

Year 5 Topic Overview



THE PINES SCHOOL

SUBJECTS	Autumn 1 Dinosaurs	Autumn 2 Come Dine With Me	Spring 1 Beautiful Britain	Spring 2 Reach For The Stars	Summer 1 Fighting Fit	Summer 2 Celebrations
English	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing
Maths	White Rose Maths					
Science	Living things and their habitats	Forces	Materials	Earth and Space	Earth and Space	Animals and Humans
IT and Computing	Multi media		Multi media		e-safety	
History		The Victorians	The Vikings		Historical People (Scientists and Historical Significant People from the UK)	

Geography	Geographical Skills and Fieldwork (The Coast)			Geographical Skills and Fieldwork		Geographical Knowledge (Towns and Cities around the world)
Art and Design	Sculptures		Collage			Painting
Design Technology		Cooking		Model Making	3d Design	
RE	Compassion	Commitment	Contemplation	Community	Choice	Creativity
Music						
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Dance	Gymnastics	Games	Gymnastics	Games	Athletics

Year 5- Science

Autumn 1 Topic: Dinosaurs	Autumn 2 Topic: Come Dine With Me	Spring 1 Topic: Beautiful Britain	Spring 2 Topic: Reach for the Stars	Summer 1: Fighting fit	Summer 1 Topic: Celebrations
<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore common animals and plants. <p>Y1</p> <ul style="list-style-type: none"> Identify common animals and plants and where we would find them. <p>Y2</p> <ul style="list-style-type: none"> Know the differences between living things, dead and non-living things. Know what a food chain is and how animals depend on each other. <p>Y3</p> <ul style="list-style-type: none"> Know what a habitat and micro-habitat is <p>Y4</p> <ul style="list-style-type: none"> Compare animals in familiar habitats with animals found 	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore forces- pushes and pulls as an action. <p>Y1</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. (Fast and slow) <p>Y2</p> <ul style="list-style-type: none"> Know that some forces need contact between two objects <p>Y3</p> <ul style="list-style-type: none"> Understand friction as a force and how this changes over different surfaces <p>Y4</p> <ul style="list-style-type: none"> Raise questions and carry out tests to find out how far 	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore materials and their properties. <p>Y1</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials. Describe the simple physical properties of everyday materials. <p>Y2</p> <ul style="list-style-type: none"> Know the suitability of a variety of everyday materials for their particular uses. Know solid objects can be changed by squashing, bending, twisting and stretching. <p>Y3</p> <ul style="list-style-type: none"> Know what a solid is and what a liquid is <p>Y4</p>	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore and identify night and day/ light and dark <p>Y1</p> <ul style="list-style-type: none"> Identify and name the sun, moon. <p>Y2</p> <ul style="list-style-type: none"> Identify and name the sun, moon, earth and stars <p>Y3</p> <ul style="list-style-type: none"> Become familiar with the solar system and know the names of the planets closest to the sun, Mercury, Venus, Earth, Mars <p>Y4</p> <ul style="list-style-type: none"> Identify the planets of the solar system and know the names of the planets furthest away from the sun, Jupiter, 	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore and identify night and day/ light and dark <p>Y1</p> <ul style="list-style-type: none"> Identify and name the sun, moon. <p>Y2</p> <ul style="list-style-type: none"> Identify and name the sun, moon, earth and stars <p>Y3</p> <ul style="list-style-type: none"> Become familiar with the solar system and know the names of the planets closest to the sun, Mercury, Venus, Earth, Mars <p>Y4</p> <ul style="list-style-type: none"> Identify the planets of the solar system and know the names of the planets furthest away from the sun, Jupiter, Saturn, Uranus, Neptune <p>Y5</p>	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore and name some common animals. Explore parts of the body. <p>Y1</p> <ul style="list-style-type: none"> Identify and name a variety of common animals and foods they eat. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Y2</p> <ul style="list-style-type: none"> Know the basic needs of animals and how their offspring turn into adults. Know the importance for humans of exercise,

