

Subject	Autumn	Spring	Summer
<u>English</u>	<ul style="list-style-type: none"> <li>➤ <b>Classic playscript: Shakespeare</b> – typical features and language, reading a play script</li> <li>➤ <b>Classic fiction: fantasy/mystery</b> – typical features, imagery</li> <li>➤ <b>Instructions</b> – including <i>recipes</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Persuasive text</b> (link to oral debating work)</li> <li>➤ <b>Discussion text</b> (link to oral debating work)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading, writing and performing poetry with a focus on <b>imagery</b></li> <li>➤ <b>Recount</b> – <i>biography</i></li> </ul>
<u>Maths</u>	Throughout Y5: Revision of features of non-chronological reports and explanations, using content from other subject areas <i>In a spiral curriculum over the year:</i> Number (number and place value, addition and subtraction, multiplication and division, fractions including decimals and percentages), measurement, geometry (properties of shapes, position and direction), statistics		
<u>Religious Education</u>	<ul style="list-style-type: none"> <li>➤ What do the miracles of Jesus teach?</li> <li>➤ What can we learn from wisdom?</li> </ul> <p>Christmas: How do art and music convey Christmas?</p>	<p><b>World Faiths</b> – Sikhism What do Sikhs believe? What does it mean to be a Sikh?</p> <p><b>Visit to Sikh Gurdwara</b> Easter: What happens in churches during lent and Easter?</p>	<ul style="list-style-type: none"> <li>➤ How has the Christian message survived for over 2000 years?</li> <li>➤ Should every Christian go on a pilgrimage?</li> </ul>
<u>Science</u>		<ul style="list-style-type: none"> <li>➤ Living things and their habitats, including reproduction</li> <li>➤ Animals, including humans</li> <li>➤ Properties and changes of materials</li> <li>➤ Earth and space</li> <li>➤ Forces</li> </ul>	
<u>Art and Design</u> <i>(examples)</i>	<ul style="list-style-type: none"> <li>➤ Mixed media collage – <i>stages of an ox bow lake</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Creating and cutting silhouettes, appearance of movement – <i>Peter Pan pictures</i></li> <li>➤ Marbling with inks – <i>3D nebula frames</i></li> <li>➤ 3D art and construction – <i>solar system models</i></li> <li>➤ Mixing and blending colours – <i>watercolour Easter paintings</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Combining materials and layering - <i>Robert Rauschenberg inspired artwork using 'Brusho' and carbon paper</i></li> <li>➤ Combining media, blending to create texture and light effects – <i>Moon drawings in chalk and pastel</i></li> </ul>
<u>Computing</u> Coding	<ul style="list-style-type: none"> <li>➤ How internet works – <i>BBC computing, Scratch</i> – make a maze or racing car game</li> </ul>	Robotics– <b>City Learning Centre visit</b>	
eSafety	<ul style="list-style-type: none"> <li>➤ <i>SMART crew</i>; appropriate use of online gaming, mobile phones, email etc; assessing websites' reliability; cross-checking facts. <i>Film: JigSaw</i></li> <li>➤ Understanding the web – decoding URL, tabs, effective searching, bookmarks, history.</li> </ul>		
Digital Literacy	<ul style="list-style-type: none"> <li>➤ report – Geography (<i>word</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ leaflet – PSHE (<i>2publish/publisher/word</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ presentation – Science (<i>powerpoint</i>)</li> </ul>
<u>Design and Technology</u> <i>(examples)</i>	<ul style="list-style-type: none"> <li>➤ Food: Celebrating culture and seasonality: <i>Christmas biscuits</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ More complex frame structures: reinforcing structures: <i>animal shelters</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Mechanical systems: pulleys and gear; cams (<i>fairground rides</i>)</li> </ul>
<u>Geography</u>	<ul style="list-style-type: none"> <li>➤ How are rivers and mountains important? (Physical geography: Rivers, water cycle, mountains) <b>Visit to Thames Explorer Trust</b></li> <li>➤ What is it like in South America? (Human and Physical geography of a region in N/S America)</li> </ul>		
<u>History</u>	<ul style="list-style-type: none"> <li>➤ What changed when the Anglo Saxons settled in Britain? (Britain's settlement by Anglo Saxons &amp; Scots)</li> <li>➤ What changed when the Vikings invaded Britain? (Vikings invasions to Edward the Confessor) <b>Visit to Museum of London</b></li> <li>➤ How was the Maya civilization in AD 900 different from what was happening in Britain? (Comparison to Non-European Society c. AD 900)</li> </ul>		
<u>PSHE and Citizenship</u>	<p><b>Relationships and diversity</b></p> <ul style="list-style-type: none"> <li>➤ Responding respectfully; constructively challenging</li> <li>➤ Nature and consequences of discrimination and bullying, including cyber bullying and trolling; where to get support</li> <li>➤ Stereotypes</li> <li>➤ Personal boundaries; privacy</li> </ul>	<p><b>Health and well-being</b></p> <ul style="list-style-type: none"> <li>➤ People who help them stay healthy and safe; how they can take responsibility themselves</li> <li>➤ Responsible use of mobile phones; managing requests to share images and information</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>➤ Rules and laws, democracy</li> <li>➤ Money and how to manage it, including interest, tax, debt, being a critical consumer</li> </ul> <p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>➤ Good and not so good feeling</li> <li>➤ How the body and emotions change as they approach puberty</li> <li>➤ Human reproduction</li> <li>➤ Taking care of their body</li> </ul>
<u>Languages</u> <u>(French)</u>		<ul style="list-style-type: none"> <li>➤ Recap weather and clothes, verb porter, noun nd adjective agreement, seasons, telling the time to the quarter hour, daily routines and verbs levir, porter, arriver, recap likes and dislikes using food and drinks and giving reasons, verbs manger and boire, use of de, du, des with nouns</li> </ul>	
<u>Music</u>	<ul style="list-style-type: none"> <li>➤ Exploring Composition, Exploring Beat, Sounds and Pitch</li> <li>➤ Exploring Structure, Exploring Performance and Listening; Exploring Notation</li> </ul>		
<u>Physical Education</u>	<ul style="list-style-type: none"> <li>➤ Skills development leading to invasion games</li> <li>➤ Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health and Fitness</li> <li>➤ Skills development/Dance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Athletics including cross country</li> <li>➤ Skills development leading to striking and fielding and racket games</li> <li>➤ Outdoor and adventurous activities: orienteering</li> </ul>

