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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 CatThe Egyptian Times (Newspaper)Non-fiction texts | The Sharman’s ApprenticeThe Great Kapok TreeThe Vanishing Rainforest |
| English | Fiction focus | Historical adventure  | Cultural fictionEnvironmental awareness |
| Non-fiction focus | NewspaperNon-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
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| Science | Focus | Forces | Living Things and their HabitatsAnimals, 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)
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| 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
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| 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
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| 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 PhysicalDescribe and understand key aspects of: * Physical geography including climate zones and vegetation belts (linked to migration)
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| 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
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| 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
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| 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
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| 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 textsReport writingResearch | Poetry (topic link)Research |
| Maths | Mathematical facts linked to Ancient EgyptAncient Egyptian mathematical symbols | Mathematical facts linked to rainforests |
| Other |  | Conservation |