

Year 5 GR THEMES	Autumn				Spring				Summer			
	RESPECT		RESPONSIBILITY		RESILIENCE		REFLECTION		RESOURCEFULNESS		RELATIONSHIPS	
	Reading	Fiction	Fiction	How	Fiction	How	Fiction	How	Fiction	How	Fiction	How
	<p>How can I use a range of strategies to read for meaning?</p> <p>Y5/6 further exception words</p> <p>seek precise meanings of words</p> <p>summarise</p> <p>annotate key information</p> <p>Non-Fiction</p> <p>How can I describe, select or retrieve information, events or ideas from a text?</p> <p>skim, scan</p> <p>locate</p> <p>information</p> <p>distinguish</p> <p>between fact and opinion</p> <p>annotate texts</p>	<p>How can I deduce, infer or interpret information, ideas or events from texts?</p> <p>Y5/6 further exception words</p> <p>annotate key information</p> <p>infer character's attitudes and motives</p> <p>Poetry</p> <p>How can I explain and comment on the writer's use of language?</p> <p>identify and understand figurative language</p> <p>discuss impact on the reader</p> <p>compare themes in different texts</p>	<p>How can I deduce, infer or interpret information, ideas or events from texts?</p> <p>Y5/6 further exception words</p> <p>anticipate events</p> <p>empathise</p> <p>infer character's attitudes and motives</p> <p>Non-Fiction</p> <p>How can I deduce, infer or interpret information, ideas or events from texts?</p> <p>skim, scan and re-read</p> <p>locate key information</p> <p>distinguish between fact and opinion</p> <p>annotate texts</p>	<p>How can I explain and comment on the writer's use of language?</p> <p>Y5/6 further exception words</p> <p>anticipate events</p> <p>idiomatic words and phrases</p> <p>infer character's attitudes and motives</p> <p>Non-Fiction</p> <p>How can I identify and comment on the structure and organisation of texts?</p> <p>how graphics link with the text</p> <p>analyse engaging features</p> <p>use layout to locate information</p> <p>distinguish between fact and opinion</p>	<p>How can I deduce, infer or interpret information, ideas or events from texts?</p> <p>prefixes and suffixes</p> <p>empathise</p> <p>summarise</p> <p>infer character's attitudes and motives</p> <p>Non-Fiction</p> <p>How can I identify and comment on the writer's purpose and viewpoint?</p> <p>locate key information how graphics</p> <p>link with the text</p> <p>subject-specific vocabulary</p> <p>impact of the layout</p>	<p>How can I relate texts to their themes?</p> <p>prefixes and suffixes</p> <p>compare predictions</p> <p>make links within the text</p> <p>Poetry</p> <p>How can I explain and comment on the writer's use of language?</p> <p>figurative language</p> <p>seek precise meanings of words</p> <p>discuss impact on reader</p> <p>compare themes in different texts</p>						
Texts	Dangerous Reality by Malorie Blackman/ Kensuke's Kingdom by Michael Morpurgo		Macbeth by William Shakespeare/ The Highwayman		Twit by M.G. Leonard/ Treason by Berlie Doherty							
Writing	<p>Suspense Stories</p> <p>How can I use the features of a suspense story?</p> <p>Persuasion</p> <p>How can I use the features of an article to persuade?</p> <p>article</p>	<p>Beat-the-Monster Stories</p> <p>How can I use the features of a beating-the-monster story?</p> <p>action</p> <p>Information</p> <p>How can I use the features of a non-chronological report?</p> <p>non-chronological Reports</p>	<p>Meeting Tale</p> <p>How can I use the features of a meeting story?</p> <p>character</p> <p>Instructions</p> <p>How can I use the features of an instruction text?</p> <p>trapper's guide</p>	<p>Recount</p> <p>How can I use the features of a diary?</p> <p>diary</p>	<p>Character Flaw</p> <p>How can I use dialogue to develop a character flaw story?</p> <p>dialogue</p> <p>Discussion</p> <p>How can I use the features of a balanced argument to discuss?</p> <p>balanced argument</p>	<p>Warning Tale</p> <p>How can I use setting to develop a warning tale?</p> <p>settings</p>						
Maths	<p>Numbers to 1,000,000, Addition and Subtraction, Multiplication and Division</p> <p>How can I read, write and compare numbers to 1 million?</p> <p>How can I identify place value and round to nearest 10,000?</p> <p>place value</p> <p>rounding</p> <p>How can I add and subtract within 1 million using taught strategies?</p> <p>column method</p> <p>counting</p> <p>number bonds</p> <p>How can I multiply and divide a 4 digit number by a 2 digit number?</p> <p>column and bus stop method</p>	<p>Multiplication and division, Word Problems, graphs</p> <p>How can I multiply and divide by numbers 10,100 and 1000?</p> <p>How can I use prime, square and cubed numbers in questions?</p> <p>place value grid</p> <p>prime, square and cube numbers</p> <p>How can I solve multi-step and multi-operation questions?