

Year 5			
Term	Autumn- Ancient Romans v Ancient Greeks (History)	Spring- The Americas (Geography)	Summer- Cornwall Farming
Overview	Develop an understanding and curiosity for the Romans and Greeks, with a focus on historical information and comparison between many areas including religious beliefs.	Develop a deeper understanding of North and South America, with a focus on physical geography while using sources from various cultures (e.g Mayans/Pioneers/Native Americans)	Develop an understanding and appreciation of agricultural farming in Cornwall, with a focus on history of farming, the geographical regions of Cornwall and the impact on life today.
Prior Learning to support Long term memory	Roman and Greek timelines Locations of Rome and Greece on a map Gods	Continents/Oceans	Living things and their habitats Animals including humans Water cycle Food chains
Topic Question	Who were the ancient Romans and Greeks?	What is the difference between North and South America?	Why is farming in Cornwall important?
Topic Launch	Dress up as a Roman for the day	Linked with English – Day of the Dead short film.	Farmers for the day – plant their own fruit and veg.
Topic Celebration		Day of the dead	Fruit and veg stand offering grown produce
Religious Education Question	What do people think about God?	What would Jesus do?	What did Jesus do to save human beings?
Memory Facts to retain (Long term memory)	Chronological timelines of Greeks and Romans Religious beliefs of Romans and Greeks Key events in the history of Romans and Greeks	Mountain ranges, rivers/lakes, landmarks, major cities, energy and water, 8 compass points.	Key events in agriculture, types of farming, areas/regions of Cornwall, important farms of Cornwall, water cycle.
Class Novel	Who let the Gods out?	Holes / Series of Unfortunate Events	Stig of the dump/Charlotte’s web/Babe
English Text Types and specific texts	Stories – wishing tales, adventure story Setting descriptions Newspaper reports Persuasive writing	Stories - siege and video creation Playscripts Non-chronological reports	Warning tale – Hurlers warning Transformation tale – John Deacon

STEM opportunities	Catapult making Roman Numerals Viaduct building	Feadon Farm Science day (parachutes/USA marines' paratroopers)	Linked to English text Growing potatoes Research country code using ICT
Trip	Royal Cornwall Museum	Birds of Prey – Feadon Farm	Royal Cornwall / Residential camp
Ethos	Understanding importance of other cultures	Believe you can	Understanding local culture
Outdoor Learning Opportunities		Immersion day (summer camp)	Camp
National Curriculum Coverage Skills/Knowledge Components			
History	<ul style="list-style-type: none"> Shows some understanding and talks with some clarity about the impact of historical events. Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these. Begin to use questions to understand significant events. A detailed study of a particular famous person and their historical legacy. Language specific to topic 		<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of local history. Establish clear narratives within and across periods. Develop understanding of connections, contrasts and trends over time. Develop appropriate use of historical terms. Devise historically valid questions about change, cause, similarity and difference, and significance.
Vocabulary	Senate, philosophy, polis, consul, Empire, Emperor, democracy, government, mythology, barbarian	Population, economy, mountains, exploration, states, climate, physical geography, environment, countries, energy, water cycle, fieldwork, compass.	Cattle, harvest, farm house, land, orchard
Geography		<ul style="list-style-type: none"> Locate on a map- Human and physical characteristics of countries around the world and major cities, including North and South America. Study geographical similarities and differences between countries around the world, including North and South America. Know where energy comes from. Know about the water cycle and natural resources (where they come from). Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of countries, including North and South America. 	<ul style="list-style-type: none"> Know about the water cycle and natural resources (where they come from). Describe and understand key aspects of human geography. Name and locate physical characteristics of a county. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.

