

Subject Coverage Expectations Year 5

NC Subject	Expected coverage for the year group over the academic year	Detail the Theme or X-Curricular links	<u>Half Term</u> eg Aut1
Literacy	<p>Narrative Film narrative Novels and stories by other cultures Traditional stories, fables, myths, legends Older literature</p> <p>Non-fiction Instructions Recounts (news reports) Persuasion (Arguments) Biography/Autobiography</p> <p>Poetry Poetic style (word play, metaphor, word choice) Classic poetry Performance</p> <p>At least one book focus per term Autumn = <u>Kensuke's Kingdom</u> Spring = Danny Champion Of The World Summer = Floodlands</p> <p>All children will cover number and place value, addition and subtraction, multiplication and division, fractions, measurement, statistics, properties of shape and position and direction in every term at a level appropriate to their stage of learning. Please see the medium term plans for each year group for more detailed information.</p> <ul style="list-style-type: none"> • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. monarchs, social history such as crime and punishment from Saxons to present or leisure and entertainment in 20th century <p>GRAFHAM RESIDENTIAL</p>	<p>Materials Hinduism Habitats Crime and Punishment</p> <p>Italy Space Crime and Punishment</p> <p>Mechanical Systems Crime and Punishment Italy</p> <p><u>Year 5 Medium Term English Plans</u></p>	<p>Spring 2 Spring 2 Summer 2 Spring 1</p> <p>Autumn 2 Autumn 1 Spring 1 Spring 1</p> <p>Summer 2</p> <p>Spring 1 Autumn 2</p>
Maths	<p>addition and subtraction, multiplication and division, fractions, measurement, statistics, properties of shape and position and direction in every term at a level appropriate to their stage of learning. Please see the medium term plans for each year group for more detailed information.</p> <ul style="list-style-type: none"> • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. monarchs, social history such as crime and punishment from Saxons to present or leisure and entertainment in 20th century <p>GRAFHAM RESIDENTIAL</p>	<p><u>Year 5 Medium Term Maths Plans</u></p>	<p>All year</p>
History	<p>history that extends pupils' chronological knowledge beyond 1066 e.g. monarchs, social history such as crime and punishment from Saxons to present or leisure and entertainment in 20th century</p> <p>GRAFHAM RESIDENTIAL</p>	<p>Werrington Crime and Punishment</p>	<p>Summer 1</p> <p>Spring 1</p>
Geography	<p>Locality focus: Europe</p> <ul style="list-style-type: none"> - 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. - European Rivers and the Water Cycle - Human & Physical study of Italy/ Mediterranean including Rivers and Volcanoes (Italy – Mount Etna & Vesuvius) - **PLUS SKILLS & FIELDWORK area of 	<p>Italy</p> <p>Rivers</p> <p>Italy</p>	<p>Autumn 2</p> <p>Summer 1</p> <p>Autumn 2</p> <p>on-going</p>

	<p>geography curriculum throughout year**</p> <ul style="list-style-type: none"> - using fieldwork to observe, measure & record physical & human geography in the local area. - Use maps, atlases globes and computer mapping - Use the 8 points of a compass - Use 4 and 6 figure grid references - Use symbols & key (including ordnance survey) 		
<p>MFL (Spanish)</p>	<p>Teachers should aim to teach a weekly 20 minute language lesson. The lesson should be mainly practical focusing on listening and speaking and some writing. Beginning to focus on grammar and use of dictionaries. NC objectives to be covered</p> <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 • Speak in sentences. • develop accurate pronunciation • 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 <p>All about me Simple greetings, making statements about name and age, asking simple questions about name and age, numbers 1-10. Songs and games Numbers 11-20, simple instructions, expressing preference. Celebrations Simple statements about activities, expressing praise, months of the year, writing an invitation, asking permission. Portraits Simple statements about appearance, simple description of a person. The four friends Simple description of animal, simple statements about movement. Growing things Likes and dislikes about food, saying what you would like.</p>	<p>Will all be taught discretely</p> <p>Also to link with the Europe theme</p>	<p>Ongoing</p> <p>Autumn 2</p>

