

Key: Science History Geography DT ICT/Computing Music Art

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y5	<p>What a state! (states of matter)</p> <p>Have a heart! (circulation & keeping healthy)</p> <p>Smashing Saxons Experience day @ school</p> <p>How do rivers shape our lives? (incl. The wonders of water - part of Science topic)</p> <p>Are all shelters the same? (reinforcing structures)</p>	<p>What exists beyond our planet?</p> <p>It's a material world (uses and changes)</p> <p>Should education be free? (changes through time; focus on the Victorians) <i>St. John's Museum trip</i></p> <p>Disappearing rainforests</p> <p>How is bread made?</p>	<p>The very hungry caterpillar (life cycles and human development)</p> <p>Mayan civilisation c. AD900</p> <p>How to make the jump in a jack-in-the-box. (Moving toys)</p>	<p>What a state! (states of matter)</p> <p>Have a heart! (circulation & keeping healthy)</p> <p>Smashing Saxons Experience day @ school</p> <p>The mountain environment (incl. The wonders of water - part of Science topic)</p> <p>Are all shelters the same? (reinforcing structures)</p>	<p>What exists beyond our planet?</p> <p>It's a material world (uses and changes)</p> <p>Why explore? (exploration through time; focus on the Tudors - finish with the exploration of Space)</p> <p>Shakespeare's Stratford (local tourism) <i>Fieldwork trip</i></p> <p>How is bread made?</p>	<p>The very hungry caterpillar (life cycles and human development)</p> <p>Ancient Greece Experience day @ school</p> <p>How to make the jump in a jack-in-the-box. (Moving toys)</p>

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Y5	ICT/Computing: Programming		ICT/Computing: Use of ICT		ICT/Computing: E-Safety	
	<p>Scratch Interactive games Drawing own sprites and/or backdrops using Scratch editor. 'If ... key pressed then'/'if-then'/'if-then-else' blocks. Using variables e.g. for timing/keeping score. Using co-ordinates for positioning/changing positions.</p>		<p>The expectation is that in Y5, pupils will continue to develop and refine skills learned in previous years, using software including MSWord, MSPowerPoint and a range of digital devices to research, record and present their work.</p> <p>Additional units:</p> <p><u>Data handling:</u> Creating simple databases. Choosing appropriate fields. Searching databases for information and sorting records. (e.g. MSExcel; Textease Database)</p> <p><u>Websites:</u> Producing individual websites (Google Sites or similar.)</p>		<ul style="list-style-type: none"> • I protect my password and other personal information. • I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. • I know that anything I post online can be seen, used and may affect others. • I can explain the importance of communicating kindly and respectfully. • I can talk about the dangers of spending too long online or playing a game. • I can discuss the importance of choosing an age-appropriate website or game. • I can explain why I need to protect my computer or device from harm. • I know which resources on the Internet I can download and use. I can use a search engine to find appropriate information and check its reliability. • I can recognise and evaluate different types of information I find on the World Wide Web. • I can find out who the information on a webpage belongs to. 	

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Y5	Fine Art Skills <i>'Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials.'</i> In Year 5 at BT this means: Creating the illusion of 3D in drawings Making precise drawings Understanding & using complementary colours					
	Media: <i>'Pupils should be taught to improve their mastery of art and design techniques with a range of materials.'</i> In Year 5 at BT this means: Mask construction Clay head Engraved print Batik					