



## Year 5

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Subject	AUTUMN		SPRING		SUMMER	
English – Writing Read To Write	<b>Recount: Diary</b>  <b>Recount: Biography</b>  <u>Henry's Freedom Box</u>	<b>Narrative: Setting Narrative</b>  <b>Recount: Letter</b> <u>FArTHER</u>	<b>Narrative: Character Narrative</b>  <b>Recount: Newspaper Report</b> <u>The Promise</u>	<b>Narrative: Cliff hanger Narrative</b>  <b>Instructions: Manual</b>  <u>The Errand</u>	<b>Narrative: Survival Narrative</b>  <b>Explanation: Survival Guide</b> <u>The Lost Book of Adventure</u>	<b>Narrative: Dilemma Narrative</b>  <b>Discussion: Balanced Argument</b>  <u>King Kong</u>
English – Reading Steps to Read	<b>Space Science</b>	<b>Victorians History</b> <b>Modern Fiction and Poetry – Wider Range</b> <i>Reading Breadth</i>	<b>Modern Fiction and Poetry – Wider Range</b> <i>Reading Breadth</i>	<b>North and South America/World Geography</b> <b>Myths and Legends, Plays and Poetry – Wider Range</b> <i>Reading Breadth</i>	<b>Myths and Legends, Plays and Poetry – Wider Range</b> <i>Reading Breadth</i>	<b>Other Cultures and Traditions and Poetry – Wider Range</b> <i>Reading Breadth</i>
Maths	<b>Reasoning with large whole integers</b> <b>Integer Addition and Subtraction</b> <b>Line graphs and timetables</b>	<b>Multiplication and Division</b> <b>Perimeter and Area</b>	<b>Fractions and Decimals</b> <b>Angles</b>	<b>Fractions and Percentages</b> <b>Transformations</b>	<b>Converting Units of Measure</b> <b>Calculating with Whole Numbers and Decimals</b>	<b>2-D and 3-D Shape</b> <b>Volume</b> <b>Problem Solving</b>
Science	<u>Earth and Space</u>	<u>Forces</u>	<u>Materials</u>		<u>Living things and their habitats</u>	<b>Focused Assessments</b> Children will complete focused assessments in order to revisit and assess their science knowledge and progress. The activities are designed to assess what they can do and what they can remember from this year's learning in science.



<b>R.E</b>	<b>OURSELVES</b> - Created in the image and likeness of God	<b>LIFE CHOICES</b> - Marriage, commitment and service	<b>HOPE</b> - Advent: waiting in the joyful hope for Jesus, the promised one	<b>MISSION</b> - Continuing Jesus' mission in diocese (ecumenism)	<b>MEMORIAL SACRIFICE</b> - Eucharist as the living memorial of Christ's sacrifice	<b>SACRIFICE</b> - Lent: a time of aligning with the sacrifice made by Jesus	<b>TRANSFORMATION</b> - Celebration of the Spirit's transforming power	<b>FREEDOM &amp; RESPONSIBILITY</b> Commandments enable Christians to be free & responsible	<b>STEWARDSHIP</b> - The Church is called to the stewardship of Creation
<b>History</b>	<b>What impact have the Victorian children's laws had on our lives today?</b>			<b>Is our school locality of historical importance?</b>			<b>Why should we remember the Maya?</b>		
<b>Geography</b>	<b>Mountains</b>			<b>North America</b>			<b>Rainforests</b>		
<b>Art</b>	<b>Formal Elements of Art – Architecture Artist Study – Sir David Adje (Links/trip Victorian architecture in Liverpool)</b>			<b>Design For A Purpose – Coat of Arms</b>			<b>Every Picture Tells A Story – Philosophy of Art</b>		
<b>D&amp;T</b>	<b>Wooden Cam Toys</b>			<b>Textiles – Combining Different Fabric Shapes</b>			<b>Celebrating Food Culture and Exploring Nutrition Through Soup</b>		
<b>Computing</b>	<b>Difference WWW/Internet</b>			<b>Stop Motion Animation</b>			<b>3D modelling</b>		
<b>P.E</b>	<b>Games</b>		<b>Dance</b>	<b>Athletics</b>		<b>Gymnastics</b>	<b>Net and Wall</b>		<b>Striking and Fielding</b>
<b>Music</b>	<b>Unit: Livin' On A Prayer Style: Rock</b>			<b>Unit: Classroom Jazz 1 Style: Jazz, Latin, Blues</b>			<b>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 5</b>		
<b>P.S.H.E</b>	<b>Being Me in My World</b>		<b>Celebrating Difference</b>	<b>Dreams and Goals</b>		<b>Healthy Me</b>	<b>Relationships</b>		<b>Relationships</b>
<b>Journey in Love</b>	<b>Changes in our bodies</b>		<b>Sexual development</b>	<b>Behaviour changes</b>			<b>Treating others with respect</b>		
<b>No Outsiders</b>	<b>To learn from our past</b>		<b>To justify my actions.</b>	<b>To recognise someone who needs help.</b>		<b>To recognise someone who needs help.</b>	<b>To appreciate artistic freedom</b>		