</p> <p>bar model</p> <p>applying known methods</p> <p>How can I read and interpret information from tables and line graphs?</p> <p>reading</p> <p>and interpreting data</p>	<p>Fractions/Decimals/Percentages</p> <p>How can I use mixed numbers and improper fractions when finding equivalents, comparing and ordering fractions?</p> <p>How can I add and subtract fractions with different denominators?</p> <p>How can I multiply fractions by whole and mixed numbers?</p> <p>common denominators</p> <p>mixed numbers</p> <p>improper fractions</p> <p>How can I read, write, compare, add and subtract decimals?</p> <p>compare</p> <p>add and subtract</p> <p>rounding</p> <p>How can I understand percent and change it into a fraction?</p> <p>percentage</p> <p>fractions</p>	<p>Geometry, Position and Movement</p> <p>How can I measure and investigate angles at a point and along a line?</p> <p>How can I use angles to describe shapes?</p> <p>use a protractor</p> <p>problem solving</p> <p>How can I plot points and use these to translate and reflect shapes?</p> <p>arithmetic</p> <p>identify</p> <p>plotting points</p> <p>translating</p> <p>reflecting</p>	<p>Measurement, Area and Perimeter</p> <p>How can I use my understanding of time, mass, length and temperature to solve problems?</p> <p>How can I find the perimeter of polygons?</p> <p>How can I find the area of a given figure?</p> <p>arithmetic</p> <p>identify</p> <p>information needed</p>	<p>Volume, Roman Numerals</p> <p>How can I find the volume of a given figure?</p> <p>How can I solve word problems related to volume?</p> <p>Volume/capacity/LxHxD=V</p> <p>How can I write Roman Numerals to 1000? How can I write dates of birth in Roman Numerals?</p> <p>I/V/X/L/C/D/M</p> <p>relate numbers to Roman numerals</p>						
Science	<p>Living things and their habitats</p> <p>How are the life cycles of living things different?</p> <p>enquiry</p> <p>research</p> <p>findings</p> <p>explain</p>	<p>Earth and Space</p> <p>How does Earth fit into the solar system? Why do we have day and night?</p> <p>plan a scientific enquiry</p> <p>present an explanation</p>	<p>Properties and Changes of Materials</p> <p>How can we group materials? Is it possible to change the properties of a material?</p> <p>use</p> <p>results to make predictions</p> <p>report conclusions and causal relationships</p> <p>evaluate an enquiry</p>	<p>Forces</p> <p>Why does an object fall?</p> <p>How can we make an object move in a different direction?</p> <p>repeated measurements</p> <p>use test results to make predictions</p> <p>identify control variables</p>	<p>Animals Including Humans</p> <p>How do humans change from birth to old age?</p> <p>present conclusions</p> <p>use evidence to support or refute ideas</p> <p>record data in tables and line graphs</p>	<p>Revision</p> <p>How can I remember the scientific knowledge and skills I have learnt this year?</p> <p>recall information</p> <p>practise scientific enquiry skills</p>						
History	<p>Baghdad c.900 CE</p> <p>What led Baghdad 'City of Peace' to be known as a significant city c.900 CE?</p> <p>power</p> <p>religion</p> <p>civilisation</p> <p>conflict</p> <p>Link: Su 1 RE Islam & Au 2 ART Islamic Art</p>	<p>The Early British Empire</p> <p>What motivated Britain to build an empire?</p> <p>empire</p> <p>trade</p> <p>migration</p> <p>power</p> <p>war</p> <p>Link: Sp 2 GEOGRAPHY Australia & Su 1 GEOGRAPHY New Zealand</p>	<p>The Industrial Revolution</p> <p>What impact did the Industrial Revolution have on society?</p> <p>industrialisation</p>	<p>The Victorian Age</p> <p>What was life like for Victorians?</p> <p>monarchy</p> <p>industrialisation</p> <p>urbanisation</p> <p>empire</p> <p>imperialism</p> <p>poverty</p>								
Geography	<p>Spatial Sense</p> <p>How do I use different features on a range of maps?</p> <p>scale</p> <p>environment</p>	<p>Mountains</p> <p>What are mountains and how are they formed?</p> <p>environment</p> <p>place</p>		<p>North America</p> <p>What makes North America a large and diverse continent?</p> <p>environment</p> <p>sustainability</p> <p>place</p> <p>change</p>		<p>Local Study</p> <p>What do you think needs improving in your local area and why?</p> <p>space</p> <p>scale</p>						
