

Year 5 Unit of Learning – Autumn 1

Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace	Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence	Central Idea Past civilisations shape present day systems and technologies. Greece Past and Present		Guiding Questions 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?	
Computing Using Technology Effectively 1 I can independently identify, insert and use manipulating features I can select relevant tools which can help achieve a specific aim and justify these decisions to others Online Safety I understand the importance of word/phrase choices when searching online I know how to be secure when using the internet on all devices		Core Texts/ Visits <i>Percy Jackson and the Lightning Thief</i> Suggested visit: British Museum		Religious Education Greenwich Windows on Faith Christianity 2 – Who was Jesus? Key Questions 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 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	
		Writing Genres Coverage across the year: Fiction Narrative – Fables, myths and legends Diary entry Non- Fiction Argument/Discussion Recount			
Physical Education Knowledge and Skills Games – Net and Court I can use running, jumping, catching and throwing in isolation and in combination I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending I can develop a broader range of techniques and skills for attacking and defending I can develop consistency in skills. Dance – Patterns and Improvisation 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		Physical Education Evaluation, Fitness and Health 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		Music 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	
		Maths Refer to Progression in Calculation			
		French Rigolo 2 Unit 1 Salut Gustave!			
		Careers and Enterprise Which careers are linked to the Olympics?			
Science Knowledge and Skills States of Matter 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. Materials: Properties and Changes 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,		Science Working Scientifically 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.		Design Technology Food 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. Refer to KS2 Progression in Design and Technology Skills	
Geography Greece Locational Knowledge 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 Place Knowledge 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.		History Ancient Greece 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.			

Year 5 Unit of Learning – Autumn 2

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Take One Picture</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Human survival is connected to understanding the continual changing nature of the earth. Disaster Strikes</p>		<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is a natural disaster? How do disasters occur? How do disasters impact on human life?</p>		
<p style="text-align: center;">Computing</p> <p>Using Technology Effectively 2</p> <p>I can independently take photographs and record videos taking into account the audience and/or purpose for the image/video</p> <p>I can use image editing and refining tools to create more complex images/video outcome</p> <p>Online Safety</p> <p>I understand how my actions online can affect others or myself</p> <p>I understand that individual access to the internet is worldwide and the effect this has on an individual, personal data and privacy</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Cross Partnership Project</p> <p style="text-align: center;"><i>The Highwayman</i> <i>Titanic</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Museum of London, Natural History Museum</p>		<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Weddings</p> <p>Key Questions</p> <p>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)</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I can face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>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).</p>	
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gymnastics – Bridges</p> <p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform actions, shapes and balances consistently and fluently in specific activities</p> <p>I can choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations</p> <p>Games –Implement and Kick</p> <p>I can use running, jumping, throwing and catching in isolation and in combination</p> <p>I can play competitive games, and apply basic principles suitable for attacking and defending</p> <p>I develop consistency in my skills</p> <p>I 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.</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 well being</p> <p>I can choose and use information to evaluate their own and others' work</p> <p>I can organise my own warm-up and cool-down activities to suit the dance</p> <p>I can show an understanding of why it is important to warm up and cool down</p> <p>I can describe, analyse, interpret and evaluate gymnastics movements, 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;">Poetry, incl. narrative poetry Letters Diary entry</p> <p style="text-align: center;">Non- Fiction</p>		<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Materials: Properties and Changes</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>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.</p> <p>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?'</p> <p>I can observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes.</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 and explain why.</p> <p>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.</p> <p>I can take repeat readings. I can choose the most appropriate resource (from a range)</p> <p>I can present my results as a scatter/line graph (choosing scale/axes) I recognise the data can be presented in different ways.</p> <p>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</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Volcanoes and Earthquakes</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I can describe the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>I can describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes.</p>	<p style="text-align: center;">History</p> <p style="text-align: center;">The Plague</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>I use a range of sources to collect information about the past.</p> <p>I have looked at different versions of the same event in history and have identified differences in accounts.</p> <p>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;">Printing</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 style="text-align: center;">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 style="text-align: center;">Refer to KS2 Progression in Design and Technology Skills</p>		

