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| Year 5 | | 1st Half Term | 2nd Half Term |
| Theme/Topic title | | Time Travel | H2O |
| Educational visits/Visitors | | Forest School session linked to travelling |  |
| Hook | | Wonderstruck images | Flooded classroom |
| Texts | | * Wonderstruck by Brian Selznick * Ground Control Major Tim by Clive Gifford * Galileo Galilei * A Rocketful of Space Poems by John   Foster and and Korky Paul   * Proud to be Deaf * First News articles * Non-fiction texts linked to America and time travel | * Wind in the Willows by   Kenneth Graham   * Holes by Louis Sachar * First News articles * Non-fiction texts linked to water |
| English | Fiction focus | * Narrative | * Older Literature * Adventure |
| Non-fiction focus | * Leaflet * Newspaper report | * Non-fiction texts * Reports |
| Poetry | * Poems linked to space | * Water cycle poems including figurative language |
| Mathematics | Content overview | * Number and Place Value * Addition and Subtraction * Multiplication and Division * Fractions * Measurement * Geometry * Statistics |  |
| Science | Focus | Earth and Space | |
| Content overview  N.C. P.O.S. | * 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 | |
| Cornerstones Investigation | Why do Planets have craters? | Can we track the sun? |
| Computing | Focus | Algorithms | Problem solving |
| N.C. subject content | * Use sequence, selection and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | * Use logical reasoning to predict what might happen when variables and rules within a model change * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| Online safety message | Linked to Online Safety Day | What privacy settings have you got and should you have? |
| Geography | Focus | America | The Water Cycle |
| N.C. subject content | * Pupils should extend their knowledge and understanding beyond the local area to include North and South America * Locate North and South America on maps and explore their environmental regions, key physical and human characteristics and major cities * Environmental issues: explore the commercial and industrial impact on the environment | * Describe and understand key aspects of physical geography linked to rivers and the water cycle * Pose, ask and respond to relevant questions linked to patterns in the landscape |
| History | Focus | America past and present | |
| N.C. subject content | * Address and devise historically valid questions about change, similarity and difference and significance (linked to the influence significant individuals have had on the world) * Understand how our knowledge of the past is constructed from a range of sources | * Address and devise historically valid questions and follow independent lines of enquiry. |
| Physical education | Content overview | Parkour | Competitive games |
| N.C. subject content | * Develop flexibility, strength, technique, control and balance * Compare their performances with previous ones and demonstrate improvement to achieve their personal best | * Play competitive games, modified where appropriate. * Compare their performances with previous ones and demonstrate improvement to achieve their personal best * Communicate, collaborate and compete with each other |
| Art and design | Focus | Drawing famous American landmarks in perspective | 3D modelling linked to Famous American skyscrapers |
| N.C. subject content | * Improve mastery of art and design techniques linked to drawing and painting * Use a range of materials, tools and finishing techniques appropriately * Learn about great designers and architects in history | * Improve mastery of art and design techniques linked to sculpture * Use a range of materials, tools and finishing techniques appropriately * Learn about great designers and architects in history |
| Design and technology | Focus | Nutrition | Design, create and sell a water bowl to raise money for Water Aid |
| N.C. subject content | * Research a famous American dish and evaluate its nutritional value. – Redesign to improve nutritional value. | * Existing product evaluation – water vessels. |
| Music | Focus | Silent Movies | Wind in the Willows musical |
| N.C. subject content | * Listen with attention to detail and recall sounds with increasing aural memory * Develop an understanding of the history of music * Improvise and compose music for a range of purposes using the interrelated dimensions of music | * Play and perform in solo and ensemble contexts, using their voices * Understand staff and other musical notation |
| PSHE |  | Rights and Responsibilities and Communication | Enterprise and Economic Awareness |
| French | Rigolo unit |  | La nourriture   * Asking for food items * Expressing opinions about food * Talking about healthy and unhealthy food items |
| R.E. | | Key question:  What do religions say to us when life gets hard? |  |
| Cross curricular links | English | Letter writing  Non-fiction texts  Newspaper writing  Leaflets and advertising media  research | Poetry (topic link)  Research |
| Maths | Data collection and presentation  Scale drawings  Timelines (historic events)  Time | Converting between units of measurement (topic link)  Reasoning skills (topic link)  Mathematical facts linked to water |
| Other |  | Economic enterprise (PSHE) |