

Year 5 Unit of Learning – Autumn 1

<p style="text-align: center;">Values</p> <p style="text-align: center;">Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p style="text-align: center;">Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Rhapsody in Blue</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Past civilisations shape present day systems and technologies.</p> <p style="text-align: center;">Greece Past and Present</p>		<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What was a good life for an Ancient Greek? Who was a great person in Ancient Greek times? What have we learned from the Ancient Greeks?</p>		
<p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Percy Jackson and the Lightning Thief</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">British Museum</p>		<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Christianity 2 – Who was Jesus?</p> <p>Key Questions</p> <p>Who do Christians believe Jesus to be? What evidence do Christians base their beliefs upon? What meaning does the life and death of Jesus have for Christians? Key Concepts</p> <p>Father, Son and Holy Spirit; Christmas – Jesus' birth; Choosing 12 disciples and friends; Jesus' temptations Jesus' baptism; miracles and acts of healing, e.g. 'Stilling the storm', 'The four friends' or 'Healing a leper' Easter – Jesus' death, resurrection and afterwards Christians believe Jesus' life and death helps them have a relationship with God</p>		<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I understand what democracy is and about the basic institutions which support it locally and nationally. I can begin to take part in making and changing rules to suit the needs of the community.</p>
<p style="text-align: center;">Physical Education Knowledge and Skills</p> <p>Gym – Unit R,</p> <p>I can develop flexibility, strength, technique, control and balance. I can perform actions, shapes and balances consistently and fluently I can choose and apply basic compositional ideas to the sequences and adapt them to new situations</p> <p>Dance – Unit 1</p> <p>I can perform dances using a range of movement patterns I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group</p>	<p style="text-align: center;">Physical Education Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones to achieve my personal best I know and understand the basic principles of warming up and why it is important for good quality performance I can organise my own warm-up and cool-down activities to suit the dance I understand why physical activity is good for my health I can choose and use information and basic criteria to evaluate my own and others' work I can describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Narrative – Fables, myths and legends Diary entry Non- Fiction</p> <p style="text-align: center;">Argument/Discussion Recount</p>		<p style="text-align: center;">Music</p> <p>I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can combine sounds expressively I create my own simple songs I can create rhythmic patterns with an awareness of timbre and duration I create music which reflects given intentions and uses notations as a support for performance I identify where to place emphasis and accents in a song to create effects</p>		<p style="text-align: center;">Singing</p> <p>I sing confidently and in tune I breathe well and pronounce words, change pitch and show control in my singing I perform songs from memory with confidence and an awareness of the meaning and impact of words I sing confidently and expressively with good intonation and a sense of occasion</p>
<p style="text-align: center;">Science Knowledge and Skills</p> <p style="text-align: center;">States of Matter</p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p style="text-align: center;">Materials: Properties and Changes</p> <p>I can compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I can understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,</p>	<p style="text-align: center;">Science Working Scientifically</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them I can set up simple practical enquiries, comparative and fair tests I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, I can gather, record, classify and present data in a variety of ways to help in answering questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables I can report and present findings from enquiries, I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions I can identify differences, similarities or changes related to simple scientific ideas and processes I can use straightforward scientific evidence to answer questions or to support my findings.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Greece</p> <p>Locational Knowledge</p> <p>I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country I can use atlases and globes and begin to draw maps, to locate places and use their position to draw conclusions about what places are like.</p>	<p style="text-align: center;">History</p> <p style="text-align: center;">Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world. I use knowledge to describe features and events of past societies and times, including beliefs and attitudes. I have started to pick out and put together information from different sources to answer questions I ask. I am able to give some reasons for the main events and reasons for the changes throughout history.</p>	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Food</p> <p>Design: I can use research and develop design criteria to design innovative, functional, appealing products fit for purpose, and aimed at a specific audience; I can develop and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and ICT. Make: I can select from and use a wider range of materials and components according to their functional properties and aesthetic qualities Evaluate: I can investigate and analyse a range of existing products I can evaluate ideas and products against design criteria and consider the views of others Cooking and Nutrition: I understand and apply the principles of a healthy, varied diet; I can prepare and cook a variety of dishes using a range of cooking techniques; I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p style="text-align: center;">Refer to KS2 Progression in Design and Technology Skills</p>		

