

| Theme 2020-2021 | Ancient Rome <i>How did Ancient Rome change over time?</i> | Investigating World Trade | Medieval Britain <i>How did the Battle of Hastings change Britain?</i> | Investigating Water | Thematic Study: Quest for Knowledge <i>When did Europe have a golden age in technology?</i> | Climates across the World |
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| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English (Genre and Key texts) | <p>Text: Wordless picture books (e.g. David Wiesner/ Shaun Tan) Outcome: Fiction - painting a picture with words (3 weeks)</p> <p>Text: Various/science experiment resources. Outcome: Non-fiction/Explanation texts – Class experiment book (Properties and changes in materials) Wizz Bang Pop. (2 weeks)</p> <p>Text: Epic poems (e.g. Song of Roland/ Beowulf/ Varulven) Outcome: Poetry/Epic Poetry – Telling Stories. (1 Week)</p> <hr/> <p>Supplementary Texts: 'Catch A Lot' animation Changing Materials (Dr Brian Kropp) The Listeners by Walter De La Mare Flannan Isle by W W Gibson</p> | <p>Text: Fiction/Narrative: The Invention of Hugo Cabret (Brian Selznick) Outcomes: Narrative – writing an additional chapter - Dilemma Goodie or baddie (3 weeks)</p> <p>Text: Various formal reports – context: World Trade Outcome: Non-fiction/Reports: World Trade (2 weeks)</p> <hr/> <p>Supplementary texts: 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 GilbertMurdock)</p> | <p>Text: Various short stories with flashbacks Outcomes: Fiction/Narrative: Flashback Stories (2 weeks)</p> <p>Text: Various newspapers Outcome: Non-fiction/Newspaper Report (1.5 Weeks)</p> <p>Text: Foxton Primary Science: Life Cycles and Reproduction (Upper KS2 Science) by Nichola Tyrrell Outcome: Non Fiction/Comparative writing: life cycle of animals(1.5 Weeks)</p> <hr/> <p>Supplementary texts: A Cross on the Door (Ann Turnbull) Plague Sickening History of Medicine (John Farndon) Ring a ring o'roses (nursery rhyme) Children of Winter by Berlie Doherty The battle of Hastings (Ladybird Histories) What happened before 1066? (Dr Brain Knapp) The Middle Ages</p> | <p>Text: Varjak Paw by SF Said. Outcomes: Fiction/Narrative: Adventure Stories. (2.5 weeks)</p> <p>Text: King John - Biographies of the Dead Famous (Paul Harrison) Outcome: Non-fiction/Discussion – 'Good King or Tyrant?' King John, Robin Hood, The Magna Carta, Lords and Richard the Lionheart. (2.5 weeks)</p> <p>Texts: Pike or Stickleback by Ted Hughes, Lost Words -Heron, Adder, by Robert Macfarlane) Outcome: Poetry/Writing imagery poems using metaphors and similes. Write poems about animals using scientific knowledge of climates and bio climates (1 Week)</p> <hr/> <p>Supplementary texts:</p> | <p>Text: Various Sci-fi Novels Outcomes: Fiction/Narrative: Sci-fi (2 weeks)</p> <p>Text: A Galaxy of her Own: Amazing Stories of Women in Space (Libby Jackson) Outcome: Non-fiction/Biography – Explorers & Space Travellers. (2 weeks)</p> <p>Text: National Geographic Weird but True/ Real or Fake Outcome: Non-fiction/Fact or Fiction: Extra-terrestrial Visitors. (1 week)</p> <p>Text: The Man in the Moon (poem) (William Joyce) Song Lyrics – Rhyme (read Space Oddity), Outcome: Write own song lyrics about Space using a song of choice (1 week)</p> <hr/> <p>Supplementary texts:</p> | <p>Text: Varmints by Helen Ward The Tin Forest by Helen Ward The Rabbits by John Marsden & Shaun Tan Outcome: Fiction/Narrative: Varmints/The Rabbits/ Tin Forest (2 weeks)</p> <p>Text: Research/Articles on : Global Warming Outcome: Non-fiction/Persuasion multi-genre unit: Global warming (3 weeks)</p> <hr/> <p>Supplementary texts: 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 Outdoor Survival Handbook (Ray Mears)</p> |

