poems using metaphors and similes (Pike or Stickleback by Ted Hughes, Lost Words -Heron, Adder, by Robert Macfarlane) Write poems about animals using scientific knowledge</p> <p><b>Explanation</b> – Climates and bio climates</p> <p><b>Independent Write: Non-chronological Report/Explanation</b> – describing and comparing the life cycles of animals</p> <p><b>Supplementary texts:</b> Around the world in 80 days (Jules Verne) Treasure Island (Robert Louis Stevenson) The Swiss Family Robinson (Johann Wyss) Robinson Crusoe (Daniel Defoe) Ultimate Survival Guide for Kids (Tom Connell) Bear Grylls</p>	<p><b>Dialogue Shakespeare</b> Stories – Writing story with dialogue in Shakespearian language for a picture book (The Whisperer by Nick Butterworth)</p> <p><b>Discussion</b> – Key question; Was Henry VIII a tyrant?</p> <p><b>Independent Write: Scientific Recount and Explanation</b> -forces investigations and explanations (link to science)</p> <p><b>Supplementary texts:</b> Spy Master: First Blood (Jan Burchett) The Secret Diary of Thomas Snoop, Tudor Boy Spy (Philip Ardagh) Shakespeare (The Shakespeare Stories) Spy kids (The film) Tudor poems <a href="http://www.history-for-kids.com/tudor-kings-and-queens.html">http://www.history-for-kids.com/tudor-kings-and-queens.html</a> Horrible Histories Treason (Berlie Doherty) 100 facts Tutors DK eyewitness</p>	<p><b>Biography</b> – Explorers</p> <p><b>Diary – first person recount</b> last broadcast to Earth from Space</p> <p><b>Song Lyrics</b> – Rhyme (read Space Oddity, write own song lyrics about Space using a song of choice)</p> <p><b>Independent Write:</b> Explorer's adventure (first person narration)</p> <p><b>Supplementary texts:</b> Maya's Secret (Holly Webb) A Galaxy of her Own: Amazing Stories of Women in Space (Libby Jackson) The Man in the Moon (poem) (William Joyce) Space related lyrics Fairtrade (Explore!) (Jillian Powell) Food and Fairtrade (Paul Mason)</p>

	<p><b>Supplementary Texts:</b> I Hero Legends: King Arthur, Robin Hood (Steve Barlow &amp; Steve Skidmore) Arthur: The Seeing Stone (Kevin Crossley – Holland) King Arthur &amp; The Knights of the Round Table, Robin Hood (Roger Lancelyn Green) Crusade (Elizabeth Laird) Hook or by Crook (Jan Mark) Arthur: High King of Britain (Michael Morpurgo)</p>	<p>battle of Hastings (Ladybird Histories) What happened before 1066? (Dr Brain Knapp) The Middle Ages (Usborne History of Britain) Kensuke's Kingdom (Michael Morpurgo) The Rhyme of the Ancient Mariner; Boy under Water (Adam Baron) Why water's worth it (Lori Harrison) 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).</p>		<p>Outdoor Survival Handbook (Ray Mears)</p>		
<b>Maths</b>	<p>Number and place value – up to 1000000 Calculations – addition and subtraction Calculations – multiplication and division</p>	<p>Calculations – multiplication and division Calculations – word problems Statistics – graphs</p>	<p>Fractions Decimals</p>	<p>Percentages Geometry</p>	<p>Position and movement Measurements Area and perimeter</p>	<p>Volume Roman numerals Revision</p>
<b>Science</b>	<p>Properties and Changes of Materials Chemistry</p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and</li> </ul>		<p>Living things and their Habitats Biology</p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>	<p>Animals, including Humans Biology Describe the changes as humans develop to old age</p> <p><b>SRE</b></p>	<p>Forces Physics</p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance</li> </ul>	<p>Earth &amp; Space Physics</p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other Planets, relative to the Sun in the Solar System</li> <li>Describe the movement of the moon relative to the Earth</li> <li>Describe the sun, earth and moon as</li> </ul>