<p>Art</p>	<p>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record observations and use them to review and revisit ideas.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Taught across all topics through a range of mediums.</p> <p>Italy</p>	<p>All Year</p> <p>Autumn 2</p>
<p>Religious Education</p>	<p>Displays There are a number of artefacts, posters and photographs which can be utilised.</p> <p><u>Areas that must be covered in teaching.</u> (4 Christianity and 2 Hinduism)</p> <p>-How and why do Hindus worship at home and at the Mandir in Peterborough? <i>Visit to the Mandir</i>(this has been budgeted for)</p> <p>-What can the stories and images of deities tell us about Hindu beliefs about God?</p> <p>-Why is Jesus an inspirational leader for some people? <i>Local visitor opportunity</i> -What influences/affects the actions and behaviour of others/why?</p> <p>-Which Christian women and men's actions, past and present, affect or have affected others?</p> <p>-How is the Lord's prayer used and what is its meaning?</p> <p>** Whole plans or specific planning guidance can be found in the RE folder on the server**</p>	<p>Hinduism</p> <p>Christianity</p> <p>Christianity</p>	<p>Spring 2</p> <p>Spring 2</p> <p>Autumn 2</p> <p>Autumn 2</p> <p>Summer 2</p> <p>Summer 2</p>
<p>Science</p>	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> ▪ Mg, Cu, Fe, Al and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ NaCl that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ H_2O knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ Fe reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ▪ NaCl, H_2O, CO_2 that dissolving, mixing and changes of state are reversible changes 	<p>Materials</p>	<p>Spring 2</p>

	<ul style="list-style-type: none"> ▪ MgCO_3 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 the action of acid on bicarbonate of soda. <p>Forces</p> <ul style="list-style-type: none"> ▪ MgCO_3 that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ MgCO_3 the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ MgCO_3 that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Living things and their habitats</p> <ul style="list-style-type: none"> ▪ MgCO_3 the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ MgCO_3 the life process of reproduction in some plants and animals. <p>Animals inc. humans</p> <ul style="list-style-type: none"> ▪ MgCO_3 the changes as humans develop to old age. <p>Earth and Space</p> <ul style="list-style-type: none"> ▪ MgCO_3 the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ MgCO_3 the movement of the Moon relative to the Earth ▪ MgCO_3 the Sun, Earth and Moon as approximately spherical bodies ▪ MgCO_3 the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Forces</p> <p>Habitats</p> <p>N.B. Science Week</p> <p>Habitats</p> <p>Space</p>	<p>Autumn 1</p> <p>Summer 2</p> <p>Autumn 1</p>
<p>P.E.</p>	<p>Key Stage Two</p> <ul style="list-style-type: none"> • Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement • They should enjoy communicating, collaborating and competing with each other • They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success <p>Key underlying message in KS2 PE is "Decision Making" within lessons and "competitive elements" – against self and others</p> <p>SWIMMING is compulsory</p> <p>There is an emphasis on the development of skills rather than the learning of specific games. Areas to cover will include: Gymnastics Dance Games – invasion focus</p>		<p>Summer 2</p> <p>Autumn 2 Spring 1 Autumn 1 Autumn 2</p>

