

KS2 YEAR A

Year 5

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English	Writing focus from Babcock Teaching and Learning Sequences Make links to topics below where possible Ensure full range of writing genres: fiction/non-fiction/poetry across a full term – see Writing Genres document as a guide					
English Units	<p>The Tear Thief</p> <p>Fiction (Narrative) Descriptive writing</p> <p>Outcome- To write a story about a different emotion thief.</p>	<p>Volcanos By Izzy Howell</p> <p>Non-fiction Non-chronological report</p>	<p>Tales from Outer Suburbia – Undertow by Shaun Tan (Templar)</p> <p>Fiction-Write a story in the style of Tan</p>	<p>The Genius of The Ancients- Ancient Greeks Izzy Howell</p> <p>Non-fiction Expert Voice Present a double page spread on an area of innovation.</p>	<p>Straw Into Gold-Fairy Tales Respun by Hilary McKay</p> <p>Fiction-Traditional Tales- Creating Atmosphere</p>	<p>Where My Wellies Take Me by Clare and Michael Morpurgo Part 1 (Templar)</p> <p>Non-fiction-Recount</p>
Cross-curricular Writing	<p>recount</p>	<p>Instructions</p>	<p>dialogue</p>	<p>Adventure Story</p>	<p>Persuasive Writing</p>	<p>Play script</p>
Whole Class Reading Enrichment Geography/History Link Science Link	<p>We will cover a range of texts throughout the year using our whole class reading scheme.</p>					
Maths	Maths focus from White Rose Maths Hub Make links to topics where possible Ensure full range of coverage of maths topics					

Cross-curricular Maths	Scaling Temperature Negative Numbers						Measuring	Statistics	Roman Numerals	
Science	Y 6	<p>Electricity & Circuits</p> <p>Could we cope without electricity for one day?</p> <p>Can I identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)</p> <ul style="list-style-type: none"> • Can I compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? • Can I use recognised symbols when representing a simple circuit in a diagram? 	Y 6	<p>Sight, Light & Shadow</p> <p>How far can you throw your shadow?</p> <ul style="list-style-type: none"> • Can I recognise that light appears to travel in straight lines? • Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? • Can I explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes? • Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? 	Y6	<p>Evolution & Inheritance</p> <p>Have we always looked like this? (Spring 1)</p> <ul style="list-style-type: none"> • Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? • Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? • Can I give reasons why offspring are not identical to each other or to their parents? • Can I explain the process of evolution and describe the evidence for this? • Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? 	Y 6	<p>Classification of Living things</p> <p>Could Do all animals and plants start life as an egg?</p> <p>Can I describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?</p> <ul style="list-style-type: none"> • Can I give reasons for classifying plants and animals based on specific characteristics? 	Y 6	<p>Respiratory System</p> <p>What would a journey through your body look like?</p> <p>Can I identify and name the main parts of the human respiratory system, and describe the functions of the heart, blood vessels and blood, lungs?</p> <ul style="list-style-type: none"> • Can I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? • Can I describe the ways in which nutrients and water and oxygen are transported within animals, including humans?
	Y 4	<p>Electricity & Circuits</p>	Y 3	<p>Light & Shadow</p> <p>How far can you</p>	Y3	<p>Rocks & Fossils</p> <p>What do rocks tell us about the way earth was formed? (Spring 2)</p>	Y 4	<p>Habitats</p>	<p>Y4 Life Cycle of a Human (SRE)</p>	

	Could we cope without electricity for one day?	throw your shadow?			Do all animals and plants start life as an egg?	How different will you be when you are as old as your grandparents?
History		<p>Theme of British History: Monarchy Why should gunpowder treason and plot never be forgotten?</p> <p>Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they begin to appreciate that how we make decisions has been through a Parliament for some time? Do they appreciate that significant events in history have helped shape the country we have today? Do they</p>		<p>Ancient Greece Has Greece always been in the news?</p> <p>Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they test out a hypothesis in order to answer a question? Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p>		<p>Roman Empire Why were the Romans so powerful and what did we learn from them?</p> <p>Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Can they explain the role that Britain has had in spreading Christian values across the world? Do they appreciate that significant events in history have helped shape the country we have today? Can they</p>