	<p>response to magnets</p> <ul style="list-style-type: none"> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• 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</li> </ul>				<p>and friction, that act between moving surfaces</p> <ul style="list-style-type: none"> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	<p>approximately spherical bodies</p> <ul style="list-style-type: none"> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>
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<p><b>Geography</b></p>		<p>Investigating Water</p> <ul style="list-style-type: none"> <li>• Use four and six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• Water Cycle</li> <li>• Key topographical features and issues</li> <li>• Land use patterns and understand how some of these aspects have changed over time</li> </ul>		<p>Climates across the World.</p> <ul style="list-style-type: none"> <li>• Climate Zones</li> <li>• Identify the position and significance of lines of latitude and longitude</li> <li>• Topographical features</li> <li>• Land use</li> <li>• Focus on: Alaska, Russia, China (53° North) and compare with a warmer climate following the 2.2 line of longitude which runs through Manchester such as Morocco, Spain, Ghana, Burkina Fasa, Mali and France.</li> </ul>		<p>Investigating World Trade</p> <ul style="list-style-type: none"> <li>• Identify the position and significance of lines of latitude and longitude, equator, norther hemisphere, southern hemisphere, the prime / Greenwich Meridian and Time Zones (including day and night)</li> <li>• Economic activity and trade links</li> <li>• Types of settlement and land use</li> <li>• Use maps, atlases and globes to locate the countries studied. (<i>The journey of the banana – (from tree to table Fair Trade)</i>)</li> </ul>
<p><b>History</b></p>	<p>Settlements <i>How a growing population changes the way we live</i></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</li> <li>• Settlements from The Anglo Saxons to the present</li> <li>• Compare similarities and differences between items and practices from the past to the present.</li> <li>• Links to Modern British Values – Freedom of Speech,</li> </ul>		<p>The Black Death <i>Why was the Black Death so catastrophic?</i></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</li> <li>• Sort primary and secondary sources and give simple examples of each</li> <li>• Identify a cause for an event and give three specific examples about why this cause has had an impact</li> </ul>		<p>The Tudors <i>What impact has Tudor Exploration had on our lives today?</i></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</li> <li>• Recognise and explain differences between people, places or attitudes and use research to explain these differences.</li> </ul>	

	Democracy, Justice, Rule of Law, the right to protest, the Rights of a Child and the European Convention of Human Rights					
<b>Art</b>		<b>Large scale water textile</b> <ul style="list-style-type: none"> <li>Express emotion in my art.</li> </ul>	<b>The ultimate protection Mask</b> <ul style="list-style-type: none"> <li>Use images which I have created, scanned and found, altering them where needed to create art.</li> <li>Create an accurate design following criteria.</li> <li>Identify and draw objects and use marks and lines to produce texture.</li> </ul>		<b>Power Portraits</b> <ul style="list-style-type: none"> <li>Express emotion in my art.</li> <li>Use images which I have created, scanned and found, altering them where needed to create art.</li> <li>Research the work of an artist and use their work to replicate a style.</li> </ul>	
<b>Design and Technology</b>	Create a patchwork class banner linked to The Rights of a Child <ul style="list-style-type: none"> <li>Cut with precision</li> <li>Use a range of tools</li> </ul>			Design and make a bird feeder <ul style="list-style-type: none"> <li>Make a prototype before a final version</li> </ul>		Evaluate the appearance and function of a product against original criteria Plan and make a food product.

	<p>competently</p> <ul style="list-style-type: none"> <li>• Come up with different ideas after collecting information from different sources</li> <li>• Explain how a product will appeal to a specific audience</li> <li>• Evaluate the appearance and function of a product against original criteria</li> </ul>			<ul style="list-style-type: none"> <li>• Come up with different ideas after collecting information from different sources</li> <li>• Produce a detailed step by step plan</li> <li>• Cut with precision</li> <li>• Use a range of tools competently</li> <li>• Suggest alternative plans</li> <li>• Explain how a product will appeal to a different audience</li> </ul>		<p>The Great Abbey Hey Bake Off to raise money for linked WE village.</p> <ul style="list-style-type: none"> <li>• Show that I can be both hygienic and safe in the kitchen</li> <li>• Come up with different ideas after collecting information from different sources</li> <li>• Produce a detailed step by step plan</li> <li>• Evaluate the appearance and function of a product against original criteria</li> </ul>
<b>Music</b>	<p><u>Our Community</u> 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><u>At the Movies</u> 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><u>Keeping Healthy</u> 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><u>Life Cycles</u> 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><u>Celebration</u> 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>	<p><u>Solar System</u> 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>
<b>RE</b>	<p>Christianity and Islam Why do some people think that God exists?</p>	<p>Christianity and Islam Can we live by the values of Jesus in the 21<sup>st</sup> Century?</p>	<p>Hinduism and Judaism If God is everywhere, why go to a place of Worship</p> <ul style="list-style-type: none"> <li>• Visit to Synagogue</li> </ul>	<p>What does it mean to be a Muslim in Britain today?</p>	<p>Can people with different faiths and beliefs live together in harmony? (focus on UK and the wider world where different faiths are in conflict)</p>	<p>Why do some people think that life is a journey and what significant experiences mark this?</p>

