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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
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| English | Fiction focus | * Narrative
 | * Older Literature
* Adventure
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| Non-fiction focus | * Leaflet
* Newspaper report
 | * Non-fiction texts
* Reports
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| Poetry | * Poems linked to space
 | * Water cycle poems including figurative language
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| Mathematics | Content overview | * Number and Place Value
* Addition and Subtraction
* Multiplication and Division
* Fractions
* Measurement
* Geometry
* Statistics
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| 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
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| 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
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| 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
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| 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.
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| 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
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| 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
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| 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.
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| 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
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| 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
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| 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 mediaresearch | Poetry (topic link)Research |
| Maths | Data collection and presentationScale 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) |