| Year 5                              | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|-------------------------------------|--|---|---|--|--|---|
|                                     | Anglo-Saxons and Vikings   |   | Out of this world! The Industrial Revolution  |  | The Rainforest   |   |
| Key Text                            | CRESSIDA COWELL HOW TO TRAIN YOUR DRAGON   | Arthylrad Repetition  | CAURITY OR KATHERINE  SHEWN ANTIENE JOHNSON LANG 19  HELAINE BECKEN BOW THUMINUK  | STREET CHILD BERLIE DOHLRIY  | EXP  | HERINE<br>NDELL<br>NDELL<br>LORER<br>Lorent by - hadr   |
| Writing outcomes                    | <ul> <li>Instructional writing</li> <li>Diary entry</li> <li>Setting description<br/>(using film as<br/>stimulus)</li> </ul>   | <ul> <li>Quest (narrative)</li> <li>Non-chronological<br/>report for historical<br/>journal</li> </ul>  | <ul> <li>Biography about         Katherine Johnson     </li> <li>Newspaper report         about first moon         landing     </li> </ul>  | <ul> <li>Historical recount</li> <li>Diary</li> <li>Non chronological<br/>report on specific<br/>element of industrial<br/>revolution.</li> </ul>                      | <ul> <li>Narrative- missing chapter from The Explorer</li> <li>Poetry</li> <li>Setting description</li> </ul>  | <ul> <li>Non-chronological report about the Amazon Rainforest</li> <li>Factfile – animal specific</li> <li>Persuasive advert to buy Fairtrade products</li> </ul> |
| Hook and<br>learning<br>experiences | <ul> <li>Autumn 1 hook: Artefact exploration &amp; story writing</li> <li>Autumn 2 hook: Viking invasion</li> <li>Trip: Visit to Perlethorpe for Anglo-Saxon/Vikings experience day</li> </ul> |   | <ul> <li>Spring 1 hook: Recreate a moon landing</li> <li>Spring 2 hook: Use of VR headsets for Victorians experience</li> <li>Trip - Visit to the Galleries of Justice linked to the Industrial Revolution</li> </ul> |  | <ul> <li>Summer 1 Hook: Re-creation of the plane crash at the start of the Explorer</li> <li>Summer 2 Hook:</li> <li>Trip – Workshop in school about the Rainforest</li> </ul> |   |
| Authentic<br>outcome                | Write script to re-create learning about Vikings<br>and Anglo-Saxons and perform as a video – share<br>with parents  |   | Hold a space exhibition for parents and carers (Spring 2)   |  | Rainforest experience for parents and carers (summer 2)  |   |
| Safeguarding                        | Being me in my world     Black History Month     Hello Yellow Day – Mental Health Awareness     Alright Charlie programme of learning  | <ul> <li>The Great Project</li> <li>Online safety in<br/>Computing</li> <li>Fire safety – Bonfire<br/>Night</li> <li>Anti-Bullying Week</li> <li>Celebrating<br/>differences</li> <li>Financial Education<br/>lesson</li> </ul> | <ul> <li>Additional Knife Crime<br/>lesson from Jigsaw</li> <li>NSPCC Online Safety<br/>Project</li> </ul>  | <ul> <li>Healthy Me</li> <li>Additional lesson on<br/>Oral hygiene</li> <li>Keeping the Body<br/>Healthy – creating a<br/>healthy meal<br/>Substance misuse</li> </ul> | <ul><li>Relationships</li><li>Bikeability</li></ul>  | Changing ME – RSHE unit through Jigsaw     Additional Jigsaw lesson on FGM  |

|                                     |  | •   |  |   |   |  |
|-------------------------------------|--|---|--|---|---|--|
| Science                             | Forces<br>Gravity/air resistance/wat   | er resistance   | Earth and space  | Living things and their<br>habitats (lifecycles and<br>reproduction)          | Properties and changes of materials classifying/dissolving/sep aration/Uses of materials  | Animals including humans (changes as humans develop to old age)  |
| Working<br>Scientifically           | Plan and carry out investigations/make predictions/use test results/present a report   |   | Identify scientific evidence<br>to support or refute ideas<br>or arguments/Take<br>measurements/report<br>scientific data  | Present a report of their findings through writing, displays and presentation | Linked to RSHE topic for this half term.  | Report findings from investigations/use a graph to identify scientific questions/Identify scientific evidence  |