	<p>Games-net/wall games Games - striking and fielding Athletic Activities – throws, jumps, running Outdoor Adventurous Activity</p> <p>Your lessons should cover the following FUNDAMENTAL <u>MOVEMENT SKILLS</u></p> <p>Travel, Turn, Jump and Balance</p> <p>And explored through the following PRINCIPLES _____</p> <p>Space, Time, Weight and Flow</p> <p>Dance incorporates these with the addition of GESTURE</p>		<p>Summer 1 Summer 2 Spring 2</p> <p>Autumn 2</p> <p>Spring 1</p>																								
Music	<ul style="list-style-type: none"> Improvise with music for a range of purposes using the inter-related dimensions of music. Understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Space</p> <p>Habitats</p> <p>Italy</p>	<p>Autumn 1</p> <p>Summer 1</p> <p>Autumn 2</p>																								
Computing	<p>Switched On Computing</p> <table border="1" data-bbox="276 1272 975 1653"> <tr> <td>Developing an interactive game</td> <td>Programming</td> </tr> <tr> <td>Cracking codes</td> <td>Computational thinking</td> </tr> <tr> <td>Fusing geometry and art</td> <td>Creativity</td> </tr> <tr> <td>Creating a web page about cyber safety</td> <td>Computer networks</td> </tr> <tr> <td>Sharing experiences and opinions</td> <td>Communication/Collaboration</td> </tr> <tr> <td>Creating a virtual space</td> <td>Productivity</td> </tr> </table>	Developing an interactive game	Programming	Cracking codes	Computational thinking	Fusing geometry and art	Creativity	Creating a web page about cyber safety	Computer networks	Sharing experiences and opinions	Communication/Collaboration	Creating a virtual space	Productivity	<p>Switched On Computing</p> <table border="1" data-bbox="1007 1272 1342 1653"> <tr> <td>5.1</td> <td>We are game developers</td> </tr> <tr> <td>5.2</td> <td>We are cryptographers</td> </tr> <tr> <td>5.3</td> <td>We are artists</td> </tr> <tr> <td>5.4</td> <td>We are web developers</td> </tr> <tr> <td>5.5</td> <td>We are bloggers</td> </tr> <tr> <td>5.6</td> <td>We are architects</td> </tr> </table>	5.1	We are game developers	5.2	We are cryptographers	5.3	We are artists	5.4	We are web developers	5.5	We are bloggers	5.6	We are architects	
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PSHE Inc SRE	<p>SEAL Focus:</p> <p>1) New Beginnings Similarities and differences, group work, facing new challenges.</p> <p>2) Getting On & Falling Out Respect for diversity, co-operation, managing conflict</p> <p>Cambs SOW: Working Together: 5C – My Relationships valuing qualities in role models, resolving conflict, network of relationships and how they change over time. 5D – Valuing Difference</p>	<p>Space</p> <p>Space</p> <p>Christianity</p> <p>Hinduism</p>	<p>Autumn</p> <p>Autumn 1</p> <p>Autumn 2</p>																								

<p>Respect, equality, empathy. Anti- Bullying Week SEAL: 1) Going For Goals Long-term goals, taking responsibility for actions, failure as a learning opportunity. 2) Good to be Me Strategies for managing feelings, peer pressure and how it can lead to unwise choices, balance between safety and risk. SEAL: 1) Relationships Embarrassment, how feelings of embarrassment can lead to other emotions, stereotyping, forgiveness, loss. 2) Changes Responses to unwanted change, the idea that negative feelings do not last forever, responsibility Camps SOW: Growing & Changing; SRE: Body differences and physical/emotional changes during puberty School Nurse and menstruation video for girls. Seal Units & Camps SOW file, plus green & blue resource boxes all stored in Group Room Mechanical systems – Pulleys or Gears. Exploring</p>	<p>Technology a variety of existing products, looking at how they could make their own. Design, create, evaluate. (e.g. fairground ride such as a carousel, window display using moving parts such as lifting or turning items for sale).</p>	<p>Europe Crime and punishment Materials Habitats Mechanical systems</p>	<p>Autumn 2 Spring Spring 1 Spring 2 Summer Summer 2</p>
<p>Food – Celebrating culture and seasonality. Exploring different cultures and their foods, including the seasonality of those foods. Choosing an event to create a dish for a festival/celebration. Writing own recipe, choosing and preparing ingredients and making final product. (e.g. pizza, savoury scones, soup, savoury muffin)</p> <p>Structures – Frame structures. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (playground shelter, bird house, parasol, market stall, park furniture)</p>	<p>Mechanical systems</p> <p>Italy</p> <p>Habitats</p>	<p>Mechanical systems</p> <p>Italy</p> <p>Habitats</p>	<p>Summer 2</p> <p>Autumn 2</p> <p>Summer1</p>