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| | | | (Usborne History of Britain) | 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) | Maya's Secret (Holly Webb) The Man in the Moon (poem) (William Joyce) Space related lyrics Fairtrade (Explore!) (Jillian Powell) Food and Fairtrade (Paul Mason) | |
| Maths | 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 |
| Science | Properties and Changes of Materials Chemistry <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution | | Living things and their Habitats Biology <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. | Animals, including Humans Biology Describe the changes as humans develop to old age SRE | Earth & Space Physics <ul style="list-style-type: none"> Describe the movement of the Earth, and other Planets, relative to the Sun in the Solar System Describe the movement of the moon relative to the Earth Describe the sun, earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky | Forces Physics <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect |

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| | <ul style="list-style-type: none">• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic• Demonstrate that dissolving, mixing and changes of state are reversible changes• 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 | | | | | |
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| <p>Geography</p> | | <p>Investigating World Trade</p> <ul style="list-style-type: none"> • 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. • 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. • Focus on where the food is grown to learn 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>Investigating Water Geographical skills</p> <ul style="list-style-type: none"> • 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. • Learn about the water cycle (hydrological cycle) and our use of water. • Key features and issues relating to water such as water cycle, flooding, oxbow lake. • Increases flood risk (human v physical factors). • 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). | | <p>Climates across the World.</p> <ul style="list-style-type: none"> • Focus on different climate zones, climate change and our impact on the environment. • Discuss how population and climate have changes over time. • 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. |
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| <p>History</p> | <p>Roman Empire Change & continuity</p> <ul style="list-style-type: none"> Recognise that change is dynamic, and that its extent and pace can vary. For example, conversion to Christianity was a long process, whereas the transformation of the republic into an empire happened much more quickly. <p>Interpreting evidence</p> <ul style="list-style-type: none"> Consider the context (as well as the author, audience and purpose) of a source, and how this may affect its usefulness. | | <p>Medieval Britain Causation</p> <ul style="list-style-type: none"> Identify long-term causes (conditions) and short-term causes (triggers) of events or situations. For example, short term reactions of suppressing rebellions, or the longer term plans of building forts, roads, walls and Romanisation. <p>Interpreting evidence</p> <ul style="list-style-type: none"> Consider the context (as well as the author, audience and purpose) of a source, and how this may affect its usefulness. | | <p>Thematic study: quest for knowledge Change & continuity</p> <ul style="list-style-type: none"> Recognise that change and continuity are interwoven and affect each other. In this context, understanding how continuity (e.g. use of Greek and Islamic practices into the start of the 17th century) can help generate change (scientific revolutions of Enlightenment). <p>Interpreting evidence</p> <ul style="list-style-type: none"> Consider the context (as well as the author, audience and purpose) of a source, and how this may affect its usefulness. | |
| <p>Art</p> | <p>Collage Roman mosaic</p> <ul style="list-style-type: none"> Select and use cutting tools and adhesives with care for a specific outcome Contribute to a large scale piece | | <p>Large scale water painting Historic military paintings – medieval battles</p> <ul style="list-style-type: none"> Select from different methods to apply colour using a variety of tools and techniques to | | <p>Portrait Of An Artist</p> <ul style="list-style-type: none"> Describe the work of a great artist Learn about their style and describe how this is similar to and different from other | |

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| | | | <p>express mood/emotion</p> <ul style="list-style-type: none"> Plan/paint symbols and forms when exploring the work of other cultures | | <p>great artists/practices</p> <ul style="list-style-type: none"> Make links to own work. Kara Walker contemporary black artist using silhouette as form | |
| Design and Technology | | <p>Cooking and Nutrition <i>Making bread</i></p> <ul style="list-style-type: none"> Understand the function and properties of materials Identify, select and use food tools and techniques safely Understand food hygiene | | <p>Structures: Musical instruments <i>Rainmaker</i></p> <ul style="list-style-type: none"> Investigate instruments from different times and cultures Understand how shape and materials used can alter sound Investigate a range of finishing techniques | | <p>Mechanisms: Moving toys using cams, wheels and axels Industrail Machines</p> <ul style="list-style-type: none"> Understand how mechanisms can be used to produce movement Cut, shape and join components, selecting tools for a specific purpose |
| Music | <p>Our Community 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>At the Movies 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>Keeping Healthy 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>Life Cycles 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>Solar System 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>Celebration 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> |

