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| Year 5 | | 1st Half Term | 2nd Half Term |
| Theme/Topic title | | Tomb Raider | Location, location, location… |
| Educational visits/Visitors | | Marle Hall | Local area |
| Hook | |  |  |
| Texts | | The Time Traveller’s Cat  The Egyptian Times (Newspaper)  Non-fiction texts | The Sharman’s Apprentice  The Great Kapok Tree  The Vanishing Rainforest |
| English | Fiction focus | Historical adventure | Cultural fiction  Environmental awareness |
| Non-fiction focus | Newspaper  Non-fiction texts | Rainforest texts |
| Poetry | Concrete poetry and shape poems | |
| Mathematics | Content overview | * Number and Place Value * Addition and Subtraction * Multiplication and Division * Fractions * Measurement * Geometry * Statistics |  |
| Science | Focus | Forces | Living Things and their Habitats  Animals, including humans (linked to puberty talk) |
| Content overview  N.C. P.O.S. | * 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 | * 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 * Describe the changes as humans develop to old age (linked to puberty talk) |
| Cornerstones Investigation | Investigation linked to forces | Why do birds lay eggs? |
| Computing | Focus | **System:**   * Control a more complex physical simulation system inputs and outputs | **Design:**   * Using programming to create an activity for younger children |
| N.C. subject content | * Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| Online safety message | How can I communicate safely online? | What do I do if I see things which upset me online? |
| Geography | Focus | Using maps | Locations / Perspectives |
| N.C. subject content | Produce own scaled maps / locate and explain the importance of longitude and latitude. | Location Knowledge   * 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 * Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics   Human and Physical  Describe and understand key aspects of:   * Physical geography including climate zones and vegetation belts (linked to migration) |
| History | Focus | Cause and Consequence | Significant Individuals (explorers) |
| N.C. subject content | * Overview of the ancient Egyptian civilisation * Chronological knowledge and understanding of world history | * Describe how a significant individual has influenced the UK or wider world |
| Physical education | Content overview | Sending and Striking / Outdoor Adventurous Activities | Athletics / Dance |
| N.C. subject content | * Techniques to pass, dribble, travel and shoot * Plan routes and orientate maps, responding positively to increasing levels of challenge | * Explain how power and stamina is developed and how this improves performance * Develop actions in time to music |
| Art and design | Focus | Clay Sarcophagus’ | Painting – Tiger in a Tropical Storm |
| N.C. subject content | * Sculpt using different materials | * Use paint applications to create mood and atmosphere |
| Design and technology | Focus | Bug hotels / Nutrition | |
| N.C. subject content | * Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * Evaluate meals and their nutritional value | |
| Music | Focus | Pulse and Rhythm / Composing | Vocabulary / Singing |
| N.C. subject content | * Create simple rhythmic patterns with an awareness of timbre and duration of notes * Improvise and notate musical phrases to develop compositions | * Use musical vocabulary to explain some reasons why a piece of music might have been composed * Maintain a more complex part within an ensemble |
| PSHE |  | Health | Nutrition and Food / Financial understanding |
| French | Rigolo unit | Le Sport | |
| R.E. | | Key question: What would Jesus do, and can we live by the values of Jesus in the twenty-first century? | |
| Cross curricular links | English | Non-fiction texts  Report writing  Research | Poetry (topic link)  Research |
| Maths | Mathematical facts linked to Ancient Egypt  Ancient Egyptian mathematical symbols | Mathematical facts linked to rainforests |
| Other |  | Conservation |