

Subject	Autumn	Spring	Summer
English	<ul style="list-style-type: none"> <li>➤ <b>Classic playscript: Shakespeare</b> – typical features and language, reading a play script</li> <li>➤ <b>Discussion text</b> (link to oral debating work)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Persuasive text</b> (link to oral debating work)</li> <li>➤ <b>Classic fiction: fantasy/mystery</b> – typical features, imagery</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> <li>➤ <b>Instructions</b></li> </ul>
Throughout Y5: Revision of features of non-chronological reports and explanations, using content from other subject areas			
Maths	<i>In a spiral curriculum over the year:</i> Number (number, place value, addition, subtraction, multiplication, division, fractions including decimals and percentages), measurement, geometry (properties of shapes, position and direction), statistics		
Religious Education	<ul style="list-style-type: none"> <li>➤ What do the miracles tell us about Jesus?</li> <li>➤ Christmas: How do art and music convey Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>World Faith: Sikhism:</b> How did the first five gurus shape Sikhism?</li> <li>➤ Easter: What happens in churches during Lent, Holy Week and Easter?</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>World faith: Sikhism:</b> How did the final five gurus shape Sikhism?</li> <li>➤ <b>Gurdwara visit</b></li> <li>➤ Understanding faith in... (thematic unit)</li> </ul>
Science	Planned spaced retrieval activities to keep up knowledge of both science content and working scientifically skills and cross curricular links with other subjects		<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>
Art and Design <i>examples of practical knowledge with theoretical knowledge links in brackets</i>	<ul style="list-style-type: none"> <li>➤ <i>Use colour to represent mood (Jim Dine, Steve Brown)</i></li> <li>➤ <i>Work in the negative and experiment with representing light and texture</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Experiment with a range of materials, equipment and techniques to create 3D forms, including shapes and impressions (Anglo Saxon jewellery)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Develop use of perspective and proportion in drawing (Ken Done)</i></li> </ul>
Computing Computer Science/ Coding Digital Literacy <i>Information Technology (examples)</i>	<ul style="list-style-type: none"> <li>➤ Rodocodo</li> <li>➤ Search term and website rankings; website navigation; techniques to check for accuracy and trustworthiness; age ratings (games, social media); reporting concerns; making choices online</li> <li>➤ <i>Leaflet (RE) (Purplemash/docs)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Creating media: video production <b>CLC visit</b></li> <li>➤ <i>Report (Geography) (docs)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Scratch Jr: Selection in quizzes</li> <li>➤ <i>Website design</i></li> </ul>
Design and Technology <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>model bird hides</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Mechanical systems: pulleys and gear; cams: <u>and</u> Electrical systems: circuits with motors: <i>model fairground rides</i></li> </ul>
Geography	<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>	Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects	
History	<ul style="list-style-type: none"> <li>➤ Who were the Anglo Saxons and the Vikings and how did they both rule Britain? <b>Visit to Museum of London</b></li> <li>➤ Why did the Ancient Maya change the way they lived? (Comparison to Non-European Society)</li> </ul>		
PSHE and Citizenship	<u>Relationships and diversity</u> <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>	<u>Health and well-being</u> <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>	<u>Living in the wider world</u> <ul style="list-style-type: none"> <li>➤ Rules and laws, democracy <b>Visit to Houses of Parliament</b></li> <li>➤ Money and how to manage it, including interest, tax, debt</li> <li><u>Relationships and Sex Education</u></li> <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>
Languages (French)	<ul style="list-style-type: none"> <li>➤ <i>Content examples: All about me, food and drink, home, animals, numbers; holidays/travel</i></li> <li>➤ Prepare short conversation with partner; understand simple directions; retrieve information from a text; write sentences/paragraph from model and substituting other vocabulary</li> </ul>		
Music	<ul style="list-style-type: none"> <li>➤ Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Bjork, Bronski Beat, Vaughan Williams and Ladysmith Black Mombazo.</li> <li>➤ Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing); play pieces, as an ensemble, including: I've Got a Feeling by Black Eyed Peas &amp; Sunchyme by Dario G.</li> </ul>		
Physical Education	<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/Gymnastics</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 game</li> <li>➤ Outdoor and adventurous activities</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>• Art: 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>• Music: Vikings song</li></ul>	<p><b>Maya</b></p> <ul style="list-style-type: none"><li>• History: non-European society c900AD – Maya</li><li>• Computing: online research about shrines to different gods</li><li>• Maths: Maya calendar and number system</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: moon chalk and charcoal drawings</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>	