Year 5 Unit of Learning – Autumn 2

Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace	Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence	Central Idea Human survival is connected to understanding the continual changing nature of the earth. Disaster Strikes		Guiding Questions What is a natural disaster? How do disasters occur? How do disasters impact on human life?		
Computing I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication , Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets		Core Texts/ Visits Cross Partnership Project <i>The Highwayman</i> <i>Titanic</i> Suggested visit: Museum of London, Natural History Museum		Religious Education Greenwich Windows on Faith Weddings Key Questions What special times have we shared with others? What is a wedding? What happens in a Christian wedding? What happens in a Jewish wedding? What happens in a Hindu wedding? What happens in a Sikh wedding? What do we know about weddings? (Please see unit for more guidance)		PHSE Link to Values I can face new challenges positively by collecting information, looking for help, making responsible choices and taking action. I can write and talk about my opinions, and explain my views on issues that affect me and the world around me (local or global).
Physical Education Knowledge and Skills Gym –Unit 1 - bridges I can develop flexibility, strength, technique, control and balance I can perform actions, shapes and balances consistently and fluently in specific activities I can choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations Dance – Unit 3, I can perform dances using a range of movement patterns I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group I can compose dances by using adapting and developing steps, formations and patterning from different dance styles I can perform dances expressively, using a range of performance skills		Physical Education Evaluation, Fitness and Health I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I know and understand the basic principles of warming up, and understand why it is important for a good quality performance I understand why exercise is good for my fitness, health and well being I can choose and use information to evaluate their own and others' work I can organise my own warm-up and cool-down activities to suit the dance I can show an understanding of why it is important to warm up and cool down I can describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context		Singing I sing confidently and in tune I breathe the well and pronounce words, change pitch and show control in my singing I perform songs from memory with confidence and an awareness of the meaning and impact of words I sing confidently and expressively with good intonation and a sense of occasion		
Science Knowledge and Skills Materials: Properties and Changes I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I can 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 acid/sodium bicarbonate. I can carry out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' I can observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes.		Science Working Scientifically I can identify how to answer my question (i.e. which investigation type – observation over time, classification, fair test, research, survey and pattern seeking) I can choose the most appropriate method and explain why. I can decide whether the results confirm my prediction and explain why. I can choose equipment with an appropriate range (example – from a range of force meters) I can compare two or more objects. I can take repeat readings. I can choose the most appropriate resource (from a range) I can present my results as a scatter/line graph (choosing scale/axes) I recognise the data can be presented in different ways. I can decide if the results confirm my predictions and explain why. I can evaluate the accuracy of measurements. Children might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials		Maths Refer to Progression in Calculation		
Science Knowledge and Skills Materials: Properties and Changes I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I can 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 acid/sodium bicarbonate. I can carry out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' I can observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes.		Geography Volcanoes and Earthquakes Human and physical geography I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes , and the water cycle Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I recognise and describe physical and human processes and the effects these have on people I use technical geographical vocabulary when sharing findings to a range of audiences I can use atlases and globes and begin to draw and use maps to locate places and use their position to draw conclusions about what places are like.		French Rigolo 2 Unit 5 En vacances		
Science Knowledge and Skills Materials: Properties and Changes I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I can 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 acid/sodium bicarbonate. I can carry out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' I can observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes.		History The Plague A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. I use a range of sources to collect information about the past. I have looked at different versions of the same event in history and have identified differences in accounts. I can give reasons why there might be different accounts of history.		Art Printing I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Key Skills Refer to Lower KS2 Progression in Art and Design Skills Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage Refer to KS2 Progression in Design and Technology Skills		

