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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Art** | **Topic**: Collage (architectural)  **Knowledge:**  Learn about the history of collage  Learn about the work of different collage artists  **Skills:**  Develop and refine work  Create interesting compositions, exploring perspective | **Topic:** Drawing -3D form  **Knowledge:** Understand basic proportion of human body  Understand light source and direction  **Skills:** Use line, tone and shading to represent 3D form | **Topic:** Sculpture - Moore and Hepworth  **Knowledge:**  Know about different sculptors and their practices/processes  **Skills:** Create slabs  Slip and score technique to join clay | **Topic:** Painting -landscapes  **Knowledge:**  Develop understanding of composition  **Skills:** Blotting and splattering  Mix and match paint to create any colour  Create tones and tints  Incorporate techniques | | **Topic:** Photography  **Knowledge:** Photographic shots and their effects  Technical vocabulary  Understand basic theory behind setting up an effective composition  Develop concept of art having a narrative  **Skills:** Create interesting compositions  Use range of shots  Be able to explain choices content/long shot/close up | |
| **Computing** | [**Systems and Searching**](https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-sharing-information) | [**Flat File Databases**](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases) | [**Video Production**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing) | [**Selection in Physical**](https://teachcomputing.org/curriculum/key-stage-2/programming-a-selection-in-physical-computing) | | [**Vector Graphics**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-vector-drawing) | [**Computing**](https://teachcomputing.org/curriculum/key-stage-2/programming-a-selection-in-physical-computing)[**Selection in Quizzes**](https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes) |
| **DT** | **Topic:** Mobile phone case  **Knowledge:** Designing and making a mobile phone case  **Skills:** Planning for a purpose and for functionality  Making prototypes  Using a wider variety of stitches  Using a wider range of fasteners Adapting designs | | **Topic:** Healthy eating  **Knowledge:** Designing a pasty and making pastry  **Skills:** Understanding healthy options (processed versus home cooked) Kneading, mixing, rolling, slicing using bridge method, grating, baking  Measuring/weighing ingredients accurately  Following instructions  Use an oven for a heat source | | | **Topic:** Moving Toys  **Knowledge:** Designing and making a moving toy using cams  **Skills:** Understanding cam mechanisms  Designing a simple moving toy Measuring, sawing, sanding and joining Problem solving  Evaluating | |
| **English** | **Topic:** Place value of grammar  **Class Reader:** Orphans of the Tide by Struan Murray | **Topic:** Space Non-chronological report  **Purpose:** To inform  **Audience:** Year 5 Children  **Register:** formal, scientific, knowledgeable  **Topic: Chapter (Prank)**  **Purpose:** To entertain (speech for characterisation)  **Audience:** Children  **Register:** authorial style like Roald Dahl  **Class Reader:** Midsummer Night’s Dream by William Shakespeare | **Topic:** Holiday Resort- Persuasive website entry  **Purpose:** To persuade  **Audience:** Adults (website)  **Register:** informal  **Topic:** Holiday Resort: Letter of complaint  **Purpose:** To complain  **Audience:** Hotel Manager  **Register:** Formal  **Class Reader:** Year 5 Book Awards | **Topic:** Informal letter to a friend  **Purpose:** To complain  **Audience:** Hotel Manager  **Register:** Formal  **Topic:**  Diary writing  **Purpose:** To reflect  **Audience:** Yourself  **Register:** Informal  **Class Reader:** Kensuke’s Kingdom by Michael Morpurgo | | **Topic:** Explanation- Life cycle of an animal  **Purpose:** To explain  **Audience:** Children  **Register:** Formal  **Topic:** Quest Story  **Purpose:** To entertain (Action and dialogue, setting)  **Audience:** Children  **Register:** Authorial style (brave vs reluctant character)  **Class Reader:** Asha and the Spirit Bird by Jasbinder Bilan | **Topic:** Warning Story  Purpose: To entertain (Suspense) Audience: Children  Register: Authorial Style (Authoritative parent and child response)  **Class Reader:** Asha and the Spirit Bird by Jasbinder Bilan |