| History &<br>Geography<br>knowledge | <ul> <li>What did the Vikings believe and how was this different to the Anglo-Saxons?</li> <li>Where did the Vikings explore?</li> <li>When did the Vikings invade Britain?</li> <li>Did the Vikings ever defeat the Anglo-Saxons?</li> <li>Did the Vikings invade Nottingham?</li> <li>Where did the Vikings come from and how did they get to Britain?</li> <li>Why were rivers important to the Vikings?</li> </ul> |   | <ul> <li>What was the Industrial revolution?</li> <li>What were the causes of the British Empire and what were its impacts?</li> <li>How did crime and punishment change during the Industrial Revolution?</li> <li>How did society change during the Victorian Era?</li> <li>How did Britain's cities change during the Industrial Revolution?</li> <li>How big was the British Empire?</li> <li>Recap on significance of Mary Seacole and then plot the route she travelled from Jamaica.</li> </ul> |   | <ul> <li>Study of maps to see how areas have been destroyed over time</li> <li>What are biomes?</li> <li>Where in the world are the rainforests?</li> <li>What is it like in the rainforest?</li> <li>Does anyone live in the rainforest?</li> <li>How are humans affecting the rainforest?</li> <li>How can we help to prevent deforestation?</li> </ul> |  |
|                                     |  |   |  |   |   |  |
| Art                                 | Art Drawing  Artist: Gustave Calliebotte Movement: Impresionism Skill: Using perspective in work. Final piece: Single focal point, horizon drawing.  |   | Art Printing  Artist: William Morris Movement: The arts and crafts movement Skill: Lino printing Final piece: Botanical print  |   | Art Sculpture  Artist: Derek Kinzeti Skill: Creating a sculpture with a structure underneath. Final piece: Rainforest   | Art Painting  Artist: Frida Khalo Movement: Surrealism Skill: To know how to express emotion through primary and secondary colours as well as expression. Final piece: Self portrait |
| DT                                  |  | Textiles – stitching<br>modern day Bayeux<br>Tapestry |  | Mechanical systems -<br>Designing a Space rover                               |   | Frame structures – designing a shelter to survive in the rainforest.   |
| Music                               | Performance with Mr<br>Stanton   | Performance with Mr<br>Stanton                        | Condensed: Composition and notation Theme: The Egyptians   | Condensed: Blues  | Condensed: South and<br>West African music  | Condensed: Composition representing colours Theme:   |

|                        |  |  |   |  |   | Holi Festival   |
|------------------------|--|--|---|--|---|---|
| Computing              | Coding   | Online safety  | Spreadsheets  | Databases  | 3D Modelling  | Concept maps  |
|                        |  | Spreadsheets   | Databases   | Game Creator   | Concept maps  | Word processing   |
| PE                     | Athletics  | Dance  | Gymnastics  | Netball  | Rounders  | Basketball  |
| <b>PHSE-</b><br>Jigsaw | Being Me in My World   | Celebrating difference   | Dreams and goals  | Healthy me   | Relationships   | Changing me   |
| RE                     | How far would a Sikh go for his/her religion?  Religion focus Sikhism  Compare with Buddhism Christianity Judaism Islam Hinduism/Sikhism | Is the Christmas story true?  Religion focus Christianity Compare with Buddhism Judaism Islam Hinduism/Sikhism | How can Brahman be everywhere and in everything?  Religion focus Hinduism Compare with Buddhism Christianity Judaism Islam Hinduism/Sikhism | How significant is it for Christians to believe God intended Jesus to die?  Religion focus Christianity Compare with Buddhism Judaism Islam (Eid) Hinduism/Sikhism | What is the best way for a Sikh to show commitment to God?  Religion focus Sikhism Compare with Buddhism (good life) Christianity Judaism Islam Hinduism/Sikhism  Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?  Religion focus Hinduism Compare with Buddhism Christianity Judaism Islam Hinduism/Sikhism | What is the best way for a Christian to show commitment to God?  Religion focus Christianity Compare with Buddhism Judaism Islam Hinduism/Sikhism |
| French                 | Phonetics 1-3:<br>Classroom commands   | Les Salutations<br>Les Nombres<br>Vegetables   | Presenting myself   | Family   | Romans  | Clothes   |