Computing	<p>Sharing Information</p> <p>Does technology help us to work collaboratively?</p> <p>manage programs for specific goals</p> <p>sequence, selection, and repetition in programs</p> <p>computer networks</p> <p>software</p> <p>appropriate use of technology</p>	<p>Video Editing</p> <p>How can video enhance a story?</p> <p>search technologies</p> <p>software</p> <p>appropriate use of technology</p>	<p>Selection in Physical Computing</p> <p>In what ways can computing affect the physical world?</p> <p>manage programs for specific goals</p> <p>sequence, selection, and repetition in programs</p> <p>algorithms</p> <p>software</p>	<p>Flat-File Databases</p> <p>How are flat-file databases useful in real-life situations?</p> <p>search technologies</p> <p>software</p>	<p>Vector Drawing</p> <p>Is digital art authentic?</p> <p>software</p>	<p>Selection in quizzes</p> <p>What are the wider possibilities for programming with conditions?</p> <p>manage programs for specific goals</p> <p>sequence, selection, and repetition in programs</p> <p>algorithms</p> <p>software</p>						
Digital Literacy	<p>PRIVACY & SECURITY</p> <p>Private and Personal Information</p> <p>What information about you is OK to share online?</p>	<p>CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH</p> <p>Be a Super Digital Citizen</p> <p>How can we be upstanders when we see cyberbullying?</p>	<p>MEDIA BALANCE & WELL-BEING</p> <p>My Media Choices</p> <p>What makes a healthy media choice?</p>	<p>NEWS & MEDIA LITERACY</p> <p>A Creator's Rights and Responsibilities</p> <p>What rights and responsibilities do you have as a creator?</p>	<p>DIGITAL FOOTPRINT & IDENTITY</p> <p>Our Online Tracks</p> <p>How does our online activity affect the digital footprints of ourselves and others?</p>	<p>RELATIONSHIPS & COMMUNICATION</p> <p>Keeping Games Fun and Friendly</p> <p>How can I help myself and others be positive and have fun while playing online games?</p>						
PSHE	<p>Being My Best</p> <p>How can I be the best that I can be?</p> <p>Different Skills</p> <p>Independence and Responsibility</p> <p>Star Qualities</p> <p>setting goals</p> <p>media awareness</p> <p>safety</p>	<p>Valuing Differences</p> <p>How can I develop my understanding of diversity?</p> <p>Qualities of Friendship</p> <p>Happy Being Me</p> <p>It Could Happen To Anyone</p> <p>equality</p> <p>injustice</p>	<p>Keeping Myself Safe</p> <p>How can I keep myself safe?</p> <p>Decision Dilemmas</p> <p>online safety</p> <p>managing risk</p> <p>decision making</p>	<p>Rights and Responsibilities</p> <p>How can I develop an understanding of my rights and responsibilities?</p> <p>Spending Wisely</p> <p>Lend Us A Fiver!</p> <p>lending , borrowing and spending money</p>	<p>Me and My Relationships</p> <p>How can I manage my relationships with different people?</p> <p>Give and Take</p> <p>Relationship Cake Recipe</p> <p>Our Emotional Needs</p> <p>compromise</p> <p>assertiveness</p> <p>cooperation</p>	<p>Growing and Changing</p> <p>How do we cope with how we change over time?</p> <p>Taking notice of our feelings</p> <p>Dear Ash</p> <p>Help! I'm a teenager</p> <p>get me out of here!</p> <p>managing difficult feelings</p> <p>body changes</p>						
Art	<p>Style in Art</p> <p>How do colour combinations affect our feelings?</p> <p>style, features of Rococo art and design, modernist art and comparing styles</p> <p>Link - This unit considers style in art referred to in other units throughout the course of study by first considering how artists can use different techniques to alter their style</p>	<p>Islamic Art and Architecture</p> <p>How has Islamic art and architecture influenced art throughout history?</p> <p>features of Islamic art and design-geometric patterns, vegetal patterns, calligraphy, tilework</p> <p>Link: Autumn 1 HISTORY Baghdad & Summer 1 RE Islam</p>	<p>Art from Western Africa</p> <p>How can I create a sculpture in relief?</p> <p>spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork</p> <p>Link - Year 3 Summer 1 Architecture</p>	<p>Chinese Painting and Ceramics</p> <p>What are the main features of Chinese paintings?</p> <p>Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain</p> <p>Link - Autumn 1 The Great Wave in the unit on Line in year 3.</p>	<p>Print Making</p> <p>How are prints made?</p> <p>an indirect art form: blocks, plates, silk screens, positive (relief), negative (intaglio) or stencil process, multiple versions of the same design</p> <p>Link Autumn 1 The Great Wave in the unit on Line in year 3.</p>	<p>History of Photography</p> <p>How can a photograph tell a story?</p> <p>development of photography</p> <p>-Victorian portraiture, documentary photography, abstract photography</p>						