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| RE | Christianity and Islam Why do some people think that God exists? | Christianity and Islam Can we live by the values of Jesus in the 21 st Century? | Hinduism and Judaism If God is everywhere, why go to a place of Worship • Visit to Synagogue | What does it mean to be a Muslim in Britain today? | Can people with different faiths and beliefs live together in harmony? (focus on UK and the wider world where different faiths are in conflict) | Why do some people think that life is a journey and what significant experiences mark this? |
| PE | Team Building and speed games: • KPI 5: Effectively undertakes a role that helps other performers such as: Guide (disability sport or OAA);Coach/manager; Official. • KPI 8: Knows the '5 Ss' of fitness: strength; stamina; suppleness; speed; skill; and can describe each. • KPI 6: Accurately compares their own performance with previous ones and sets ambitious targets to improve. | Invasion Games • KPI 3 Executes effective attacking tactics in a small-sided game situation. • KPI 2 Successfully applies skills to effectively fulfil a specific position/role in a small-sided game | Gymnastics and Fitness: • KPI 6: Accurately compares their own performance with previous ones and sets ambitious targets to improve. • 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. • KPI 7: Knows the basic 'energy balance' model and can explain how healthy eating contributes to fuelling for physical activity. | Tudor Dance: 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. | Athletics • 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. • KPI 8: Knows the '5 Ss' of fitness: strength; stamina; suppleness; speed; skill; and can describe each. • KPI 9: Can sustain effort in a HRF circuit demonstrating the '5 Ss' and determination. • KPI 7: Knows the basic 'energy balance' model and can explain how healthy eating contributes to fuelling for physical activity | Athletics • 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. • KPI 8: Knows the '5 Ss' of fitness: strength; stamina; suppleness; speed; skill; and can describe each. • KPI 9: Can sustain effort in a HRF circuit demonstrating the '5 Ss' and determination. • KPI 7: Knows the basic 'energy balance' model and can explain how healthy eating contributes to fuelling for physical activity |
| MFL | Donde yo vivo: Where I live – the high street. | Direcciones: how do I get to...? Celebrations: A Spanish Christmas and New Year. | ¿Qué hora? Times of the day. Revision: hobbies and Números Españoles 0-50 | En el mercado Español: The food I like and dislike. Un desayuno Español - A Spanish Breakfast. | ¡Que calor!/ ¡Que frío! El Tiempo de hoy: The weather today. The Seasons | Where I live: Vivo en... Direcciones: norte, este, sur y oeste. England and Spain – The differences! What do Spanish children eat at school? |

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| Computing | We are Year 5 rule writers Reviewing and editing our online rules We are game developers Developing an interactive game | We are responsible for our online actions Understanding the impact of online behaviour We are cryptographers Cracking Codes | We are content evaluators Understanding advertising and endorsements online We are artists Fusing geometry and art | We are protecting our online reputation Developing strategies to protect our future selves. We are web developers Creating a website about cyber safety | We are respectful of copyright Understanding and applying copyright laws We are bloggers Sharing experience and opinions | We are game changers Understanding how game developers make money We are architects Creating a virtual space |
| Theme Days/Key Events | Visit to local Roman site/museum | Story telling afternoon (parental engagement) | Trip to Zoo | Visit to local river Nurse visit | People's History Museum/transport museum | BBC Weather Centre |
| Authors | David Wiesner/Shawn Tan Dr Brian Knapp | Brian Selznick | Nichola Tyrrell | SF Said. Paul Harrison Ted Hughes Robert Macfarlane | Libby Jackson William Joyce | Helen Ward John Marsden Shaun Tan |