

Unit title: VICIOUS VIKINGS YEAR 5 Duration: 7 WEEKS AUTUMN 1		LITERACY GENRES <i>Legends: Monster Slayer [Babcock], Brian Patten (3 weeks)</i> <i>Journalistic Writing: Tuesday [Focus], David Wiesner (3 weeks)</i> <i>Poetic Style; play on words, word choices: The Midnight Skaters, Roger McGough (1 wk)</i>	READING ENHANCEMENT <i>The Time Travelling Cat and the Viking Terror</i>
PROGRAMMES OF STUDY			
SCIENCE	HISTORY		DESIGN TECHNOLOGY
PHYSICS -FORCES AND MAGNETS - Know the effects of friction in movement and how it slows, stops and speeds up with moving objects. - Identify the effects of water resistance and friction between moving surfaces.	VIKINGS AD 793-AD 1066 - Know that the Vikings is a period of time after the start of the Anglo-Saxon period & understand their chronological place in history through the use of a timeline (add all previous topics in KS2) - Know the significance of the first raid and that it happened at Lindisfarne. Make comparisons with the Anglo-Saxon period - Develop an understanding about how Vikings arrived in Britain on Viking Long Boats and how they helped the Vikings to prosper (trade, raiding and exploring) - Explore the cause and effect of raids including the destruction, how weaponry was used and why Vikings chose to raid monasteries, including peoples perceptions of Vikings - Identify the impact King Alfred had on the Viking settlement, including the introduction of Danelaw AD886 (explore/debate whether Alfred deserved the title 'The Great') - Identify and locate Viking settlements in Britain and investigate how the location assisted the Viking way of life - Use a range of secondary sources to find out about Viking settlements, including: housing, food, trade, farming, villages and society. Make inferences about 'viking way of life' - Know that the Vikings had strong beliefs about Norse Gods and that these are similar to previous periods of time (e.g Roman diety) - Draw conclusions about the struggles of the Anglo-Saxons and the Vikings for the kingdom of England to the time of Edward the Confessor - To know that the Battle of Hastings ended this period of time		STRUCTURES- VIKING LONG HOUSE - Explore the features specific to a VLH including the materials used to construct them and the design features. - Know that VLH were single story and compartmentalised for various purposes. - Use floor plans to draw and mark out a plan of a long house from above showing the layout of rooms within the building - Use annotated sketches to identify design specifics - Use various tools and techniques, materials and methods to create a structure which includes interior sections. - Understand the purpose or strengthening joints using triangular axel supports - Critically evaluate the strength of the structure in relation to joints and intended design (floor plan)
COMPUTING		RELIGION	
RECOMMUNICATING AND PRESENTING - Use text, photo, sound and video editing tools to refine my work. - Use the skills I have already developed to create content using unfamiliar technology. - Select, use and combine the appropriate technology tools to create effects that will have an impact on others. - Select an appropriate online or offline tool to create and share ideas. - Review and improve my own work and support others to improve their work.		ISLAM- THE FIVE PILLARS - Identify and describe the 5 Pillars of Islam and the beliefs they express - Consider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live? - Develop connections between beliefs about Allah and the 5 Pillars - Describe how people show devotion in Islam - Examine why the Pillars are practised by so many millions - Propose their own ideas about the meaning and value of rituals like these - Justify their views about religion and ritual.	