| **French** | Phonics 1 to 3  **Knowledge:**  Learn key French sounds | **Topic:**  Do You Have a Pet?  **Knowledge:**  Names of animals  Gender & articles  1st person (to have)  Verb (to be called)  Negatives  Conjunctions  **Skills:**  Ask and answer questions  Create a short, spoken passage  Read short phrases  Write short phrases | **Topic:**  What Is theDate?  **Knowledge:**  Days of the week  Months of the year  Revise numbers  Talk about birthdays  **Skills:**  Ask and answer questions  Giving opinions  Create a short, spoken passage  Read short phrases  Write short phrases | **Topic:**  Weather  **Knowledge:**  Weather  Negatives  Conjunctions  **Skills:**  Ask and answer questions  Create short spoken passage  Read extended passage  Write sentences | | **Topic:**  Clothes  **Knowledge:**  Items of clothing  Gender & articles  1st person (to wear)  High frequency verbs  **Skills:**  Ask and answer questions  Create longer spoken sentences  Write short phrases | **Topic:**  Olympics  **Knowledge:**  Key facts about the Olympics  Names for sports  Names for athletes  Gender & articles  Verb to do  High frequency verbs  **Skills:**  Ask and answer questions  Read longer passages of text |
| **History& Geography** | **Topic:** Anglo-Saxons and Vikings  **Knowledge**: Why the Romans left Britain  Settlements  Crime and punishment  The role of religion  Viking invasion at Lindisfarne  Battle of Hastings  **Skills:** Chronology  Historical enquiry  Devise historically valid questions  **Trips/enrichment opportunities**: Past Productions or possible Butser Farm trip | | **Topic:** Dangers and Disaster- Earthquakes and volcanoes  **Knowledge:** Physical geography Understand how volcanoes are formed by the world  Understand why earthquakes are more prevalent in certain areas of the world  Human settlements near to disaster zones and the dangers or protocols in place to prevent/reduce loss of life  Learn how these disasters are managed Learn how people react or prevent  **Skills**: to ask questions about why disasters happen  Understand why people live near to them  Understand the links between physical and human geography e.g. fertile land near volcanoes but can be very dangerous | | | **Topic:** Victorians  **Knowledge:** Queen Victoria  Rich and poor  Children in Victorian times  Local history links  The changes that the railways brought Golden or dark era  **Skills:** Chronology  Historical enquiry  Interpretations of the past  **Trips/enrichment opportunities:** Southsea walk, Past Productions Victorians Day  **Topic:** Dangers and Disaster- Rivers and Flooding  **Knowledge:** Features of rivers  Flooding  Land use  Water cycle  **Skills:** Fieldwork- River trip- observe a river in action | |
| **Maths**  (Fluency, problem solving and reasoning included in all topics) | **Topic:** Number and place value  Order and comparing up to 7 digits Interpreting negative numbers  Rounding  Roman Numerals  Recognising and finding numbers using various representations  **Topic:** Addition and subtraction Mental calculation with increasing number size  Formal written methods  Rounding to check  Missing digit and multi-step problems  **Topic:** Multiplication and division  Multiply numbers by up to 4 digits Divide numbers up to 4 digits by 1 digit numbers  Solve problems involving all four operations  **Topic:** Statistics  Comparing data  Timetables and time intervals  **Topic: Area and Perimeter** – measure and calculate perimeter of composite and rectilinear shapes, calculate and compare the areas of rectangles | | **Topic:** Multiplication and Division Multiply and divide mentally  Multiply and divide by 10,100 and 1000 Multiples & factors,  Square & cube numbers  Prime & composite numbers  Solve problems using knowledge of the above  **Topic:** Fractions  Compare and order fractions  Equivalent fractions  Recognise and covert mixed & improper fractions  Add & subtract fractions  Multiply improper fractions by whole numbers  Read and write decimal numbers as fractions  Solve problems using the above including fractions of amounts  **Topic:** Decimals and percentages  Read, write, order and compare decimals with up to 3 places  Recognise and use thousandths  Round decimals and solve problems using the above  Recognise %  Write percentages as fractions & decimals | | | **Topic:** Decimals  Multiply and divide by 10,100 and 1000 Use all 4 operations to solve measure problems  **Topic:** Geometry  Properties of shapes and angles  Position and direction  Identify and describe the position of a shape following a translation or reflection  **Topic:** Measurement  Converting units  Convert between units or metric measure,  Understand use equivalences between metric & imperial  Solve problems using the above  **Topic:** Volume  Estimate volume and capacity  Use all 4 operations to solve problems | |