Year 5 Unit of Learning – Spring 1

Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace	Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence	Central Idea Water is essential to life and is a limited resource for many people. Water Worlds	Guiding Questions Where does water come from? How is water used? How have the uses of rivers changed over time?		
Computing Programming, Coding And Control 1 I can recognise that software relies on algorithms within programs to run and that a range of different coding languages exist I can start to use text-based coding languages such as Swift I can understand how to use a range of assisted programming software to plan, design and debug a simple platform game, which interacts with external controllers or devices (Drones/Sphero/Mindstorms/MicroBit) I can detect (debug) and correct errors to enable a successful outcome. Online Safety I recognise the importance of keeping information private I know where to go or who to talk to if I feel vulnerable		Core Texts/ Visits <i>Floodlands</i> Suggested visit: Woolwich Ferry, River Walk, River Cray, London Aquarium	Religious Education Greenwich Windows on Faith 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	PHSE Link to Values 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.	
Physical Education Knowledge and Skills Games – Striking and Fielding 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. Gymnastics – 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	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 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	Writing Genres Fiction Non- Fiction Reports Newspaper Reports Persuasive Writing	Music 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		
Physical Education Knowledge and Skills Games – Striking and Fielding 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. Gymnastics – 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		Maths Refer to Progression in Calculation	Singing 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		
Physical Education Knowledge and Skills Games – Striking and Fielding 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. Gymnastics – 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		French Rigolo 2 Unit 4 En Ville	Careers and Enterprise How can we save money to support others?		
Science Knowledge and Skills Forces 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.	Science Working Scientifically 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.	Geography Rivers and the Water Cycle 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	Design Technology Electricity 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		
Science Knowledge and Skills Forces 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.		Geography Rivers and the Water Cycle 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		Design Technology Electricity 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	

Year 5 Unit of Learning – Spring 2

<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 Human migration is a response to challenges risks and opportunities. Migration and Trade</p>		<p>Guiding Questions What is migration? How does migrate impact on people and place? What influence has migration had on our society?</p>		
<p>Computing Primary Blogger</p> <p>How Computers Work I understand that computing enables access to a wider range of information and tools to help find specific information I can identify how different web pages are organised and why I can recognise the importance of networks and how they can contribute to everyday life</p> <p>Online Safety I understand how the internet stores information and the difficulties faced when trying to retrieve shared personal information I understand that not all information found on the internet is factually correct</p>		<p>Core Texts/ Visits <i>The Arrival</i></p> <p>Suggested visit: Greenwich Heritage Centre, Plumstead and Woolwich Focus Royal Naval Academy</p>		<p>Religious Education Greenwich Windows on Faith Christianity 2- Christian festivals Unit 8 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>PHSE Link to Values 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>Physical Education Knowledge and Skills Dance – Apply and Kick I can perform dances using a range of movement patterns including a range of kicks. 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>Games – Striking and Fielding/ Invasion 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.</p>	<p>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 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>Writing Genres</p> <p>Fiction Stories from Other Cultures Poetry</p> <p>Non-Fiction</p>		<p>Music 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>Singing 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>Science Knowledge and Skills 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>Science Working Scientifically 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>Geography Settlements</p> <p>Locational Knowledge I can locate the world's countries</p> <p>Place Knowledge I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>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>History 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>Art 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>Key Skills Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my artwork Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: right;">Refer to KS2 Progression in Design and Technology Skills</p>		