Unit title: GALACTIC GIANTS. YEAR 5 Duration: 7 WEEKS AUTUMN 2		LITERACY GENRES Science Fiction Stories: <i>Eleven</i> (opening) <i>The Sci-Fi Shed</i> (literacyshed.com) (3 weeks) Recounts: <i>Curiosity: The story of Mars</i> <i>Markus Motum</i> (2 weeks) Classic Narrative Poetry: <i>A Visit From St Nicholas</i> <i>Clement Clarke-Moore</i> (2 weeks)	READING ENHANCEMENT <i>Space Dragons</i> , Robin Bennett
PROGRAMMES OF STUDY			
SCIENCE	ART	HISTORY	
PHYSICS – EARTH AND SPACE • Know how the movement of the Earth and other planets area relative to the sun in the solar system. • Know how the earth's rotation relates to day and night. • Explore how seasons and the associated weather are created. • Investigate the movement of the moon and sun relative to the Earth.	CHARCOAL & PASTELS • Know that the grade of pencil creates a different tone • Know that a H pencil indicates the hardness and the B indicates the blackness • Create a grade scale using different pencils and pressure • Understand the use of stippling, cross-hatching`, tonal and blending to create a 3D image • Use proportion and scale to create representations of size • Use grading and shading to create a sphere • Apply the use of colour to the same techniques	INVENTIONS 1608 • Discover how and when the telescope was invented • Understand Galileo's development of the telescope and the effect it had on astronomy • Develop an explanation as to why there was a Space Race between the USSR and USA • Investigate the details of the Apollo 11 mission of 1969 , including who was involved and how they felt to land on the moon (Neil Armstrong) • Compare the progression of space exploration from 1940 to those used today (space shuttles, the Hubble Telescope, satellites, observatories, space stations) • Place the key element from invention to landing on the moon into a coherent timeframe <i>*Key Figures: Buzz Aldrin & Michael Collins</i>	
COMPUTING	RELIGION		RELATIONSHIPS AND HEALTH
DATABASES • Gather data about the planets (size, distance from the sun, distance from Earth, number of moons, etc.) • Use the information to create databases and graphs	CHRISTIANITY / ISLAM / HINDUISM (INSPIRATIONAL LEADERS) • Question how inspirational people can bring believers closer to God • Describe examples of texts or quotes which explain what an ideal way of life might be • Compare different inspiring leaders from different religions • Identify connections between belief about living a good life and the leaders they study • Give examples of the impact of faith on life • Explore differences between leaders from different religions • Investigate the concept of 'inspirational people', suggesting good answers • Explain the importance of role models from different religions • Express their own response to the inspiring lives they have studied		NSPCC Speak out Stay Safe Programme Assembly and Workshops Y5/ 6 • Know there are different types of abuse • Know how to identify when something 'is not right' • Know the trusted adults they could talk to if they're worried, both in school and out of school. • Know what Childline is and how they can get in contact if they're worried or need to talk.

Unit title: WONDERFUL WATER YEAR 5 Duration: 5 WEEKS SPRING 1	LITERACY GENRES		READING ENHANCEMENT
	Explanations: Wallace and Gromit: Cracking Contraptions [Babcock] (2 weeks) Older Literature: Treasure Island, Robert Louis-Stevenson (3 weeks)		Treasure Island, Robert Louis-Stevenson
PROGRAMMES OF STUDY			
SCIENCE	GEOGRAPHY	DESIGN TECHNOLOGY	
CHEMISTRY – MATERIALS - Know the property of materials including hardness, solubility, transparency, conductivity. - Apply knowledge of solids, liquids and gases to decide how mixtures might be separated through filtering, evaporating and sieving. - Know how a solution can be created and how it can be reversed. - Know that some changes result in the formation of a new state of matter.	JOURNEY OF WATER - Explore the path water takes when it moves through the oceans, through the sky and through life on land. - Investigate how water flows through ecosystems, and how it is recycled on a global scale' including through the biosphere. - Understand that a great amount of fresh water below the surface of the Earth that is cycled over long periods of time and that water can collect underground (groundwater). - Describe and understand the key aspects of how water collects in the oceans and rivers. Know that over 60% of the surface of the planet is covered by water. <i>* Be a water molecule and explore its journey, moving through the hydrologic cycle. Evaporating, falling in rain, and draining in a river. Explore how much time it takes. Scientists think that if you are lucky enough to be evaporated into a cloud that you spend about ten days floating around the atmosphere. If you're unlucky enough to be at the bottom of the ocean, or stuck in a glacier, you might spend tens of thousands of years without moving.</i>	MECHANISMS -PULLEYS & GEARS - Understand that a pulley is a wheel on an axle or shaft that is designed to support movement and change of direction of a cable or belt along its circumference. - Know that pulleys are used in a variety of ways to lift loads, apply forces, and to transmit power. - Understand the purpose and function of gears and pullys in water systems (water wells and water wheels) and identify the mechanical components - Explore the difference between fixed pulleys and moveable pulleys - Know that a gear is a rotating mechanism that has teeth cut around a circumference - Explore how gears are used in daily life - Investigate combinations of 2 different size gears to learn about speed and direction and know that the size of gears affects speed - Use design ideas to create a functional structure with a mechanism - Annotate sketches to show movement and force - Evaluate how a mechanism supports the function of the structure	
