

<u>YEAR 5</u>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>HISTORY</b>		<p><b>The Anglo-Saxon and Scots settlement in Britain</b>  <b>Overarching question:</b>  <i>How did Britain change when the Romans left?</i>  <i>Skills: Cause &amp; consequence</i>  <i>Change and continuity</i>            How did life in Britain change as a result of their settlement?            Focus will be on Christianity, language, place names, laws and legal system, myths, treasures (crafts) and the creation of our counties.</p>		<p><b>Study of a theme of British history - Crime &amp; punishment</b>  <b>Overarching question:</b>  <i>Which historical period had the fairest attitude towards crime and punishment?</i>  <i>Skills: chronology; cause &amp; consequence; change &amp; continuity; historical enquiry</i>            Over time, what have been some of the main changes to the types of crimes committed?            Has the way we catch and punish criminals improved that much in the last 100 years?  <b>Local study:</b>            Tolhouse Museum and the significance of two local women – Sarah Martin and Elizabeth Fry.</p>		<p><b>Local study –significant people</b>  <i>Do all these Great Yarmouth inhabitants deserve a blue plaque?</i>  <i>Skills: significance; interpretation</i>            Sarah Martin (Philanthropist)            Cpt George Manby (inventor)            George Gilbert (circus artist)            Admiral Nelson (sailor)            Emma Pearson (nurse)            Charles Barber (artist)            Anna Sewell (writer)            Sir James Paget (surgeon)</p>
<b>GEOGRAPHY</b>	<p><b>The Americas</b>  <b>Skill: 8-point compass</b>            Where are the Americas and what is the difference between them?            Can I locate key human and physical features of North and South America?            How does the UK compare to a city in South America?</p>		<p><b>Mountains</b>  <b>Skill: Time zones</b>            What is a mountain?            How are they formed?              Where are the mountain ranges in America?            Why are they there?</p>	<p><b>Good to be Green!</b>            What is green energy?            Why do we need it?              Where are wind farms located? Why?              How does wind energy benefit the area/ planet?              Local study: Wind farms off the coast of Great Yarmouth and Wind Energy Museum</p>	<p><b>Natural resources</b>  <b>Skill: Climate zones</b>            What are natural resources? Where are they found?              Natural resources and climate zones. Are natural resources fairly distributed across the globe?            Do the right people benefit?</p>	
<b>SCIENCE</b>  Can go over half terms At least one experiment per topic.	<p><b>Living things and their habitats</b>            Explain 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><b>Properties and changing materials</b>            Compare properties of different materials            What happens to puddles? How do they form? Where do they go?            Explore the process of evaporation.            Understand the process of condensation.</p>	<p><b>Earth and Space (Sleepover)</b>            Know the planets in the solar system            Describe the movements of the Sun, Earth and Moon            Explore how the rotation of Earth creates day and night.            Learn about the phases of the Moon and how it moves            Discover how theories about our solar system have changed.</p>	<p><b>Forces</b>            What is gravity?            What would a world without friction be like?            How does a parachute work?            Air resistance            How does a boat float?            Water resistance            Cracking contractions – levers, pulleys and gears.</p>	<p><b>Properties and changing materials</b>            Will it dissolve? Can it go back to its original state?              Can you reverse a change? How can you do it?            Investigation irreversible and reversible changes.            Where does water come from? Where does it go? Is it</p>	<p><b>Animals including humans</b>            Recognise the stages of growth and development in humans including puberty and SRE</p>

	Find out about the work of David Attenborough and Jane Goodall.			<i><b>'Does the size of a parachute affect how effective it is?'</b></i> investigation	static? Understanding the process of the water cycle.	
<b>D&amp;T</b>	<b>Food: Celebrating culture</b> Plan, design and make bread from South America.		<b>Electrical systems</b> More complex switches and circuits		<b>Structures– frame structure</b> Kite/windmill	
<b>ART</b>	<b>Drawing - Tone, form and perspective</b> Shading/crosshatching to create tone, form and shade  Explore observational drawing to create a still life	<b>Painting/Collage – creating a mood</b> Exploring warm and cool colours and the mood they create Create different tones of the same colour	<b>Drawing-Perspective</b> Understand the relationship between line, form and colour Use perspective to give the impression of distance Choose colours to reflect mood Explore paintings of Hockney	<b>Printing</b> Explore different printing techniques to build up layers and create texture	<b>3D Portraits</b> Develop portraits into sculpture Using the work of Picasso to create a Picasso 3D style portrait using manipulated wire or string	<b>3D Multi-media</b> Inspired by Elizabeth Berrian, create forms using wire and embellish with mixed materials – feathers, fabric, sequins, ribbon, tissue paper and beads
<b>RE</b>	<b>Is believing in God reasonable?</b>  <b>Multi-faiths including Humanism</b> Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.	<b>How has belief in Christianity/Islam impacted on music and art throughout history?</b> Explain the role of music and art in the life of the Christian Church. Explain key teachings from the Quran, the Hadith and important Muslim teachers in regard to the use of music and art.	<b>What can we learn about the world/knowledge / meaning of life from the great philosophers?</b> <b>Christianity and Buddhism</b> Investigate the ways different philosophers or religions understand concepts Look at the work of key philosophers such as Socrates/Plato and Descartes.	<b>What difference does the resurrection make to Christians?</b> Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection. Look at the significance of resurrection and how it effects how Christians might live their lives today.	<b>How do Hindus make sense of the world?</b>  Study the concepts, practises and beliefs of Hindus and how events and experiences impact on their beliefs.	
<b>MUSIC</b>	<b>Make You Feel my Love</b> <b>Listening and appraising</b>	<b>Minister production</b>	<b>Classroom Jazz 1</b>	<b>Composer Study</b>	<b>Music Tech</b>	<b>Music Tech</b>
<b>ICT</b>	<b>Digital Literacy</b>  Online Safety - recognise acceptable/unacceptable behaviour.	<b>Digital Literacy and Information Technology</b>  The Internet	<b>Computer Science</b>  Explore different variables using Scratch. Evaluate and debug other games.	<b>Computer Science</b>  Understand computer networks including the internet. Appreciate how search results are ranked and how to find trustworthy and accurate information.	<b>Information Technology</b>  Combine a variety of software to accomplish given goals. Create digital content based on the History topic using a variety of software e.g. MS Publisher/PowerPoint.	<b>Information Technology</b>  Combine a variety of software to accomplish given goals. Use sound/video/graphic to enhance and further develop digital content based on Geography topic.

<p><b>MFL-</b></p> <p><b>FRENCH</b></p>	<p><b>Unit 1 - Salut Gustave!</b> Greet people and give personal information. Talk about brothers and sisters. Say what people are like including negatives.</p>	<p><b>Unit 2 - À l'école</b> Name school subjects Talk about likes and dislikes at school Ask and say the time Talk about timings of the school day</p>	<p><b>Unit 3 - La nourriture</b> Ask politely for food items Express opinions about food Talk about healthy and unhealthy food</p>	<p><b>Unit 4 - En ville</b> Name places in the town Ask the way and give directions Say where you are going Give the time and say where you are going</p>	<p><b>Unit 5 - En vacances</b> Ask and say where you're going on holiday Express opinions about holidays Talk about what you're going to do on holiday</p>	<p><b>Unit 6 - Chez moi</b> Name and describe rooms in the house Say what people do at home Say what people do and where</p>
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