



Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Recovery Curriculum; <i>The Heart in a Bottle</i> <i>When Sadness Comes to Call</i></p> <p>CLPE transition unit Here we are: Notes for living on planet Earth by Oliver Jeffers</p> <p>Black History Month: Book: Journey to Jo'burg by Beverley Naidoo</p>	<p>CLPE Philip Pullman <i>Clockwork</i> Narrative (mix of fairytale, horror, fantasy) Different openers</p> <p>Poetry (2 weeks)</p>	<p>CLPE Skellig Narrative, character descriptions, writing own version of story.</p>	<p>World Book Weeks</p> <p>CLPE Ice Trap! <i>Shackleton's Incredible Expedition</i> Diary entry (recount) Newspaper report</p>	<p>(2 weeks to complete work on <i>Ice Trap</i>)</p> <p>CLPE <i>Odysseus</i> Myth and legend (time-Flashback) Argument</p>	<p>CLPE <i>There's a Girl in the Boy's Bathroom</i> Descriptive writing Report Story</p>
Maths	<p><u>Y4 N & PV</u> Count in multiples of 6, 7, 9, 25 and 1000</p> <p>Count backwards through 0 to include negative numbers</p>	<p>1. Read, write, compare and order 5-digit numbers</p> <p>2. Add and subtract 2- 3- and 4-digit numbers mentally</p> <p>3. Understand</p>	<p>8. The concept of angles as degrees of 'turn'</p> <p>9. Comparing and ordering whole numbers and decimals, and equivalence in relation to</p>	<p>14. Exploring the properties of triangles</p> <p>15. Column addition of decimal numbers, and on mental subtraction</p>	<p>19. Revising proper fractions and equivalent fractions, and then moves on to mixed numbers and improper fractions</p> <p>20. Column</p>	<p>25. Written methods of addition and subtraction, and choosing efficient strategies to solve problems</p> <p>26. Identify factors and multiples</p> <p>27. Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers,</p>



	<p>Order and compare numbers beyond 1000</p> <p>Round numbers to the nearest 10, 100 or 1000</p> <p><u>Y4 A & S</u> Solve two step addition and subtraction problems using different methods and explain why I used them</p> <p><u>Y4 M & D</u> I can recall times tables facts up to 12x12</p>	<p>place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100</p> <p>4. Calculating time intervals and measuring lengths in cm and mm including perimeters.</p> <p>5. Formal written subtraction and counting up as appropriate, including when finding change.</p> <p>6. Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples</p> <p>7. Use mental strategies to multiply and divide multiples of 10 and 100;</p>	<p>proper fractions and decimals</p> <p>10. Revision of the four operations, including calculation strategies and the inverse relation</p> <p>11. Read, write and order numbers with up to 6 digits and understand the place value of each digit</p> <p>12. Mental calculation strategies for addition and subtraction.</p> <p>13. Rules of divisibility; Identity prime numbers; revise finding factors of numbers; find squares and</p>	<p>of decimal numbers</p> <p>16. Use a written method (grid) to multiply pairs of 2-digit numbers; use short division to divide 3-digit numbers by 1-digit numbers,</p> <p>17. Find unit fractions and non-unit fractions of 3-digit numbers; use short multiplication to multiply 3-digit numbers by 1-digit numbers</p> <p>18. Developing understanding of</p>	<p>addition and subtraction are used to solve problems.</p> <p>21. Add mentally 2-place decimal numbers in the context of money</p> <p>22. Multiplying and converting fractions</p> <p>23. Place value in decimals, including multiplying and dividing by 10 and 100.</p> <p>24. Plotting, reflecting and translating shapes on coordinate grids</p>	<p>including those which leave a remainder; express a remainder as a fraction</p> <p>28. Calculating areas, perimeters and volumes</p> <p>29. Understanding percentages and how they relate to fractions and decimals</p> <p>30. Line graphs; calculating time intervals; finding cubes of numbers; using factors to multiply; and solving scaling problems</p>
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		use a written method to multiply 3-digit and 4-digit numbers by 1-digit	square roots of square numbers	polygons and angles		
RE	<p>Mission Statement & School Prayers in light of Covid-19 (1 wk)</p> <p>The Heart in the Bottle (1 wk) Loss Dealing with Loss PSHE Theme: Knowing myself Scripture Reading :John 16:22 Big Question: Why does God make bad things happen to good people?</p> <p>When Sadness Comes to Call (1 wk) Loss PSHE Theme: Knowing myself Scripture Reading Hebrews 10:24-25 Big Question: Why is it difficult to hold on to hope in difficult times?</p> <p>St Francis' Study (1 wk)</p> <p>St Francis - Recount</p> <p>Come and See - Key features of missed units</p>		<p>MISSION - Continuing Jesus' mission in diocese (ecumenism) - CITIZENSHIP WEEK Persuasive letter MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice - SACRIFICE - Lent: a time of aligning with the sacrifice made by Jesus -</p>		<p>TRANSFORMATION - Celebration of the Spirit's transforming power Newspaper Article FREEDOM & RESPONSIBILITY Commandments enable Christians to be free & responsible - STEWARDSHIP - The Church is called to the stewardship of Creation</p>	
Science	Topic 4: Let's Get Moving Trip: Science	Topic 1: Out of This World Extended writing:	Topic 2: Material World Extended	Topic 6: Amazing Changes	Topic 3: Circle of Life Extended	Topic 5: Growing Up and Growing Old



