

YEAR 5

The Great Space Race														
										Learning though STEM				
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6		Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
History	Covered in Geography.						HALF TERM							
Geography	Consolidate Cycle 2	Location of the continents in relation to the UK (Longitude, Latitude, Hemispheres) - Polar regions, Arctic and Antarctica	Location of the continents in relation to the UK (Recap Long/Lat/Hemis and Climate zones)- Polar regions, Arctic and Antarctica	Geological features similarities and differences - Arctic and Antarctic		Types of human settlements and use of natural resources - Polar regions, Arctic and Antarctica		Types of human settlements and use of natural resources - Polar regions, Arctic and Antarctica - Building igloos	Plants and Animals of the polar regions - Adaptations and habitats					
Science	Consolidate Cycle 2			Describe the changes as humans develop to old age				Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird		Describe the life process of reproduction in some plants and animals				
RE	Consolidate Cycle 2	Review: Hinduism - basic beliefs	Review: Christianity basic beliefs	What do different religions say when life gets hard? Explore ways in which religions help people to live, even when times are tough				What do different religions say when life gets hard? What do Christians believe about life after death?	What do different religions say when life gets hard? What do Hindus believe about life after death?	What do different religions say when life gets hard? What do non-religious people believe about life after death?	What do different religions say when life gets hard? Compare and contrast		Assessment	
PSHE	Consolidate Cycle 2	Taking care of our bodies (2H20)		Which, why and how commonly available substances can damage health and safety (2H17)	Review and Extend How during puberty bodies and emotions change (2H18)			Recognising the role of voluntary, community and pressure groups (2L10)	Identifying sources of pressure to behave in unacceptable, unhealthy and unacceptable ways (2H13)	School rules about health and safety, basic emergency and procedures, where and how to get help (2H15)				
Computing	Consolidate Cycle 2							Creating and interpreting graphs and charts		Combine sequences of instructions to turn an external device on and off				
Music	Consolidate Cycle 2	Pulse, Rhythm, Tempo & Metre: Write and perform a 2-part rhythmic piece in a group.						Composition, Improvisation & Texture: Compose and notate a piece of music in a small group, rehearse then perform it to others.						
PE	Cycle 2 assessment	Striking and fielding						Striking and fielding				Rounders/cricket/tennis		
Spanish	Eggschange project with Spanish school	L1 Recap Numbers - speaking, listening, reading and writing. Prices of clothing in Euros, Pesos etc.	L2 Learn clothing nouns - masculine, feminine, singular, plural	L3 Practice clothing nouns in sentences. Conjugate LLEVAR in 2st person	L4 Adjective agreement - read and identify	L5 Clothing and Adjective agreement - translations and sentence structure practice.		L6 Reading a longer text to describe an outfit (reading assessment)	Video call with Spanish School	L7 Writing - describing uniform and clothes you wear at home.	MEXICO DAY	L8 uplevel writing and revision	L9 Assessment	L10 Using a dictionary
Art	Spanish Easter art project.	Space background	Space background	Space rocket drawing and painting	Space rocket drawing and painting	Rocket added to the scene Evaluate		Animal Camouflage. Look at the work of artist who study animals.	Look at and draw different camouflage patterns using a range of different materials.	Clay. Experiment with creating different textures and patterns in clay for animal camouflage.	Create a tile showing different layers depicting different animals skin patterns and textures.	Create a tile showing different layers depicting different animals skin patterns and textures.	Paint the different sections, having an awareness of colour tone and contrast for camouflage.	Evaluation.

DT	Covered in Cycle 2												
Forest Schools			Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant	Investigate the way in which water is transported within plants	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal							
			[1]										
			[2]										
			Understand how computer networks work including the internet.	Identify and use appropriate hardware and software to fulfil a specific task.	Understand that everything we do online leaves a digital footprint that can last forever.								

[1] Create different types of graphs and charts that are appropriate to the data I am using; I can use them to interpret and answer a specific question.

[2] Understand privacy settings and what pictures are appropriate to share online.

Discuss the benefits and dangers of communicating online/through different forms of technology.