

Year 5		Term 1 Coast	Term 2 WW1 Life in the Trenches	Term 3 Earth, Sun and Moon	Term 4 A Pocketful of Rye	Term 5 Seeds Galore	Term 6 Landmarks
English	Text	Floodland	War Game	Cosmic	If you wake at midnight - poem	Varmints	Cultural stories
	Fiction	Character Wishing Tale	Suspense Tale of Fear	Setting Tale of Quest	Characterisation/ Dialogue Warning Tale	Description Defeating the monster	Action Losing Tale
	Non-fiction	Explanation Sand Dunes (geography)	Persuasive Sign up to war (history)	Non-chronological report – space exploration (science)	Journalistic report – 'Drop' (history)	Instructions – How to grow a plant (science)	Discussion (geography)
SPaG		Ensure year 1/2/3/4 SPaG is recapped	Recap objectives needed. Year 5 SPaG	Recap objectives needed. Year 5 SPaG	Recap objectives needed. Year 5 SPaG	Recap objectives needed. Year 5 SPaG	Recap objectives needed. Year 5/6 SPaG
Maths (afternoon links) Please also refer to Maths curriculum				Rockets and meteors (12 hours) <ul style="list-style-type: none"> know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	Smugglers luggage (8 hours) <ul style="list-style-type: none"> draw given angles, and measure them in degrees (o) identify 3-D shapes, including cubes and other cuboids, from 2-D representations 	Plant growth (6 hours) <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables 	
Science		Animals including humans Forces – air resistance/friction	Properties and changes of materials	Earth and Space Forces - gravity	Forces - pulleys	Living things and their habitats – plant focus	Living things and their habitats - animal focus
History			a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		Smugglers local history study		Ancient Greece – a study of Greek life and achievements and their influence on the Western World
Geography		<ul style="list-style-type: none"> name and locate geographical 	<ul style="list-style-type: none"> use maps, atlases, globes and 		use the 8 points of a compass, 4- and 6-	physical geography, including: biomes and	describe and understand

	<p>regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • human geography, including land use, economic activity • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p>digital/computer mapping to locate countries and describe features studied (history)</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 		<p>figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>vegetation belts</p>	<p>key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Music	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations
PE	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and 					

	<p>apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 					
ICT	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Art/DT	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas
MFL	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language 					

	<ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 					
MFL	Core Unit 1 My home My town	Core Unit 1 Animals Food	Core Unit 2 The body	Core Unit 2 Describing people	Core Unit 3 Sport (Sports Day)	Core Unit 3 At School Playtime
RE	Rosh Hashanah / Yom Kippur	Forgiveness	Pesach Easter	Pesach (Pesach)	The Holy Spirit	The Church Worldwide
PSHE	<p>Pupil voice A8, B19</p> <p>Reflecting and celebrating achievements so far, identify strengths and set goals and aspirations for the year ahead.</p> <p>Choices for a cooperative year, class rules</p> <p>To recognise that they may experience conflicting emotions, when they need to listen to them, or learn to overcome them.</p> <p>Link with Sci understanding personal hygiene, and how viruses and bacteria are spread. Article 24, and 27</p> <p><i>Continued throughout Term 1 & 2</i> <i>To recognise when and how to ask for help and</i></p>	<p>Drug and tobacco Education B3, C4, C5, C7, C10, C12, C13, C14, C15, C16, C17</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous.</p> <p>Link with Sci affects of drugs and Alcohol.</p> <p>Dangerous and unhealthy living versus healthy living. Articles 24, and 27</p> <p>Road safety in the winter months Article 19</p>	<p>Sex and relationships education C2, C15, C17, D1, D5, D13</p> <p>To self assess and set new goals/targets based on the ones set in Term 1 Article 29</p> <p>How their bodies change as they approach or continue through puberty</p> <p>To recognise what constitutes a positive healthy relationship. Article 19 and 36</p> <p>Strategies for keeping physically and emotionally safe. Focus on e-safety, Articles 19 and 36</p> <p>Safe use of mobile phones. Article 36</p> <p>Revisit protecting personal information. Article 16 and 36</p>	<p>Diversity and difference A6, B1, B15, B16, B17, D3, D8, D13</p> <p>To recognise and challenge stereotypes.</p> <p>To recognise what constitutes a positive healthy relationship. Article 36</p> <p>To develop strategies for resolving disputes and conflict through negotiation and appropriate compromise. Article 5 and 37</p> <p>To give rich and constructive feedback in support of others as well as themselves.</p> <p>To recognise the consequences of discrimination and aggressive behaviour. Like wise to look closely at positive behaviour and consequences.</p>	<p>Why and how rules and laws protect themselves and others are made and enforced, why are different laws/rules needed in different situations. Articles 37, 40, 41, and 42</p> <p>How can children be involved in making changes in politics and laws. Discuss local community issues. Articles 12, 17, 37, and 42</p> <p>To recognise anti-social behaviour and its consequences. Affects on individuals and communities. Articles 5, 12, 37 and 40</p> <p>To research , discuss, and debate political/topical issues in your local area. Children should try and offer solutions and recommendations. Article 12</p>	<p>Financial capability and charities A10, B6</p> <p>Aspirations for the future</p> <p>Transition and dealing with change</p> <p>Changes in local laws. Article 42</p> <p>Money matters budgeting and spending, link with maths.</p> <p>Supporting local charities. Article 42</p> <p>To research, discuss, and debate political/topical issues in two different places. Children should try and offer solutions and recommendations. Articles 12 and 13</p> <p>To look and compare different places, values, and cultures. Link with Geography. Article 13</p>

	<p><i>use basic techniques for resisting pressure to do something dangerous.</i></p> <p>Water Safety Article 19</p>			Articles 37, 40, 41, and 42		
RRS Articles	<p>Article 28 Your right to learn and go to school.</p>	<p>Article 31 Your right to relax and play.</p>	<p>Article 19 You should not be harmed and should be looked after and kept safe.</p>	<p>Article 12 Your right to say what you think should happen and be listened to.</p>	<p>Article 23 Your right to special care and support if you are disabled.</p>	<p>Article 29 Your right to become the best you can be.</p>