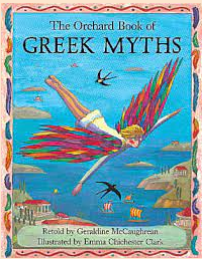
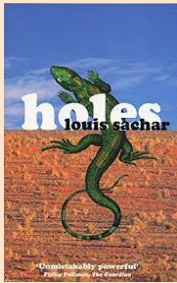
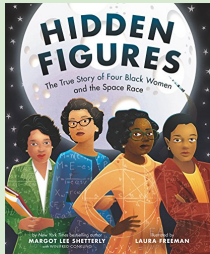
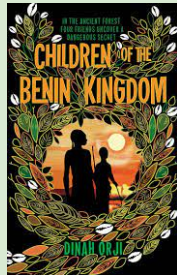
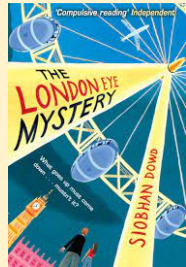
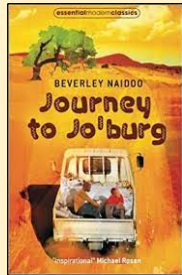


| YEAR 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---|--|---|--|---|--|
| Core Text(s) |  |  |  |  |  |  |
| School Value | Resilience | Collaboration | Aspiration | Community | Kindness | Respect |
| Writing Genres | 3 point narrative (Dialogue focus) Information Text (Balanced argument) | Information Text (Biography) Informal letter | Information Text (Biography) Poem | 5 point Narrative (Atmosphere focus) Persuasive letter (Formal) | Chronological Report (Newspaper article) Diary entry | Chronological Report (Newspaper article) Poem |
| Science | Properties and changes of materials | Animals, inc humans | Earth in space | *Forces (Gravity and Galileo) | Living things and their habitats | |
| Art and Design | Drawing and painting Block A <i>Learn about and use the technique of subtractive drawing Use organic lines to create landscapes</i> | Printmaking Block B <i>Create three colour prints and combing printing techniques</i> | Textiles and collage Block C <i>Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork</i> | 3D Block D <i>Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls</i> | Painting Block E <i>Explore a range of effects which can be achieved using watercolour paint</i> | Creative Response Block F <i>Printmaking and textiles Combine printmaking and textiles to embellish fabric</i> |
| Computing | Computing systems and networks – Sharing information | Creating media – Vector drawing | Creating media – Video editing | Data and information – Flat-file databases | Programming A – Selection in physical computing | Programming B – Selection in quizzes |

| | | | | | | |
|--|---|--|---|--|---|---|
| DT | Food and Nutrition Block <i>Food choices</i> <i>Why are our diets so different?</i> | Systems Block B <i>Using technology to design and control</i> <i>How can we keep ourselves safe on the road?</i> | Textiles Block C <i>Durability of fabric</i> <i>Which fabric is ideal for creating a functional and hard wearing lunch bag?</i> | Food and Nutrition Block D* <i>Cultural influences on diet</i> <i>What can you learn from different cultures' diets?</i> | Structures Block E <i>Developing structures that are fit for purpose</i> <i>How are frames strengthened, reinforced and made rigid?</i> | Mechanisms Block F* <i>Pulleys and gears - transferring rotational force</i> <i>How can you lift a car onto a roof?</i> |
| Geography | // | *World countries - biomes and environmental regions | 4 and 6 figure grid references | // | OS maps and fieldwork | // |
| History | Ancient Greece | Ancient Greece | Ancient Greece | Comparison study - Benin and Anglo-Saxons | Comparison study - Benin and Anglo-Saxons | Comparison study - Benin and Anglo-Saxons |
| Music | Specialist Music Teacher | | | | | |
| PE | Multi - skills | Gymnastics | Attack and Defence games | Basketball | Swimming (10 weeks) | Athletics |
| PSHE | Health and Wellbeing | | Relationships | | Living in the wider world | |
| RE | Hinduism: Beliefs | Hinduism: Practices | How do people make ethical decisions? | How do Christians respond to war? | How do Muslims help those in need? | How do Muslims respond to climate change? |
| Memorable Experiences e.g. trips, visitors | Nethercott | British Museum | Planetarium TBC | The Horniman | The London Eye | Visit to the mosque |