Year 5 Unit of Learning – Spring 1

<p style="text-align: center;">Values</p> <p style="text-align: center;">Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p style="text-align: center;">Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	The Maker	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">Where does water come from? How is water used? How have the uses of rivers changed over time?</p>				
		Central Idea					
<p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		Core Texts/ Visits	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Islam 2 – Haj Unit 4 What is a pilgrimage? Why do Muslims go on Hajj? Which stories are associated with the places on Hajj? How does the Hajj make Muslims feel they are all part of one family? Allah sent guidance through the Qur'an and his Prophets The Ka'aba First house of worship for God; Prophets Ibrahim and Ismail (pbuh) built the Ka'aba; Hajj requirements, stories associated with the places of the Hajj Id ul Adha Festival that takes place the day after the gathering of pilgrims on Mount Arafat. A time for Muslims worldwide to celebrate</p>		<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I can write and talk about my opinions and can explain my views on issues that affect me and the world around me (local or global). I can look after my money and realise that future wants and needs may be met through saving.</p>		
		Writing Genres				<p style="text-align: center;">Music</p> <p>I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can combine sounds expressively I create my own simple songs I can create rhythmic patterns with an awareness of timbre and duration I create music which reflects given intentions and uses notations as a support for performance I identify where to place emphasis and accents in a song to create effects</p>	
		Fiction					
		Non- Fiction	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Electricity</p> <p>Design I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate I can investigate and analyse a range of existing products. I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge I understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. I can apply my understanding of computing to program, monitor and control products. Refer to KS2 Progression in Design and Technology Skills</p>				
Persuasive Writing							
Maths							
Refer to Progression in Calculation							
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Games – Unit 1-ball handling I can use running, jumping, throwing and catching in isolation and in combination I can play competitive games, and apply basic principles suitable for attacking and defending I develop consistency in my skills I know and apply the basic strategic principles of attack Gym – Unit 5-rolling I can develop flexibility, strength, technique, control and balance I can perform actions, shapes and balances consistently and fluently in specific activities I can choose and apply basic compositional ideas to the sequences I create and adapt them to new situations</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I know and understand the basic principles of warming up, and understand why it is important for a good quality performance I understand why physical activity is good for my health I can choose and use information to evaluate their own and others' work I can suggest improvements in my own and others' performances</p>	French	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Electricity</p> <p>Design I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate I can investigate and analyse a range of existing products. I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge I understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. I can apply my understanding of computing to program, monitor and control products. Refer to KS2 Progression in Design and Technology Skills</p>				
		Rigolo 2 Unit 3 La nourriture					
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Forces</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can choose the most appropriate method (from my own) and explain why it is the most appropriate. I can explain how to make the test fair. I can decide whether the results confirm my prediction and explain why. I can choose equipment with an appropriate range (example – from a range of force meters). I can compare two or more objects. I might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. I might explore resistance in water by making and testing boats of different shapes.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Rivers and the Water Cycle</p> <p>Location Knowledge I can locate the world's countries, using maps to focus on Europe (and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and Physical Geography I can describe and understand key aspects of: physical geography, including: climate, rivers, mountains, volcanoes and the water cycle – I can identify the parts of a river (source, meander, mouth and flood plains)I can explain the process of erosion and deposition Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can compare localities from different parts of the world and explain why places are like they are. I recognise how places fit within a wider geographical context I recognise and describe physical and human processes (such as erosion) and the effects these have on people</p>			<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Electricity</p> <p>Design I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate I can investigate and analyse a range of existing products. I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge I understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. I can apply my understanding of computing to program, monitor and control products. Refer to KS2 Progression in Design and Technology Skills</p>		

Year 5 Unit of Learning – Spring 2

<p style="text-align: center;">Values</p> <p style="text-align: center;">Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p style="text-align: center;">Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Human migration is a response to challenges risks and opportunities.</p> <p style="text-align: center;">Migration and Trade</p>		<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is migration? How does migrate impact on people and place? What influence has migration had on our society?</p>			
<p style="text-align: center;">Computing</p> <p style="text-align: center;">Primary Blogger</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked. I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Other Side of Truth</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Greenwich Heritage Centre Plumstead and Woolwich Focus Royal Naval Academy</p>		<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Christianity 2- Christian festivals Unit 8</p> <p>Key Questions How do festivals help Christians to remember Jesus and His teachings? What happens in places of worship to help Christians understand the meaning behind their festivals? Key Concepts The Church has its own calendar with special names for certain times of the year: Times associated with Jesus' life; how Christians understand and celebrate these events – Christmas and Easter Times of reflection: Advent and Lent Jesus' temptation Sharing the Lord's Supper Pentecost</p>		<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the UK. I can think about the lives of people living in other places and times and people with different values and customs. I can recognise and challenge stereotypes. I understand that difference and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.</p>	
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Games –Unit 3 –implement and kick I can use running, jumping, throwing and catching in isolation and in combination I can play competitive games, and apply basic principles suitable for attacking and defending I develop consistency in my skills I choose and apply skills more consistently in all activities Dance – Unit 2, I can perform dances using a range of movement patterns I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group I can compare dances by using, adapting and developing steps, formations and patterning from different dance styles I perform dances expressively using a range of performance skills</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I know and understand the basic principles of warming up, and understand why it is important for a good quality performance I understand why exercise is good for my fitness, health and well being I can choose and use information to evaluate their own and others' work I show an understanding of why it is important to warm up and cool down I can suggest improvements in my own and others' performances I can describe, analyse, interpret and evaluate dances , showing an understanding of some aspects of style and context</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Stories from Other Cultures Poetry</p> <p style="text-align: center;">Non-Fiction</p>		<p style="text-align: center;">Singing</p> <p>I sing confidently and in tune I breathe the well and pronounce words, change pitch and show control in my singing I perform songs from memory with confidence and an awareness of the meaning and impact of words I sing confidently and expressively with good intonation and a sense of occasion</p>			
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Animals including Humans: Circulatory System, Diet, Exercise</p> <p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. I can describe the ways in which nutrients and water are transported within animals, including humans.</p>		<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can identify how to answer my question I can choose the most appropriate method (from my own) and explain why it is the most appropriate. I can explain how to make the test fair. I can decide whether the results confirm my prediction and explain why. I can choose equipment with an appropriate range (example – from a range of force meters) and take repeat readings. I can present my results as a scatter/line graph (choosing a scale/axes) I recognise the data can be presented in different ways for different purposes and can choose which format to use. I can read between the points on a line graph (interpolate) I can decide if the results confirm my predictions and evaluate.</p>		<p style="text-align: center;">Geography</p> <p style="text-align: center;">Settlements</p> <p>Locational Knowledge I can locate the world's countries Place Knowledge I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Human and Physical Geography I can describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I recognise how places fit within a wider geographical context I can draw, plans and maps at a range of scales</p>	<p style="text-align: center;">History</p> <p style="text-align: center;">Migration</p> <p>A local history study a study of an aspect of history dating from a period beyond 1066 that is significant in the locality. I use a range of sources to collect information about the past. I have looked at different versions of the same event in history and have identified differences in accounts. I can give reasons why there might be different accounts of history.</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Digital Media</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS2 Progression in Design and Technology Skills</p>	