COMPUTING		RELATIONSHIPS & HEALTH	
PROGRAMMING - Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. - Refine a procedure using repeat commands to improve a program. - Use a variable to increase programming possibilities. - Change an input to a program to achieve a different output. - Use 'if' and 'then' commands to select an action. - Talk about how a computer model can provide information about a physical system. - Use logical reasoning to detect and debug mistakes in a program. - Use logical thinking, imagination and creativity to extend a program.		CHILD SEXUAL EXPLOITATION PREVENTION- RELATIONSHIPS (Love Rocks 1) - Know that there are healthy and unhealthy relationships - Identify the different people who the children have relationships with - Know what sorts of boundaries are appropriate in friendships - Explore feelings around boy/girl relationships - Know the importance of equality in relationships and explore power and control - Know the importance of self respect and how it links to own happiness	

Unit title: MYSTERIOUS MAYANS Duration: 5 WEEKS SPRING 2	LITERACY GENRES		READING ENHANCEMENT
	Myths (3 weeks) The Hero Twins: Against The Lords Of Death (A Mayan Myth)), Dan Jolley Reports (2 Weeks)		The Hero Twins: Against The Lords Of Death (A Mayan Myth), Dan Jolley
PROGRAMMES OF STUDY			
SCIENCE	ART	HISTORY	
BIOLOGY – ANIMALS INCLUDING HUMANS - Know the timeline to indicate stages in the growth and development of humans. - Learn about the changes in puberty. - Identify the process of sexual reproduction in animals and asexual reproduction in plants. - Research and compare gestation periods of animals and humans.	PAINTING - Know that Bonampak is the Mayan word for painted walls - Use drawing techniques to create body form - Explore different poses through adding form and shape - Use fine line techniques to create outlines for detail - Explore the contrast between metallic and non-metallic colours	MAYANS 1800 BC – AD 900 - Know that the Mayans is a period of time that coincides with the Egyptian period, understand their place in history through the use of a timeline - Exploring what archaeologists have discovered and what this can tell us about the Mayan way of life (housing, society, farming) - Explore the city states of the Mayans and how they were organised, including the location of the cities, characteristics such as the alignment of the housing and the centre of power (Kings and Queens), merchants, nobles and slaves - To know that Pakal the Great was The Great King and known for having the longest reign in Ancient Mayan civilisation - Explore the characteristics of Mayan Gods and the religious rites and rituals, including bloodletting, human sacrifice and ball games - Investigate the inventions, including a number system and how the study of astrology assisted in creating calendar - Investigate the importance of farming to Mayans and the impact it had on society - Analyse the reason for decline in the Mayan civilisation (disease, drought, conquered)	
COMPUTING		RELIGION	RELATIONSHIPS & HEALTH
USING TECHNOLOGY - Describe different parts of the Internet. - Use different online communication tools for different purposes. - Use a search engine to find appropriate information and check its reliability. - Recognise and evaluate different types of information on the World Wide Web. - Describe the different parts of a webpage. - Find out who the information on a webpage belongs to. - Know which resources on the Internet can be download and used. - Describe the ways in which websites advertise their products to me.		CHRISTIANITY / ISLAM / HUMANISM-A BETTER PLACE - Identify some beliefs about why the world is not always a good place and why some people are good and bad (e.g. Christian ideas of sin / Humanism) - Make links between religious beliefs and teachings and moral codes of why people try to live and make the world a better place (religious and non-religious -humanism) - Make simple links between teachings and moral codes about how to live and ways in which people try to make the world a better place - Describe some examples of how people try to live (e.g. individuals and organisations) - Identify some differences in how people put their beliefs into action - Explore why the world is not always a good place, and the best ways of making it better - Identify links between some commands for living from religious traditions, non- religious worldviews and pupils' own ideas	
		PUBERTY - Know there are physical and emotional changes in the body - Know about menstrual wellbeing and the key facts about the menstrual cycle (girls)	

Unit title: RUBBISH RECYCLING YEAR 5 Duration: 7 WEEKS SUMMER 1	LITERACY GENRES		READING ENHANCEMENT
	Argument & Debate: World In Danger: Tomorrow could be a very different Day, Frankie Morland (3 weeks) Film & Play script: Macbeth (The Weird Sisters), William Shakespeare (3 weeks) Performance Poetry: Revolting Rhymes, Roald Dahl (1 week)		World In Danger: Tomorrow could be a very different Day, Frankie Morland
PROGRAMMES OF STUDY			
SCIENCE	DESIGN TECHNOLOGY		GEOGRAPHY