		<ul style="list-style-type: none"> Use the eight points of a compass. Use fieldwork to support studies. 	
Vocabulary		physical, human, North America, Central America, South America, states, water cycle, energy, natural resources, compass	Agriculture, acre, dairy, grains, irrigation, produce, windmill
Science	<p>Space</p> <ul style="list-style-type: none"> Describe the sun, moon and earth as spherical bodies. Describe the movement of planets within the solar system, relative to the sun. Describe the phases of the moon. Explain day and night through the movement of the Earth's rotation. Explain the seasons and why they change in condition Describe how we stay on Earth – gravity introduction. <p>Forces</p> <ul style="list-style-type: none"> Identify unbalanced forces. Explain the force of gravity on objects. Investigate the effects of air resistance. Investigate the effects of friction. Explore and design mechanisms. Use friction to our advantage Explore line graphs Measure gravity using newton meters. 	<p>Properties of Materials</p> <ul style="list-style-type: none"> Compare materials based on their properties Understand that some liquids dissolve to create a solution Use a variety of methods to separate materials Explain what a reversible and irreversible change is with examples Explain how some changes result in the formation of new materials <p>Super Scientist</p> <ul style="list-style-type: none"> What is palaeontology? Explore the properties of rocks. Who is Mary Anning? Know the process of how a fossil is formed. Create your own fossil Explain how time has changed and what the future could hold. Experiment different types of rock 	<p>Living things and their environment</p> <ul style="list-style-type: none"> Identify parts of a plant Describe the lifecycle of a plant Explain the process of pollination Explain the process of reproduction of animals and their life cycles To describe making new plants <p>Animals including humans</p> <ul style="list-style-type: none"> Explain the human lifecycle Explain the growth of a baby Explain the process of puberty Explain what changes as we get older Understand what a gestation period is Understand what can affect life expectancy.
RE	<p>What does it mean if God is loving and Holy?</p> <ul style="list-style-type: none"> Value of friendship What do we really know about people? What is God like? What do others think about God? 5 characteristics of God Who is God? 	<p>The story of Moses – The people of God.</p> <ul style="list-style-type: none"> Value of trust Who was Moses? The ten commandments Why were people slaves in Egypt? How do Christians bring freedom to others? Shrove Tuesday celebrations 	<p>Salvation – What did Jesus do to save human beings?</p> <ul style="list-style-type: none"> Value Truthfulness Understand the meaning of Messiah How and why people need a Messiah The role of the Messiah The meaning of sacrifice Other Christians who have sacrificed – Mother Teresa

	<p>Islam</p> <ul style="list-style-type: none"> • Value of thankfulness • What do Muslims believe? • Who is the main prophet of Muslim faith? • What is a role model and prophet? • What are the key Muslim symbols? • How is art used in the Muslim world? <p>Christmas Story</p>	<p>What would Jesus do?</p> <ul style="list-style-type: none"> • Value of forgiveness • The wise and foolish builders • How people build their lives around Jesus • Jesus and the centurion • Importance of forgiveness • Jesus' sacrifice. • Easter meaning 	<ul style="list-style-type: none"> • How sacrifice has helped others. <p>Christianity in Cornwall</p> <ul style="list-style-type: none"> • Value of courage • Pilgrims of Cornwall and Jesus' visit • Saint Piran • Celtic crosses • St. Meriadoc - prayers
Music	<ul style="list-style-type: none"> • Show control, phrasing and expression in singing. • Hold part in a round (pitch/structure). • Perform in solo and ensemble contexts. • Improvise independently with increasing aural memory. • Use a variety of different musical devices including melody, rhythms and chords. • Compose and perform melodies using four or five notes. • Create own songs (raps- structure). • Record own compositions. • Know how pulse, rhythm fit together. • Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo). • Use these words to identify strengths and weaknesses in own and others' music. • Use a variety of different musical devices including melody, rhythms and chords. • Compose and perform melodies using four or five notes. • Create own songs (raps- structure). • Record own compositions. • Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). • Read and perform using extended notation- both single and layered parts. • Describe different purposes of music in history/ traditions/ other cultures. 		
	<p>Unit: Livin' On A Prayer Style: Rock Unit: Classroom Jazz 1 Style: Jazz</p>	<p>Unit: Make You Feel My Love Style: Pop Ballads Unit: Fresh Prince Of Bel Air Style: Hip Hop</p>	<p>Unit: Dancin' In The Street Style: Motown Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 5</p>
Art and Design	<ul style="list-style-type: none"> • Different textures (laminating, modroc, collage.) • Natural materials to create sculptures. 	<p>Experiment with working on different surfaces.</p>	<ul style="list-style-type: none"> • Begin to build up a portfolio of their work.