DT	<p>Build- Cams</p> <p>How can I make a toy for a KS1 pupil which moves up and down using a cams mechanism?</p> <p>Process of design</p> <p>Mechanical systems: cams, followers, sliders, camshaft, rotary motion, linear motion, cam profiles.</p> <p>Everyday examples and purpose of cams mechanisms.</p> <p>Link History: Autumn ; Baghdad 900C.E.; The Islamic Golden Age</p>		<p>Bake- Honey Cake</p> <p>Sweet/Savoury</p> <p>Honey production and history</p> <p>Health benefits of honey</p> <p>Cooking from different cultures</p> <p>Baking</p> <p>Link Year 5 Science: Spring A; Living Things and their Habitats; Life Cycle of a Bumblebee</p>	<p>Sew-Can I make a bag decorated with the applique/embroidery with a plaited handle for their own/a family member's/a friend's use at home?</p> <p>How fabrics are made--weaving</p> <p>Features of a bag -Process of design</p> <p>Making products with fabric</p> <p>Types of fabric--natural/ synthetic</p> <p>Properties and suitability of fabric size, materials, fastenings, shape, joining, decoration, handles.</p> <p>Decoration--applique, embroidery</p> <p>Link Year 3 History: Autumn B; Ancient Egypt; Tutankhamun</p> <p>Year 4 Art: Summer B; Needlework, Embroidery and Weaving; Embroidery</p>								

Music	Ukulele How do I use the ukulele? technique holding and using the ukulele understand context of music	Ukulele How do I play different notes and chords on the ukulele? pitch notation finger placement	Ukulele How are the different lengths of notes represented? Beat values finger placement tempo	Ukulele What is the impact of varying the dynamics and tempo of a piece of music? time signature relate chords to atmosphere	Ukulele How can I understand written notation to play music? following staff notation chord changes time signatures	Ukulele How can we vary the way we perform a piece of music? solo/ duet/ ensemble improvise a short piece
MFL	On manger! ask the cost of a food item? opinions about food? partitive article first person	Can I give	La cinque Can I describe items of clothing? describe items of clothing	Salut, Gustard Can I greet someone? Can I describe my family? ask and answer questions plural forms À L'école Can I describe school? definite article use correct intonation	La nourriture Can I describe food and give an opinion? au/à la/à l' w. give instructions in the vous form negatives	En ville En vacances Can I ask for directions and the time? Can I describe a holiday and give an opinion? use le /la /l' and au/à la /a /à l' with places use au/à la /a correctly with places, recognise patterns apply knowledge of rules, use je vais + infinitive
RE	Hinduism Response from a believer What does it mean to be a Hindu in Britain today? understanding the influence of the influence of faiths on individuals and societies	Christianity Response from a believer What is significant to Christians about Jesus' life and teachings? evaluation and promoting the ability to make reasoned moral judgements	Judiasm Teachings How do sacred scriptures inform religious beliefs? learn from different world religions provide opportunities to explore and express their own responses	Christianity Response from a believer How does Holy Communion build a Christian community? developing personal learning and thinking skills	Islam Response from a believer What happens in the mosque? acquire and develop knowledge and understanding of Islam	Beliefs and Values Religious faiths and worldviews, are they a matter of choice? questioning
PE	Football How can I use skills, strategies and tactics to outwit the opposition in a football match? dribbling, passing, ball control, tracking/pockeying, turning, goalkeeping, receiving	Netball How can I use skills, strategies and tactics to outwit the opposition in a netball match? passing, catching, footwork, intercepting, shooting, dodging	Outdoor Adventurous Activities How can we work as a team to complete challenges? stamina, running, Planning, map reading, decision making, problem solving	Dance How can I create and perform my own dance? performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transition	Athletics How can we collaborate and reflect to improve our athletics skills? pacing, sprinting technique, relay changeovers, jumping for distance, push and pull, throwing for distance	Cricket How can I understand and play the different roles within a cricket team? underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting
Swimming	Swimming How can I develop my swimming skills? swim confidently (at least 25m), use a range of strokes, perform safe self-rescue in different water-based situations					
Trips	Northwood Synagogue : RE, SMSC, core values National Coding Week	History Remembered at Hillside Carol Service	Numeracy: Maths Day Natural History Museum Palace of Westminster Internet Safety Day	Whole School Science Week (March) English: World Book Day Geography Fieldwork	Residential- HMS BELFAST Natural History Museum: PE- OAA, SMSC, core values - Arts Week Computational Thinking Days	Sports Day, Sports Week, History: Chiltern Open air Museum Ruislip Lido: core values, SMSC Rock Steady Workshop Whole School Arts Week