


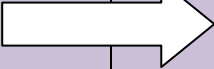
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>Ourselves Created in the image and likeness of God</p> <p>Judaism Beliefs and festivals including Pesach. There are times for remembering. God cares about his people.</p>	<p>Life Choices Marriage, commitment and service</p> <p>Hope Advent: waiting in the joyful hope for Jesus, the promised one.</p>	<p>Mission Continuing Jesus' mission in diocese</p> <p>Memorial Sacrifice Eucharist as the living memorial of Christ's sacrifice</p>	<p>Sacrifice Lent: a time of aligning with the sacrifice made by Jesus</p>	<p>Transformation Celebration of the Spirit's transforming power</p> <p>Muslim Beliefs and festivals. Ramadan and pilgrimage Are special times. Shadadah, Ramadan, Id-ul-Fitr, Id-ul-Adha-Hajj. Respect for the special occasions for Muslims.</p>	<p>Freedom and Responsibility Commandments enable Christians to be free & responsible</p> <p>Stewardship The Church is called to the stewardship of Creation</p>
Reading	<p>Myths Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>Kensuke's Kingdom Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Predicting what might happen from details stated and implied.</p>	<p>Poetry Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Jeremy Strong Asking questions to improve understanding.</p>	<p>Bling Increasing their familiarity with a wide range of books, including myths, legends and traditions stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>Playscripts Recommending books that they have read to their peers, giving reasons for their choices.</p>

<p>Writing</p>	<p>Myths Choosing which shape of a letter to use when given choices and deciding as part of their personal style whether or not to join specific letters. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a thesaurus.</p>	<p>Mystery Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own. Proofread for spelling and punctuation errors.</p>	<p>Poetry Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear. Use further prefixes and suffixes and understand the guidelines for adding them.</p>	<p>Adventure Story Recount Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Narrative Writing- Genres/Reports Using a dictionary to check the spelling and meaning of words. Spell some words with 'silent' letters, for example, knight, psalm, solemn</p>	<p>Playscripts Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p>
<p>Maths</p>	<p>Place value Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p>	<p>Addition and Subtraction Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Multiplication and Division Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p>	<p>Fractions and Decimals Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Read and write decimal numbers as fractions [for example, 0.71 =]</p>	<p>Four operations Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p>	<p>Measures and Shape Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) . Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. Use all four operations to solve</p>

				100 71 Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.		problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles.
Science	Earth and Space To record data and results using diagrams, tables and keys.	Animals including humans To record data and results using diagrams, tables and keys.	Properties and Changes of Materials To plan different types of scientific enquiries to answer questions, including recognising and controlling variables.	Forces To report and present findings from enquiries, including conclusions.	Living things and their habitats To use test results to make predictions to set up further comparative and fair tests	Child led Science Task Letter Writing Solve a series of clues when writing to the health board.
Computing	Code breakers Use technology safely, respectfully and	Grand Designs Use search technologies	Interactive Art Exhibitions Use technology safely,	Website designers Understand	Earth and Space Design, write and debug programs	Let's Change the World Select, use and

	<p>responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Use search technologies effectively</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting</p>	<p>effectively</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Use search technologies effectively</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and</p>	<p>combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
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PE	<p>Gymnastics <u>Aim-</u> develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns.</p>	<p>Basketball <u>Aims-</u> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Swimming <u>Aim-</u> Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively. [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Swimming <u>Aim-</u> Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively. [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Athletics <u>Aims-</u> use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Football <u>Aim-</u>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>
History and Geography	<p>Terrible Tudors To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> 	<p>Terrible Tudors To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic,</p>	<p>Appalling Aztecs To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and</p>	<p>Appalling Aztecs To study a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD</p>	<p>Local History and Geography To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass, four and six-figure grid references,</p>	<p>North America To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</p>

