

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: Online 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	<p>Singing: <i>Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</i> Class songs e.g. from Year 5 Music Express; topic-related songs; songs for school assemblies; songs for KS2 end-of-year musical. Range of songs for accompanying using hand chimes. Introduction to part singing.</p> <p>Playing musical instruments; reading & notating music. <i>Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</i> Use of a range of classroom percussion instruments (including hand chimes) to play solo or as an ensemble, or to accompany singing. Whole class instrumental tuition (provided by CMS). <i>Pupils should be taught to use and understand staff and other musical notations.</i> Revision/use of conventional rhythm notation incl. rests, time signatures etc. Revision/use of pitch notation (on the treble staff).</p> <p>Composing: <i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> Opportunities to create and compose music on their own and with others. Compositions may be notated and recorded using ICT, enabling playback, evaluation & improvement.</p> <p>Listening & appraising: <i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. They should have opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> Opportunities to listen to live music (e.g. other children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures.</p>					

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Y5	<p>Fine Art Skills 'Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials. They should use sketch books to record their observations and use them to review and revisit ideas '</p> <p>In Year 5 this means:</p> <ul style="list-style-type: none"> Tone - through pencil pressure + angle Drawing cone, pyramid and stacked cubes Improving composition by repeating an aspect, colour/ shape Creating depth by using one point perspective Knowing how to mix complementary colours to dull each other without adding black Knowing how to mix flesh colours Facial proportions <p>Media: 'Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to improve their mastery of art and design techniques with a range of materials'</p> <p>In Year 5 this may include:</p> <ul style="list-style-type: none"> Stained glass design on acetate Engraved print Batik 3D-relief card construction Clay slab box/ cylinder <p>Themes in Year 5 may include:-</p> <ul style="list-style-type: none"> Portraiture Illustration of a myth or historical event <p>History of Art 'Pupils should be taught about great artists, architects and designers in history.'</p> <p>In Year 5 this may include:</p> <ul style="list-style-type: none"> Renaissance painters 3D designers Prints
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