| **Music** | **Topic:** Christmas production (performance)  **Knowledge and skills:** ensemble singing with confidence and precision; develop an understanding of the context of music.  **Cross curricular link:** RE | | **Topic:** Notation  **Knowledge and skills:** use and understand notation, improvise their own piece of music, play and perform with increasing accuracy.  **Theme:** Ancient Egypt | | **Topic:** Composition  **Knowledge and skills:** use a graphic score, create a vocal composition in response to a picture, perform and record their compositions.  **Cross-curricular/Theme:** Holi, the festival of colour | **Topic:** South and West Africa  **Knowledge and skills:** sing traditional African songs, use tuned percussion to play a chord progression, play call and response rhythms, perform confidently as an ensemble. | **Topic:** The Blues  **Knowledge and skills:** know the key features of Blues music, explore and play the 12-bar Blues, improvise with notes from the Blues scale. |
| **RE** | **Concept:** Belonging **Knowledge:** Humanism Beliefs, religious practices  **Big picture:** History of different religions  Learn about how Humanism has changed through History and how the Humanist way of thinking is hundreds of years old | **Concept:** Love **Knowledge:** Christianity  Religious practices  **Big picture:** History of different religions  Learn about how Christianity started and how it was spread through the Roman Empire | **Concept:** Special **Knowledge:** Islam-Five pillars of faith  Religious practices, beliefs  **Big picture:** History of different religions  Introduce Islam and how the religion began | **Concept:** Community **Knowledge:** Islam- Ramadan Festivals, religious practices  **Big picture:** History of different religions  Make comparisons to Islam and Christianity and how they started at similar times | | **Concept:** Denomination  **Knowledge:** Christianity  Religious practices, beliefs, religious figures  **Big picture:** History of different religions  History of Catholicism and the Church of England | |
| **PSHE** | **Topic:**  Vision and values  **Knowledge:**  Rules and Routines  Health and safety  Mental Health and wellbeing  Growth Mindset - The dip  **Skills:** Setting goals  Resilience  Active listening  Learning from experiences | **Topic:**  Anti-bullying  **Knowledge:**  What is bullying?  Different types of bullying (including cyber, racial and homophobic)  Identity and diversity  Why people might become bullies  Establishing a system for dealing with any bullying problems  **Skills:** Recognising some of the ways our brains can trick us or trap us in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)  Evaluating social norms  Empathy | **Topic:**  Rights of the child  **Knowledge:**  Differences between wants and needs  Explore fundamental human rights  Conventions of the right of the child  Rights of the child in around the world  Understand the role of voluntary, community and pressure groups.  **Skills:**  Empathy  Critical, constructive self-reflection (including being aware of own needs, motivations)  Analysis  Drawing and defending conclusions  Team-work | | | **Topic:**  Financial awareness  **Knowledge:**  Understand personal finance Understand what things need to be paid for  Cost of living and budgeting.  Wages – tax, NI etc  Understand the terms debt and credit  **Skills:**  Making decisions.  Self-organisation.  Planning and deciding | **Topic:**  Health education - changing adolescent body  **Knowledge:**  External body changes  Internal body changes (including menstruation)  Keeping clean  Body Image  **Skills:**  Active listening.  Formulating questions.  Responding to the need for positive affirmation for self and others |
| **PE** | Throw tennis, benchball and fitness circuits | Gymnastics | Dance | Dodgeball/ Kingball  PE Shed games | | Tag rugby | Rounders |
| Playground games, Daily Mile intro and throwing and catching skills | Endball into Netball | Handball | Cricket | | Sports Day/Athletics | Tennis |
| **Science** | **Topic**: Forces  **Knowledge**: 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  **Skills**:  All working scientifically skills with a focus onobserving and measuring, and interpreting and communicating results | **Topic**: Earth and space  **Knowledge**:  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  **Skills**:  All working scientifically skills with a focus onasking questions and evaluating | **Topic**: Properties and changes to materials  **Knowledge**: Compare and group together everyday materials on the basis of their properties  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  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  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  **Skills**:  All working scientifically skills with a focus onsetting up tests, recording data and evaluating | | | **Topic**: Living things and their habitats  **Knowledge**:  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  **Skills**:  All working scientifically skills with a focus onobserving and measuring, and recording data | **Topic**: Animals including humans  **Knowledge**:  Describe the changes as humans develop to old age  **Skills**:  All working scientifically skills with a focus onasking questions and making predictions |