Year 5 Unit of Learning – Summer 1

<p>Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p>Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p>Central Idea Understanding the nature of forces, allows people to make practical applications. Thrills and Spills</p>	<p>Guiding Questions What are forces? How do forces affect our lives? How are forces used in fair ground rides?</p>	
<p>Computing Lego Mindstorms</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors;</p> <p>I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ;</p> <p>I can use technology safely, respectfully and responsibly; and know how to report concerns</p> <p>I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p>Specific foci for unit: SEE South Rise Computing Curriculum</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<p>Core Texts/ Visits <i>The Curious Incident of the Dog in the Night Time</i></p> <p>Suggested visit: Tate and Lyle Factory, London Eye Chessington</p>	<p>Religious Education Greenwich Windows on Faith</p> <p>Judaism 2 – The Synagogue Unit 3</p> <p>Key Questions How do Jews show that God is present in the synagogue? How does the Torah help Jewish people to understand what being Jewish means?</p> <p>Synagogue Ark; Ner Tamid; Torah portion read in services.; role of the Rabbi</p> <p>Torah written on parchment scroll in Hebrew; laws and rules; treated with respect; laws and rules which set out how people should live; The Ten Commandments; examples of writings, e.g. psalms and proverbs; stories – the life of Moses where stories about the Jews' relationship with God are found – the story of David and Goliath</p>	<p>PHSE Link to Values</p> <p>I recognise my worth as an individual by identifying positive things about myself and my achievements.</p> <p>I can write and talk about my opinions and can explain my views on issues that affect me and the world around me (local or global).</p> <p>I know that there are different kinds of responsibilities, rights and duties at home, at school and in the community (including government and democracy).</p>
<p>Physical Education Knowledge and Skills Games – Unit 1- net and court, Games – Unit 4- invasion</p> <p>I can use running, jumping, catching and throwing in isolation and in combination</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can develop a broader range of techniques and skills for attacking and defending</p> <p>I can develop consistency in skills</p>	<p>Physical Education Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones to achieve their personal best</p> <p>I know and understand the basic principles of warming up, and understand why it is important for a good quality performance</p> <p>I understand why exercise is good for my fitness, health and wellbeing</p> <p>I can choose and use information to evaluate their own and others' work</p>	<p>Writing Genres</p> <p>Fiction Letters</p> <p>Non-Fiction Instructions, Explanations</p>	<p>Music</p> <p>I can improvise and compose music using the inter-related dimensions of music</p> <p>I can develop an understanding of the history of music</p> <p>I can combine sounds expressively</p> <p>I create my own simple songs</p> <p>I can create rhythmic patterns with an awareness of timbre and duration</p> <p>I create music which reflects given intentions and uses notations as a support for performance</p> <p>I identify where to place emphasis and accents in a song to create effects</p>	<p>Singing</p> <p>I sing confidently and in tune</p> <p>I breathe well and pronounce words, change pitch and show control in my singing</p> <p>I perform songs from memory with confidence and an awareness of the meaning and impact of words</p> <p>I sing confidently and expressively with good intonation and a sense of occasion</p>
<p>Science Knowledge and Skills Forces: Simple Machines</p> <p>I can identify different types of mechanisms.</p> <p>I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>I can explore the effects of levers, pulleys and simple machines on movement.</p>	<p>Science Working Scientifically</p> <p>I can identify how to answer my question</p> <p>I can choose the most appropriate method (from my own) and explain why it is the most appropriate.</p> <p>I can explain how to make the test fair.</p> <p>I can decide whether the results confirm my prediction and explain why.</p> <p>I can choose equipment with an appropriate range (example – from a range of force meters) and take repeat readings.</p> <p>I can present my results as a scatter/line graph (choosing a scale/axes)</p> <p>I recognise the data can be presented in different ways for different purposes and can choose which format to use.</p> <p>I can read between the points on a line graph (interpolate)</p> <p>I can decide if the results confirm my predictions and evaluate.</p> <p>I might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>	<p>Maths Refer to Progression in Calculation</p> <p>French Rigolo 2 Unit 1 Salut Gustav!</p> <p>Art Collage</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas</p> <p>I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>I know about great artists, architects and designers in history.</p> <p>Key Skills</p> <p>Refer to Lower KS2 Progression in Art and Design Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture</p> <p>I can use my sketch book as a starting point for my art work</p> <p>Specific Media Focus Key Stage Coverage</p> <p>Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p>Refer to KS2 Progression in Design and Technology Skills</p>	<p>Design Technology Mechanisms</p> <p>Design</p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles, according to their characteristics</p> <p>Evaluate</p> <p>I can explore and evaluate a range of existing products</p> <p>I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p style="text-align: center;">Refer to Progression in Design and Technology Skills</p>	