CHEMISTRY – MATERIALS - Explore changes that cannot be reversed in relation to recycling. - Know how chemical changes have an impact on our lives. - Know how existing materials can be utilised to create new materials.	PACKAGING - Explore why food needs packaging, and the packaging types used - Explore the positive & negative impact of packaging - Know how and where there are recycling solutions - Know and understand what sustainable, non-renewable, fossil fuel, pollution, global warming, greenhouse effect, carbon footprint, landfill, recycle and biodegradable means - Use research and surveys to collate audits in relation to recycling (e.g How much packaging do we use? What can we recycle in school? Home audit on food packaging, audit of over packaged items) - Use surveys and audits to inform thinking on packaging solutions and explore alternative options		ENVIRONMENT - An environmental issue caused by a changing environment - Understand and gain knowledge of attempts to manage the environment sustainably - Describe and understand human geography including land use and economic activity - Observe measure and record human features in the local area
COMPUTING	RELIGION	RELATIONSHIPS AND HEALTH	
DATA RETRIEVING & ORGANISING - Use a spreadsheet and database to collect and record data. - Choose an appropriate tool to help me collect data.. - Present data in an appropriate way. - Search a database using different operators to refine my search. - Talk about mistakes in data and suggest how it could be checked.	JUDAISM -JEWISH BELIEFS - Understand the words of the Shema as a Jewish prayer - Know some stories used in Jewish celebrations (e.g. Chanukah or Pesach) - Identify how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah, Pesach) - Make links between Jewish ideas of God found in the stories of the Torah and how people live - Identify how some Jewish people remember God in different ways - Ask some questions about what Jewish people celebrate and why - Explore what is good about reflecting, thanking, praising and remembering for Jewish people		Stonewall- Emma’s story - Know that marriage represents a formal and legally recognised commitment of 2 people and that this is one way that commitment may be expressed - Know that stable family relationships are at the heart of families for children’s security and that they may be different - Know the different range of families and cultures that people come from - Know the most important thing is that families love each other - Know that some people have negative attitudes towards others because of who they love e.g LGBT

Unit title: UNDER THE SEA YEAR 5 Duration: 7 WEEKS SUMMER 2	LITERACY GENRES		READING ENHANCEMENT
	Persuasive writing –leaflets E-Safety: (3 weeks) Stories by Significant Authors: Michael Morpurgo, Kensuke's Kingdom (4 weeks)		Michael Morpurgo, Kensuke's Kingdom
PROGRAMMES OF STUDY			
SCIENCE	ART		GEOGRAPHY
BIOLOGY – LIVING THINGS AND THEIR HABITATS - Explore the work of naturalist and animal behaviour such as David Attenborough. - Explore the difference between life cycles of mammals, amphibians, insects and birds. - Classify sea animals by Groups including crustaceans and molluscs.	ART PRINTING –BLOCK - Know that there are a range of block printing techniques to create layers (including polymer tiles) - Create a line design for polymer printing - Create a string design for string printing - Use a craft knife to etch a design onto a polymer tile - Use colour, a brayer and a polymer tile to transfer block patterns onto paper for the first layer - Use colour, a brayer and a string block to create the second layer of the design (over printing)		LOCATIONAL KNOWLEDGE - Identify the position and significance of latitude, longitude, equator - Locate the northern hemisphere and southern hemisphere - Know the relevance of the Tropics of Cancer and Capricorn - Identify the position of the arctic and Antarctic circle - Understand the Prime/Greenwich Meridian and time zones (including night and day)
COMPUTING	RELATIONSHIPS & HEALTH		RELIGION
E-SAFETY - Know that for most people the internet is an integral part of life and has many benefits - Choose a secure password and screen name. - Protect a password and other personal information. - Talk about the dangers of spending too long online or playing a game. - Explain the importance of communicating kindly and respectfully. - Discuss the importance of choosing an age-appropriate website, app or game. - Explain why I need to protect my computer or device from harm.	ONLINE SAFETY - Know that there are age restrictions and what they are for common sites - Know that being on sights designed for older people could result in them viewing content that can upset, frighten or confuse them - Know the importance of being honest with adults about what they are viewing on line or who they are talking to online - Know that the internet can also be a negative place where online abuse, trolling, bullying or harassment can take place and that it can affect mental health - Know that their online actions can affect others and know how to recognise and display respectful behaviour - Know strategies to stop online bullying		JUDAISM -FAMILY & FESTIVALS - Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - Develop links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people - Offer informed suggestions about the meaning of the Exodus story for Jews today - Explore the links between Jewish beliefs about God and his people and how Jews live - Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities (Pesach/Passover) - Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future