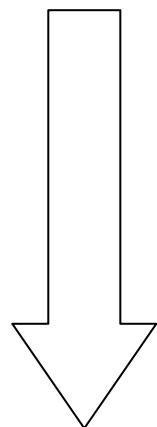
		<p>military, political, religious and social history; and between short- and long-term timescales.</p>	<p>between short- and long-term timescales.</p>	<p>900; Benin (West Africa) c. AD 900-1300</p> 	<p>symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world .</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night</p>
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<p>Art</p>	<p>Drawing Tudors Andy Warhol / Roy Lichtenstein Drawing</p> <ul style="list-style-type: none"> • use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • use a choice of techniques to depict movement, perspective, shadows and reflection. • choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • use lines to represent movement <p>DT To make a healthy pizza Key Milestones To combine ingredients into a product. To choose and use equipment appropriately.</p>	<p>DT Tudors Tudor Houses and Solar Systems- To understand that 3D structures can be constructed from nets.</p> <p>To reflect on designs as these develop, bearing in mind the purposes for which the product is intended.</p> <p>To create designs that improve upon existing products.</p>	<p>Painting</p> <ul style="list-style-type: none"> • sketch (lightly) before painting to combine line and colour. • create a colour palette based upon colours observed in the natural or built world. • use the qualities of watercolour and acrylic paints to create visually interesting pieces. • combine colours, tones and tints to enhance the mood of a piece. • develop a personal style of painting, drawing upon ideas from artists 	<p>Painting Child Led</p> <p>To create a colour palette based upon colours observed in the natural or built world.</p> <p>To use brush techniques and the qualities of paint to create texture.</p>	<p>Sculpture Anthony Gormley Sculpture</p> <ul style="list-style-type: none"> • show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • use tools to carve and add shapes, texture and pattern. • combine visual and tactile qualities. • use frameworks (such as wire or moulds) to provide stability and form. 	<p>DT Bug House To generate ideas by gathering and using information. To produce step by step plans, making changes. To design with the user and function of the product in mind. To take users' views into account. To ensure that my designs are of high quality and use art skills where appropriate. To combine elements of design from a range of inspirational designers throughout history, giving reasons for my choices.</p>
<p>Music</p>	<p>Key Milestone: to perform</p> <p>Sing or play from memory with confidence.</p>	<p>Key Milestone: to compose</p> <p>Create songs with verses and a chorus.</p>	<p>Key Milestone: to transcribe</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate</p>	<p>Key Milestone: to describe music</p> <p>Describe how lyrics often reflect the cultural context of music and have social</p>	<p>Key Milestone: to compose</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p>	<p>Key Milestone: to perform</p> <p>Sing or play expressively and in tune.</p>

	Perform solos or as part of an ensemble.	Create rhythmic patterns with an awareness of timbre and duration.	how many beats to play. Read and create notes on the musical stave. Use and understand simple time signatures.	meaning. Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch /• dynamics/ tempo / timbre /texture / lyrics and melody		
PSHE	New Beginnings To imagine, identify and explore the range of feelings associated with the 'new beginning' of the creation, and how these might coexist. To revisit the idea that we each contribute to our communities through our similarities and differences. To further promote respect for and celebration of diversity in all its forms.	Getting on and falling out To understand how conflicts between different groups of people can become entrenched. To understand that the longer conflict and hatred are allowed to continue the more difficult it is to stop them.	Say no to bullying To have explored the issues of name-calling and other forms of direct bullying and understand how this feels. To empathise with how it feels to be the person who is bullied and/or a witness wanting to stop bullying situations. To have explored a range of reasons that can lead to children bullying others. To have had practice in using the problem-	Good to be me To explore common anxieties about being accepted or rejected by peers.	Going for Goals To understand how others have had to: overcome obstacles to achieve goals; review goals when obstacles are met; persevere; have self-belief.	Relationships Recognising and empathising with feelings associated with loss.

			solving process to generate solutions, consider consequences and decide on the best solution.			
MFL	Read and understand the main points and some of the detail in short written texts	Write short texts on familiar topics	Read and understand the main points and some of the detail in short written texts	Give a short prepared talk that includes opinions	Write short texts on familiar topics	Give a short prepared talk that includes opinions

Scroll down for PSHE and RSE plans



AUTUMN TERM		YEAR 5			
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (Difference and Diversity)</p>	<p>Explore the meaning of prejudice and how it can be expressed Investigate ways in which the community deals with prejudice.</p> <p>Appreciate the range of national, regional, religious and ethnic identities within the UK.</p> <p>Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic/racial, religious diversity, gender or disability.</p> <p>Consider the experiences and lives of other people living in other places/times and with different values and customs.</p> <p>Reflect on social, moral and cultural issues using imagination, to consider the experience of others Develop an understanding and respect for the beliefs and cultures of others.</p> <p>Appreciate the diversity of national, regional, religious and ethnic identities in the UK.</p> <p>Become aware of how local agencies support people in need.</p>	<p>Domestic church Family</p> <p>Ourselves Created in the image & likeness of God</p> <p>Baptism/confirmation</p> <p>Belonging</p> <p>Life choices Marriage commitment and service</p> <p>Advent/Christmas</p> <p>Loving</p> <p>Hope Advent; waiting in joyful hope for Jesus; the promised one</p> <p>Other Faiths</p> <p>Judaism</p>	<p>Explore ways to reflect God's unconditional love in their lives (JIL). Reflect on personal responsibility for maintaining good relationships (JIL). Explore ways of dealing with broken relationships and bringing about reconciliation (JIL).</p>	<p>New beginnings Recognise their work as individuals by expressing positive things about themselves.</p> <p>Begin to explore the concept of democracy and the institutions which support it locally and nationally.</p> <p>Why and how rules and laws are made and enforced, that different rules are needed in different contexts and how to participate in the creation of rules and adapting them.</p> <p>Say no to bullying Express and justify a personal opinion issues of personal and social concern. Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>Getting on and falling out Learn that there are different kinds of duties, rights and responsibilities at home, at school and in the community and that these can sometimes conflict.</p>	<p>Fairground: 26– Special Places 18—We are all special 21—Caring for the Forest 29—Let's Celebrate Difference</p> <p>Fairground: 22– Fair Price for Coffee</p> <p>Fair Trade quiz—buying and selling Global Connections Banana Game</p> <p>Story of the Rainbow</p> <p>Fairground: 19—Mani's Healthy Journey 23—Where is my home? 25—Water for Life</p> <p>Themed Week/Days Anti-Bullying Week Healthy Living Universal Children's Day International Day of Peace Childline/nspcc</p>