	<ul style="list-style-type: none"> • Acrylic paints. • Oil pastels. • Charcoal. • Begin to build up a portfolio of their work. • Use drawing techniques to introduce perspective. • (Drawing from above and below, near/far.) 7u7u7uuuuu7u77u77u77u7u7 • Research and develop the techniques of other artists to use in own work. • Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently. 	<ul style="list-style-type: none"> • Use Art to express an emotion. Why have they chosen the materials and techniques that they have? • Begin to build up a portfolio of their work. • Continue to experiment with the techniques of different artists. • artist as a stimulus for their own work • Practice skills to create different surfaces. • Use other artists work as a basis for critique. • Research and develop the techniques of other artists to use in own work. • Be introduced to the work of great designers through history. • Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently. 	<ul style="list-style-type: none"> • Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently. • Use the work of a famous artist as a stimulus for their own work. • Research and develop the techniques of other artists to use in own work. •
	Drawing- line, tone and pattern	Artist Study- Georgia O’Keeffe	Digital Art
Design and Technology	<ul style="list-style-type: none"> • Research existing products and develop design criteria. • Design functional, appealing products aimed at particular individuals or groups. • Create detailed design criteria for a product. • Communicate ideas by developing sketches, labelled diagrams and notes to support their design. • Communicate ideas through discussion, presentation and peer critique. • Adapt designs, if needed, after design discussion., • Select, name and use appropriate tools and equipment safely and accurately. • Use some specialist equipment accurately and safely. • Select from and use a range of specific materials and components according to their specific use and appearance • Investigate, explore and analyse a range of existing products based on a set of criteria 	<ul style="list-style-type: none"> • Research existing products and develop design criteria. • Design functional, appealing products aimed at particular individuals or groups. • Create detailed design criteria for a product. • Communicate ideas by developing sketches, labelled diagrams and notes to support their design. • Communicate ideas through discussion, presentation and peer critique. • Adapt designs, if needed, after design discussion., • Select, name and use appropriate tools and equipment safely and accurately. • Use some specialist equipment accurately and safely. • Select from and use a range of specific materials and components according to their specific use and appearance • Investigate, explore and analyse a range of existing products based on a set of criteria. • Evaluate their ideas, prototypes and products against a specific set of criteria. • Suggest ways of improving their own and others’ work, using their criteria 	<ul style="list-style-type: none"> • Research existing products and develop design criteria. • Design functional, appealing products aimed at particular individuals or groups. • Create detailed design criteria for a product. • Communicate ideas by developing sketches, labelled diagrams and notes to support their design. • Communicate ideas through discussion, presentation and peer critique. • Adapt designs, if needed, after design discussion., • Select, name and use appropriate tools and equipment safely and accurately. • Use some specialist equipment accurately and safely. • Select from and use a range of specific materials and components according to their specific use and appearance • Investigate, explore and analyse a range of existing products based on a set of criteria • Suggest ways of improving their own and others’ work, using their criteria • Consider how some people and products have changed the world. • Explain how to make structures stronger, stiffer and more stable using engineered designs (e.g. diagonal struts).

		<ul style="list-style-type: none"> • Consider how some people and products have changed the world. • Understand which foods will provide a healthy, varied and balanced diet. • Understand which food groups help our bodies to function. • Prepare and cook a variety of dishes using different cooking techniques based on a specific audience. • Understand why we can only grow some foods in our country and why we need to get some foods from other countries. 	<ul style="list-style-type: none"> • Explore and analyse a range of linkages (ways of fixing and joining materials – temporary, fixed and moving) to change movement (e.g. make it larger or varied). • Create models which use gears, pulleys, levers and linkages for a specific purpose. • Create models which use series circuits, switches, bulbs, buzzers and motors. • Use ICT to monitor, program and control their products.
	Moving Monsters	Bread	Leavers and pulleys- catapults
MFL	<ul style="list-style-type: none"> • Make simple sentences and manipulate them by changing an element • Recite a short text with accurate pronunciation • Memorise and present two or three sentences • Take part in a simple conversation (directions) • Express likes/dislikes and use stalling strategies appropriately • Add expression and authenticity to a short dialogue • Understand information from a short exchange • Substitute quantifiers and adjectives in a sentence • Understand and express simple opinions • Use actions and mimes to aid memorisation • Integrate new language into previously learned • Listen to a native speaker and understand more complex phrases • Understand comparisons • Use negatives • Use spoken language spontaneously • Identify adjectives in a sentence • Use a dictionary • Follow a transcript • Read and pronounce unknown words • Order sentence cards to recreate a method (cooking) • Scan a more detailed text with unknown language for details • Collect and record evidence • Write short sentences, substituting vocabulary in a model sentence • Design and label (eg a balanced meal) • Express opinions in short written sentences • Write words and phrases using a reference • Write two or more descriptive sentences (eg describing the weather) 		

	<ul style="list-style-type: none"> • Appreciate differences in French and English high streets and eating habits • Identify social conventions at home and in other cultures • Understand that there are stereotypical images of countries 		
	Language Angels Scheme of Work	Language Angels Scheme of Work	Language Angels Scheme of Work
PSHCE	A diverse community Respectful relationship	Puberty 1-bodies and reproduction Puberty 2- body changes	Mental health and keeping well Managing challenge and change
	Illness Nutrition and healthy eating	Online content Online contact	Risk and peer pressure
Computing	Create a Comic Book	Researching a Topic	Creating Music
	HTML Coding 1	HTML Coding 2	Microbot Coding
PE	Netball / Football Dance / Health and Fitness	Multiskills/ Gymnastics Tennis / Basketball	Athletics/ Swimming Rounders/cricket / rugby