Year 5 Unit of Learning – Summer 2

<p style="text-align: center;">Values</p> <p style="text-align: center;">Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p style="text-align: center;">Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Global Learning</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Reproduction of living things contributes to the continuation of the species.</p> <p style="text-align: center;">Life Cycles</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is reproduction? How do life cycles differ? How does the environment affect life cycles?</p>	
<p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: SEE South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Holes</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Environmental Centre</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Buddhism 1 – Living as a Buddhist Unit 2</p> <p>Key questions What is the importance of a temple or a Buddhist centre? Why do Buddhists have images of the Buddha? Key Concepts The Buddhist Community – Sangha Lives out the teachings of the Buddha; all members support one another; story of The King's Elephant – keeping good company matters; Buddhists meditate to help them understand the Buddha's teachings The home shrine A Temple or Buddhist Centre where teachings are given; where Buddhists meditate together; a sacred space, where removal of shoes shows respect; a shrine with an image of the Buddha Images of the Buddha communicate values of wisdom and compassion</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I understand that the pressure to behave in an unacceptable or risky way can come from a variety of sources including people I know and how to ask for help and use basic techniques for resisting pressure to do wrong. I recognise my worth as an individual by identifying positive things about myself and my achievements. I can see my mistakes, make amends and set personal goals.</p>
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Games – Unit 4, - strike and field I can use running, jumping, catching and throwing in isolation and in combination I can play competitive games, and apply basic principles suitable for attacking and defending I know and apply the basic strategic and tactical principles of attack, and can adapt them to different situations Athletics focus I can develop flexibility, strength, technique, control and balance, through athletics I can develop consistency in my skills I can choose and apply skills more consistently in all activities</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I know and understand the basic principles of warming up, and understand why it is important for a good quality performance I understand why exercise is good for my fitness, health and well being I can choose and use information to evaluate my own and others' work I can suggest improvements in my own and others performances</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Film narrative</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Reports</p>	<p style="text-align: center;">Singing</p> <p>I sing confidently and in tune. I breathe well and pronounce words, change pitch and show control in my singing. I perform songs from memory with confidence and an awareness of the meaning and impact of words. I sing confidently and expressively with good intonation and a sense of occasion.</p>	
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">All living things</p> <p>I can explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe the life process of reproduction in some plants and animals. They should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can identify how to answer my question (i.e. which investigation type – observation over time, classification, fair test, research, survey and pattern seeking) I can choose the most appropriate method (from my own) and explain why it is the most appropriate. I can compare two or more objects. (animals) I can observe and compare the life cycles of plants and animals in my local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times)</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p> <p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo 2 Unit 6 Chez moi/ Unit 7 Le weekend</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">3D, Charles Rennie Mackintosh</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Key Skills Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to Lower KS2 Progression in Art and Design Skills</p>	