SPRING TERM YEAR 5					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (Drugs Education-drug and alcohol education)</p>	<p>Understand which commonly available substances and drugs are legal and illegal and their effects and the associated risk. Become aware of the effects of exercise bones , muscles and organs. Learn about options for a healthy lifestyle, including benefits of exercise healthy eating and what affects positive mental health, and to make informed choices. Develop an awareness of the way the media influences our choices.</p>	<p>Local church community Mission Continuing Jesus' mission in diocese [ecumenism]</p> <p>Eucharist relating Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice</p> <p>Lent/Easter giving Sacrifice Lent a time of aligning with the sacrifice already made by Jesus</p>	<p>Learn about sources of help and support for individuals, families and groups (JIL) That pressure to engage in unacceptable or risky. behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure(JIL) . Explore the need for a healthy lifestyle (JIL). Recognise that actions have consequences for themselves and other, recognise others' feelings and put themselves in someone else's shoes (JIL). Explore the meaning of friendship, trust and loyalty (JIL). Learn about different types of relationships among friends and families and to develop skills needed to be effective in relationships (JIL). To be able to talk about relationships and how to seek advice from significant adults (JIL). Understand about a healthy lifestyle and the options and choices they make (JIL).</p>	<p>Going for Goals</p> <p>Relationships Understand that grieving (death, separation, divorce)is a process</p> <p>Explore the ways in which Church rituals help people deal with loss</p>	<p>Child's Guide to CAFOD Journey Through Bolivia. Video: 'One Day, One World'</p> <p>CAFOD Primary CD ROM (September 2004)</p> <p>Fairground: 21 - Caring for the Forest 27 - Being a Peace maker</p> <p>Fast Day Stories: www.cafod.org.uk</p> <p>Child's Guide to CAFOD: Story of Sori</p> <p>Fairground: 23 - Where is my home - Story of Sitara 25 - Water for Life.</p> <p>Themed Week/Day Fairtrade Online Safety Week Safer Sleep Day</p>

SUMMER TERM YEAR 5					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (SRE – Puberty)</p>	<p>As they approach puberty learn about bodily changes learn about options for a healthy lifestyle, including benefits of exercise, healthy eating and what affects positive mental health. Appreciate the roles and responsibilities of other family members.</p> <p>Science Links Describe the life process of reproduction in some animals and humans Animals, including humans Describe the changes as humans develop.</p>	<p>Pentecost serving Transformation Celebration of the Spirit's transforming power</p> <p>Reconciliation Inter-relating Freedom & responsibility Commandments enable Christians to be free & responsible</p> <p>Universal Church world Stewardship The Church is called to the stewardship of Creation</p> <p>Other faiths</p> <p>Islam</p>	<p>Explore ways to reflect God's unconditional love in their lives(JIL). Learn how to manage feelings as they change(JIL).</p> <p>Explore different ways to respond to the gifts of creation- using a variety of media and experiences (JIL).</p> <p>Talk about relationships and know how to seek advice from significant adults (JIL).</p> <p>Investigate what is involved in bringing up children (JIL). As they approach puberty; the changes in emotions that puberty brings and how to manage their feelings.</p> <p>Including menstruation(JIL). Explore the marriage liturgy, especially the parents' responsibility towards children as expressed through the vows of Christian marriage (JIL).</p> <p>Learn about the different types of relationships among friends and families and develop the skills needed to be effective in relationships (JIL).</p>	<p>Good to be me</p> <p>Changes Reflect on their changing role and responsibilities within the family</p>	<p>A Day in the Life of a Child in Columbia: (Child's Guide to CAFOD) www.cafod.org.uk/schools</p> <p>Fairground: 29 - Millennium Development Goals—Making the world a fairer place. CAFOD Primary CD ROM www.cafod.org.uk/schools</p> <p>Fairground: 27 - Being a Peacemaker</p> <p>Fairground: 18 - We are all Special 21 - Caring for the Forest 26 - Special Places 29 - Let's Celebrate Difference</p> <p>We work together poster and Lesson Plan</p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video Primary CDROM Rainbow Story Themed Week/Day Day of Many Colours International Day of Friendship Healthy Living Week National Sport Week</p>
Environment	<p>Explore the concept that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Geography Links</p> <p>Aspiration Week</p>				