Year 5 Unit of Learning – Summer 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;">Central Idea</p> <p style="text-align: center;">Understanding the nature of forces, allows people to make practical applications.</p> <p style="text-align: center;">Thrills and Spills</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What are forces? How do forces affect our lives? How are forces used in fair ground rides?</p>	
<p style="text-align: center;">Computing</p> <p style="text-align: center;">Lego Mindstorms</p> <p>Programming, Coding and Control 2</p> <p>I can understand how to control the input of different variables so the output is enhanced for both an on-screen programming device and a physical device (this can be linked or separate). I can detect (debug) and correct errors to enable a successful outcome. I can use logical reasoning for outcomes based on understanding of selections, specific goals and variables. I can consider the wider audience when developing a project</p> <p>Online Safety</p> <p>I understand the importance of word/phrase choices when searching online I know how to be secure when using the internet on all devices</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Curious Incident of the Dog in the Night-Time</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Tate and Lyle Factory, London Eye Chessington</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith Judaism 2 – The Synagogue Unit 3</p> <p>Key Questions</p> <p>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</p> <p>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 style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I recognise my worth as an individual by identifying positive things about myself and my achievements. 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 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 style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Athletics</p> <p>I can develop flexibility, strength, technique, control and balance, through athletics I can develop consistence in my skills I can choose and apply skills more consistently in all activities</p> <p>Dance - Composition</p> <p>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</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 to achieve their 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 wellbeing I can choose and use information to evaluate their own and others' work</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</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</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Forces: Simple Machines</p> <p>I can identify different types of mechanisms. I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. I can explore the effects of levers, pulleys and simple machines on movement.</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. I might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Collage</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>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 artwork</p> <p>Specific Media Focus Key Stage Coverage</p> <p>Digital media, Painting, Printing, Textiles, 3D, Collage Refer to KS2 Progression in Design and Technology Skills</p>	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Mechanisms</p> <p>Design</p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria 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 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 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 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>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</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>Using Technology Effectively 3</p> <p>I can continue to work on organising and collating materials appropriately (Collate a bank of online learning).</p> <p>I can show an understanding of how to organise and input required materials to gain an outcome that is consistent throughout.</p> <p>I can create and present a high-quality outcome for a purpose/targeted audience (Collect a range of outcomes for a large presentation, video or blog for instance).</p> <p>I can compare and contrast different digital tools across a range of platforms</p> <p>Online Safety</p> <p>I understand how my actions online can affect others or myself</p> <p>I know where to go or who to talk to if I feel vulnerable</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</p> <p>What is the importance of a temple or a Buddhist centre? Why do Buddhists have images of the Buddha?</p> <p>Key Concepts</p> <p>The Buddhist Community – Sangha</p> <p>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</p> <p>The home shrine</p> <p>A Temple or Buddhist Centre</p> <p>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.</p> <p>I recognise my worth as an individual by identifying positive things about myself and my achievements.</p> <p>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 – Game Making</p> <p>I can use running, jumping, catching and throwing in isolation and in combination</p> <p>I can play competitive games, and apply basic principles suitable for attacking and defending</p> <p>I know and apply the basic strategic and tactical principles of attack, and can adapt them to different situations</p> <p>Gymnastics – Composition</p> <p>Confidently display flexibility, strength technique, control and balance.</p> <p>Perform actions, shapes and balances consistently and fluently.</p> <p>Choose and apply basic compositional ideas to the sequences and adapt them to new situations including improvisation.</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.</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 well being</p> <p>I can choose and use information to evaluate my own and others' work</p> <p>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;">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 style="text-align: center;">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 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</p> <p>I can describe the life process of reproduction in some plants and animals.</p> <p>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.</p> <p>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)</p> <p>I can choose the most appropriate method (from my own) and explain why it is the most appropriate.</p> <p>I can compare two or more objects. (animals)</p> <p>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 7 Le weekend</p> <p style="text-align: center;">Careers and Enterprise</p> <p style="text-align: center;">Budgeting for Life</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</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 Drawing: Lines and Marks, Shape, Tone, Texture</p> <p>I can use my sketch book as a starting point for my artwork</p> <p>Specific Media Focus Key Stage Coverage</p> <p>Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to Lower KS2 Progression in Art and Design Skills</p>	