		<p>have a good understanding as to how crime and punishment has changed over the years?</p>				<p>test out a hypothesis in order to answer a question? Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries</p>
<p>Geography</p>	<p>Volcanoes & Earthquakes What makes the earth angry?</p> <p>Can I describe and understand key aspects of: physical geography including rivers and coastlines? · Can I use fieldwork to observe, measure, record and present the human and physical features in an area using a range of methods, including sketch maps, plans and graphs, and digital technologies? · Can they confidently describe physical features in a locality? · Can they explain why a place is like it is?</p>		<p>Local Geography The clue's in the name. What do the local names tell us about our past and our area?</p> <p>Can I name and locate counties and cities of the United Kingdom geographical regions and their identifying human and 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? · Can I describe human geography, including: types of settlement and land use, economic activity</p>		<p>Map and Fieldwork Skills Why should the rainforest be important to us all?</p> <p>Can I locate and mark cities and features of a geographical region on a map?</p> <p>Can they identify key features of a locality by using a map? · Can they use maps and atlases appropriately by using contents and indexes? · Can they confidently describe</p> <p>Can I describe human geography, including: types of settlement and land use, economic activity including trade links,</p>	

			including trade links, and the distribution of natural resources including energy, food, minerals and water?		and the distribution of natural resources including energy, food, minerals and water? Can they explain why a place is like it is?	
Local History Week						
Art		Drawing & Painting Portraits		Mixed Media (e.g. Bren Unwin)		Journeys (Aboriginal Art)
DT	Lighting Up: Torches		Pneumatics: Moving Monster		(Musical Instruments)	
Computing	Unit 3:1 Coding (5 weeks) Unit 5:1 Coding (6 weeks)	Unit 3:2 Online Safety (3 weeks) Unit 3:3 Spreadsheets (3 weeks) Unit 5:2 Online Safety (4 weeks) Unit 5:3 Spreadsheets (5 weeks)	Unit 3:4 Touch Typing (4 weeks) Unit 3:5 Email (6 weeks) Unit 5:3 cont. Spreadsheets (5 weeks) Unit 5:4 Data Bases (3 weeks)	Unit 3:5 Email cont. (6 weeks) Unit 3:6 Branching Databases (4 weeks) Unit 5:5 Games Creator (5 weeks)	Unit 3:7 Simulations (3 weeks) Unit 5:1 Unit 3:8 Graphing (2 weeks) Unit 5:6 3D modelling (4 weeks) Unit 5:7 Concept maps (4 weeks)	Unit 3.9 Presenting (5 weeks) Unit 5:8 Word Processing (8 weeks)
E-Safety	Purple Mash/Google Legends/Think U Know					
R.E.	L2.1 – What do Christians learn from the creation story?	L2.2 – What is it like for someone to follow God?	L2.9 – How do festivals and worship show what matters to a muslim?	L2.10 – How do festivals and family life show what matters to Jewish people?	L2.4 – What kind of world did Jesus want?	L2.12 – How and why do people try to make the world a better place? (C, M/J, NR)
PSHE (Jigsaw)	Being Me in My World (Year 3 and 5 units)	Celebrating Difference (Year 3 and 5 units)	Dreams and Goals (Year 3 and 5 units)	Healthy Me (Year 3 and 5 units)	Relationships (Year 3 and 5 units)	Changing Me (Year 3 and 5 units)
Music (Charanga)	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
MFL French (Language Angels) Year 3&4	Phonic lesson 1&2 (C) Shapes (E)	Musical instruments (E)	Vegetables (E)	Ancient Britain (E)	In class (I)	Habitats or Goldilocks (I)
Year 5&6	Phonics lesson 1&2 (C) The date (I)	My home (I)	Clothes (I)	Planets (I)	Healthy living (P) or regular verbs (P)	Me in the world (P)