<b>PE</b>	<p>Team Building and speed games:</p> <ul style="list-style-type: none"> <li>KPI 5: Effectively undertakes a role that helps other performers such as: Guide (disability sport or OAA);Coach/manager; Official.</li> <li>KPI 8: Knows the '5 Ss' of fitness: strength; stamina; suppleness; speed; skill; and can describe each.</li> <li>KPI 6: Accurately compares their own performance with previous ones and sets ambitious targets to improve.</li> </ul>	<p>Invasion Games</p> <ul style="list-style-type: none"> <li>KPI 3 Executes effective attacking tactics in a small-sided game situation.</li> <li>KPI 2 Successfully applies skills to effectively fulfil a specific position/role in a small-sided game</li> </ul>	<p>Gymnastics and Fitness:</p> <ul style="list-style-type: none"> <li>KPI 6: Accurately compares their own performance with previous ones and sets ambitious targets to improve.</li> <li>KPI 1: Creates and performs sequences/routines in a pair or group using aesthetic devices such as: symmetry/asymmetry; matching and mirroring; changes in levels, speed and direction.</li> <li>KPI 7: Knows the basic 'energy balance' model and can explain how healthy eating contributes to fuelling for physical activity.</li> </ul>	<p>Tudor Dance:</p> <p>KPI 1: Creates and performs sequences/routines in a pair or group using aesthetic devices such as: symmetry/asymmetry; matching and mirroring; changes in levels, speed and direction.</p>	<p>Athletics</p> <ul style="list-style-type: none"> <li>KPI 4: Creates a safe Health-Related Fitness (HRF) circuit (independently or with others) and confidently demonstrates and explains at least one of the stations.</li> <li>KPI 8: Knows the '5 Ss' of fitness: strength; stamina; suppleness; speed; skill; and can describe each.</li> <li>KPI 9: Can sustain effort in a HRF circuit demonstrating the '5 Ss' and determination.</li> <li>KPI 7: Knows the basic 'energy balance' model and can explain how healthy eating contributes to fuelling for physical activity</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>KPI 4: Creates a safe Health-Related Fitness (HRF) circuit (independently or with others) and confidently demonstrates and explains at least one of the stations.</li> <li>KPI 8: Knows the '5 Ss' of fitness: strength; stamina; suppleness; speed; skill; and can describe each.</li> <li>KPI 9: Can sustain effort in a HRF circuit demonstrating the '5 Ss' and determination.</li> <li>KPI 7: Knows the basic 'energy balance' model and can explain how healthy eating contributes to fuelling for physical activity</li> </ul>
<b>MFL</b>	<p>- A New Start: Greetings</p> <p>"Hola y ¿Qué tal?"</p> <p>Instrucciones de clase.</p>	<p>Numbers 0 – 10</p> <p>Números Españoles 0 - 10.</p> <p>Celebrations: A Spanish Christmas.</p>	<p>Colours</p> <p>Los colores!</p>	<p>Food we eat everyday:</p> <p>frutas y vegetales</p>	<p>Days/months</p> <p>Calendario: Días y meses</p>	<p>All about me!</p> <p>¡Soy yo!</p>
<b>Computing</b>	<p>We are Year 5 rule writers - Reviewing and editing our online safety rules.</p> <p>We are game developers – Developing an</p>	<p>We are responsible for our online actions – Understanding the impact of online behaviour.</p> <p>We are cryptographers Cracking codes.</p>	<p>We are content evaluators Understanding advertising and endorsements online.</p> <p>We are artists - Fusing geometry and art.</p>	<p>We are protecting our online reputation – Developing strategies to protect our future selves.</p> <p>We are web developers - Creating a website</p>	<p>We are respectful of copyright - Understanding and applying copyright laws.</p> <p>We are bloggers - sharing experiences</p>	<p>We are game changers - Understanding how games developers make money.</p> <p>We are architects - Creating a virtual space.</p>

	interactive game.			about cyber safety.	and opinions.	
<b>Theme Days/Key Events</b>	Story telling afternoon (parental engagement)	CSI Training with Stem United Utilities Guest Speak	Visit to Synagogue	BBC Weather Centre Nurse visit	People's History Museum Bramhall Hall	Fund Raising for a village in Africa linked to Visitor Speaker from The WE Day Movement The WE Day Movement and We Villages (The Great Abbey Hey Bake Off)
<b>Authors</b>	Michael Morpurgo, Rosemary Sutcliff Dr Brian Knapp W W Gibson	Brian Selznick Paul Harrison Dr Brian Knapp	Plague: A Cross on the Door (Ann Turnbull)	Spy Master: First Blood (Jan Burchett)		Maya's Secret (Holly Webb) Around the world in 80 days (Jules Verne)