### Example curriculum links in Year 5

<p><b>Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"><li>• History: Anglo-saxons settlements, Vikings to Edward the Confessor</li><li>• DT: Anglo saxon brooch design and making</li><li>• English: Viking voyage imagery poems</li><li>• English: Report writing about lead up to Battle of Hastings</li><li>• RE: increased population of Christianity</li><li>• Music: Vikings song</li></ul>	<p><b>Mayans</b></p> <ul style="list-style-type: none"><li>• History: non-European society c900AD – Mayans</li><li>• DT: making Mayan temples</li><li>• Computing: online research about shrines to different gods</li><li>• Maths: Mayan calendar and number system</li><li>• Art: Mayan head dresses</li><li>• Music/performing arts: creation of own song about the Mayans</li><li>• Geography: Physical and human geography of a region of South America</li></ul>
<p><b>Earth and space</b></p> <ul style="list-style-type: none"><li>• Science: Earth and space</li><li>• Computing (digital literacy): power points of the solar system</li><li>• Art: nebula frames, moon chalk and charcoal drawings, solar system models</li><li>• Maths: distances from the Sun (scaling), sizes of planets, temperatures of planets, tilt of the Earth</li><li>• Music: solar system song</li></ul>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"><li>• RE: What do Sikhs believe? What does it mean to be a Sikh?</li><li>• Art: accurate drawings of gurdwara</li><li>• DT: designing and sewing a rumalla</li></ul>