



Duration	7 weeks	7 weeks	6wk 4 days	6 weeks	4 weeks 4 days	6 weeks and 4 days.
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Core text	Journey to the centre of the earth (young readers version) Journey Story Explanation	Stone Age Boy Portal Story Recount - news report/vlog	Town is by the sea Warning tale Information text	The Journey Wishing tale Persuasion	The Boy Who Grew Dragons Defeating the monster Instruction	Egyptian Cinderella Rags to riches tale Discussion
Question	What is under our feet?	Could you survive Stone Age life?	What did people from my area do in the past?	Seeing the UK through fresh eyes.	Can you grow a monster?	What is inside a pyramid?
Fiction Toolkit	Characterisation	Dialogue	Description	Opening	Ending	Dilemma
Driver/Theme	Volcanoes and earthquakes	Stone age to Iron Age	Mining in Percy Main	Cities and counties in the UK	Growing plants	Egyptians



Outcome	Classroom Gallery	Stone age Living Museum	Pit disaster News Report	Refugee welcome box	Assembly - Plant sale raise money for charity	Local Storytelling - pyramid podcasts
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<p>Science</p> <p>Y3</p>	<p><u>LIGHT AND DARK</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect eyes Recognise that shadows are formed when the light from a light source is blocked by a solid</p>	<p><u>ROCKS</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p>	<p><u>FORCES, MAGNETS AND ELECTRICITY</u> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not Others</p>	<p><u>ANIMALS INCLUDING HUMANS</u> Identify that animals and humans need the right types / amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>PLANTS</u> 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 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.</p>
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	<p>object Find patterns in the way that the size of shadows change</p>		<p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		
<p>Science Y5</p>	<p>ANIMALS INCLUDING HUMANS Describe changes as humans develop to old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>EARTH AND SPACE Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>PROPERTIES AND CHANGES OF MATERIALS Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>FORCES Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>LIVING THINGS AND THEIR HABITATS 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.</p>
<p>RE</p>	<p>Hinduism Worship at home and in the mandir to include puja, Arti/Arati, the role of the Murtis, imagery and symbolism, the importance of individual, family and communal worship. <ul style="list-style-type: none"> • How beliefs and feelings are expressed through the communal celebrations of Divali, Holi. • The importance of music, dance, drama, artefacts, mantras, food, stories, customs in celebrations and worship. • The role of pilgrimage, how beliefs are expressed through visits to sacred sites e.g. Varanasi on the River Ganges. </p>	<p>Christianity The significance of rituals/objects/symbols associated with Christian worship, How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths.</p>	<p>Hinduism Belief in One God, One Supreme Being (Brahman), represented and worshipped in many forms: o the Trimurti (Brahma, Vishnu, Shiva) o male, female and animal deities as representations of God o the concept of avatars e.g. Rama, Krishna.</p>		



<p>History</p>	<p>Year 5 Britain's settlement by Anglo Saxons and Scots</p>	<p>Combine overview and in depth studies:</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <ul style="list-style-type: none"> ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>A local history study (Down the pits – coal mining)</p> <p>This could be:</p> <ul style="list-style-type: none"> ♣ a depth study linked to one of the British areas of study ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p>Year 5 Viking raids and invasion.</p>		<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 1300.</p>
<p>Geography</p>	<p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • volcanoes and earthquakes 	<p>Year 5 Locational knowledge</p> <p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical features</p>	<p>Year 5 Place knowledge</p> <p>Understand geographical similarities and differences through the study of</p> <p>human and physical geography of a region within north America and the United Kingdom – compare and contrast London and New York</p>	<p>Place knowledge Locational knowledge Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.</p> <p>Year 5 Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • rivers • Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water 	<p>Year 5</p> <p>A local history study – crossing the river – the development of ferries, bridges and tunnels that cross the Tyne</p> <p>This could be:</p> <ul style="list-style-type: none"> ♣ a depth study linked to one of the British areas of study ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.



<p>Art and Design</p>	<p>National Curriculum across Key stage 2 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. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p>Printing</p> <ul style="list-style-type: none"> • Experiment with layered printing using 2 colours or more • Understand how printing can be used to make numerous designs • Transfer a drawing into a print • Explore a variety of printing techniques • Create an accurate print design • Use printmaking as a tool with other media to develop a final outcome 	<p>Collage</p> <ul style="list-style-type: none"> • Overlap materials • Use collage as a tool to develop a piece in mixed media • Use collage to create a mood boards of ideas • Use collage to create a mood boards of ideas • Use coiling, overlapping, tessellation, mosaic and montage 	<p>Drawing</p> <ul style="list-style-type: none"> • Use sketches to develop a final piece of work • Use drawing as a tool to express an idea • Use different shading techniques to give depth to a drawing • Apply different shading techniques to create texture in a drawing • Experiment with drawing techniques to support their observations • Create a sense of distance and proportion in a drawing • Use experimental drawing techniques to create atmosphere in a drawing • Explain choice of specific materials to draw with
<p>DT</p>	<p>Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Textile Design – (use of variety of materials and techniques)</p>	<p>Understand and use mechanical systems in their products Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>



Music	Let your spirit fly	Glockenspiel		Three Little Birds	The Dragon Song	Bringing Us Together Reflect Rewind Replay	
Computing	Unit 3.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 3.2 Online Safety Weeks – 3 Programs – 2Connect (Mind Map) 2Blog (Bloggng) Writing Templates Display boards	Unit 3.3 Spreadsheets Weeks – 3 Programs – 2Calculate	Unit 3.4 Touch-Typing Weeks – 4 Programs – 2Type	Unit 3.5 Email (including email safety) Weeks – 6 Programs – 2Email	Unit 3.6 Branching Databases Weeks – 4 Programs – 2Question Unit 3.7 Simulations Weeks – 3 Programs – 2Simulate, Writing Templates	Unit 3.8 Graphing Weeks – 3 Programs – 2Graph Writing Templates 2Blog (Bloggng)
PHSE	Health and Wellbeing			Relationships		Living in the Wider World	
PE	<u>Bat and Ball Skills</u> <u>Dance - (Pathways)</u>	<u>Ball Skills</u> <u>Gymnastics</u> (Stretching, Curling and Arching)	<u>Dance and Movement</u> <u>Outdoor: Tennis</u>	<u>Invasion Games</u> <u>Gymnastics</u> (symmetry and asymmetry)		<u>Running and Athletics</u> <u>OAA</u> <u>Striking and Fielding</u>	
MFL	Getting to know you	All about me	Food Glorious Food	Family and Friends	Our School	Time	