	Museum (Wonder Lab)	Explanation of Day & Night Trip: Planetarium	writing: Report on Separation of Materials		Writing: Explanation of a life cycle. Trip: Kew Gardens or London Zoo	
Computing	We are game developers Developing an interactive game. (Programming Thinking)	Twinkl Unit Word Processing.	We are cryptographers Cracking codes. (Computational	We are artists Creating geometrical art. (Creativity)	We are web developers Creating an e-safety website. (Computer Networks)	We are architects Creating a virtual space. (Productivity)
Art/Design & Technology	LO: To use collage to create rivers. *Explore the features of rivers using photographs. *Give chn chance to explore the materials they are able to use to create their collage (card, paper, tissue paper, cotton wool). *Chn use sketchbooks to sketch a plan for their collage, identifying what materials will be used for each section *Chn use their sketched plans to create a collage river.		LO: To design and create 3D Anglo-Saxon jewellery. *Explore pictures of Anglo-Saxon jewellery with chn. Emphasise use of lines for decoration. *Show resources (card (circle), string, PVA glue, gold & silver metallic paint, plastic jewels). How can we make Anglo-Saxon jewellery from this?! *Lead chn to method: outline simple line decoration with string on a circle of card; cover with PVA Glue; paint when dry; decorate with plastic jewel in middle. Chn to try their designs in sketchbooks first - must keep it simple!		Black History Use line drawing skills to represent culture of study. International Use paint to represent culture of study.	
History	<u>Black History</u> <u>The Journey of Nelson Mandela</u> Study of the		<u>Anglo Saxons, Vikings and Scots</u> Children can be		<u>Benin</u> This unit provides children the	



	<p>apartheid system in 20th Century South Africa and Nelson Mandela's long road to freedom.</p> <p>Book: Journey to Jo'burg by Beverley Naidoo</p> <p>Biography of Nelson Mandela</p>		<p>introduced to the idea that people from other societies have been coming to Britain for a long time. They can learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. There is a strong emphasis on</p>		<p>opportunity to look at Benin, a non-European society which is very different from their own. Children should make links between Benin and a bigger picture of Africa's past as well as its changing relationship with Britain in order to consider the significance of the arrival of the Eweka Dynasty in the 12th century. They should make use of a range of sources including pictures of the Benin bronzes, written accounts and pictures, together with oral tradition</p>	
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			children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.			
Geography		Earth Matters: The Water Cycle & Rivers <i>Poems inspired by rivers</i>		Earth Matters: Volcanoes and Earthquakes		International Study <i>Non-chronological report</i>
PE	Games/Fitness	Athletics	Striking and fielding	Games/Fitness	Dance	Gymnastics
PSHE	Growth Mindset	Anti-Bullying Growth Mindset	Citizenship Safer Internet Growth Mindset	Growth Mindset	Growth Mindset	Journey in Love Sex Education (w/b 14th June)
Music	Rhythm & rhythm dictation <i>Singing Assemblies</i>	Melody and <i>singing</i> <i>Singing Assemblies</i>	Music History <i>Singing Assemblies</i>	Improvisation <i>Singing Assemblies</i>	Blues <i>Singing Assemblies</i>	Composition <i>Singing Assemblies</i>
MFL - French	Unit 6 simple descriptions of places Unit 7 saying what others are doing Unit 8 qualifiers		Unit 10 different prepositions Unit 11 compound sentences with parce que (because)	Unit 9 everyday routines and more time Unit 8 agreement of adjectives Unit 2 schools		