<p>in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rain-forest.</p> <p>Y5</p> <ul style="list-style-type: none"> • Know the lifecycles of a mammal, amphibian, insect and bird. • Know how plants and animals reproduce. <p>Extension Find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p>	<p>things move on different surfaces, gather and record data to find answers to questions raised.</p> <p>Y5</p> <ul style="list-style-type: none"> • Understand the forces of gravity, air resistance, water resistance and friction. • Understand how levers, pulleys and gears allow forces to have a greater effect. <p>Extension Work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective.</p>	<ul style="list-style-type: none"> • Know names of solids, liquids and gases. • Know how materials change state with temperature changes. • Know the role of evaporation and condensation within the water cycle. <p>Y5</p> <ul style="list-style-type: none"> • Know how to group materials on the properties of hardness solubility, transparency, electrical and thermal conductivity, and response to magnets. • Know what dissolving is and how to separate mixtures using sieving, filtering and evaporation. • Know some reversible and irreversible changes. <p>Extension Investigate factors which affect the speed of dissolving</p>	<p>Saturn, Uranus, Neptune</p> <p>Y5</p> <ul style="list-style-type: none"> • Know the movement of the Earth and planets in the Solar System relative to the sun. Describe these as spherical objects. • Know the movement of the Moon relative to the Earth. • Know day and night is related to the rotation of the Earth. <p>Extension Begin to know that the Sun is a star at the centre of our solar system and that it has eight planets. (Pluto was reclassified as a 'dwarf planet' in 2006). Understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p>	<ul style="list-style-type: none"> • Know the movement of the Earth and planets in the Solar System relative to the sun. Describe these as spherical objects. • Know the movement of the Moon relative to the Earth. • Know day and night is related to the rotation of the Earth. <p>Extension Begin to know that the Sun is a star at the centre of our solar system and that it has eight planets. (Pluto was reclassified as a 'dwarf planet' in 2006). Understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p>	<p>eating healthy, and hygiene.</p> <p>Y3</p> <ul style="list-style-type: none"> • Know living things need nutrition and how they get this. • Know skeletons are needed for support, protection and movement in animals. <p>Y4</p> <ul style="list-style-type: none"> • Know the function and organs of the digestive system, including the name and function of different teeth. • Construct and interpret food chains and identify producers, predators and prey. <p>Y5</p> <ul style="list-style-type: none"> • Know the changes as humans develop to old age. <p>Extension Draw a timeline to indicate stages in the growth and development of humans.</p>
<p>Teaching Ideas</p> <ul style="list-style-type: none"> • 3D animals to represent cycle. 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Food transportation – look at vehicles and forces. 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Rainbow experiment with skittles / gummy 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Make 3D planets 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Explore how astronauts keep fit in space. 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Baby photos and now photos comparison

<ul style="list-style-type: none"> • Life cycle wheel. • Create diagrams of life cycles for different animals. Match animals to their offspring • Plant, mini-beast, birds, scavenger hunts in Forest School using simple ID tick sheets. • Educational Visits to Sea Life Centre and BMAG. • Caterpillar cocoon project where the children can observe all the stages. • Wooden jigsaws in school. Life cycle bags. • Visit to nature reserve. • What is reproduction and why we need it!! • Look for evidence in the forest school area. • Sort and label amphibians, insects etc. • Go on a bug hunt. • Make a life cycle of an animal 	<ul style="list-style-type: none"> • Cars and ramps. • Push and pull toys. • Explore gravity using fruit. • Compare and test friction of different surfaces. • Rolling fruit over different surfaces. 	<p>bears experiment with sizes.</p> <ul style="list-style-type: none"> • Use V diagrams to group materials • Practical experiments to observe dissolving/separating. • Lots of 2 minute solutions to discuss and act upon, at home and in school - a class could focus on one particular solution and encourage whole school to do it, e.g. cut out use of glitter, or balloons. • Separating mixtures - Sieves, salt, coffee, sand - coffee filters. • Salt and sand separating experiment - using a filter. • Add various substances to water and observe whether it dissolves-salt, sugar, coffee etc. Predict outcomes then investigate. • Group materials according to different properties dissolve sugar and salt and use evaporation to retrieve. Put stones 	<ul style="list-style-type: none"> • Paper wheel of night and day. • Create 3D models of space and create the orbit process. • Create collages to show night and day. • Youtube Brian Cox • BBC bitesize. • Make a night scene on black paper using glitter. Turn off all the lights in class and use a torch to shine on the glitter picture. Could be stars and a moon. • Use dark den to experience full darkness. Make sun pictures for day. • Making models of planets. • Ice planets, adding food colouring to water and freezing in bowls/balloons. • Children hold coloured balls and physically walk around someone holding a large yellow ball-the sun. • Make a model of the solar system • Use a globe and a torch to find different countries in day and night 	<ul style="list-style-type: none"> • Explore astronaut food • Make 3D planets • Paper wheel of night and day. • Create 3D models of space and create the orbit process. • Create collages to show night and day. • Youtube Brian Cox • BBC bitesize. • Make a night scene on black paper using glitter. Turn off all the lights in class and use a torch to shine on the glitter picture. Could be stars and a moon. • Use dark den to experience full darkness. Make sun pictures for day. • Making models of planets. • Ice planets, adding food colouring to water and freezing in bowls/balloons. • Children hold coloured balls and physically walk around someone holding a large yellow ball-the sun. • Make a model of the solar system 	<ul style="list-style-type: none"> • Grass heads experiment. • Measure all the class and make a display of heights. Include the teachers and staff and talk about why they may be taller or shorter than the younger students. • Maybe a visit from a grandparent to talk and show pictures of when they were younger and what they could do then. • Family photos of parents, grandparents and child as they grow • Pictures of changes Use examples of kids and staff pictures (different ages) compare and contrast • Order pictures of humans by age • Look at a baby and say what they can do and say what you learn at different stages of life. • What do we need to live and grow? • Look at healthy life-styles.
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<ul style="list-style-type: none"> • Match baby to mother look at reproduction of plants and animals • Take a plant cutting and regrow. • Little Nipper's, 'Life Cycle of a Butterfly' • Sequence the life cycle of a butterfly- Twinkl and sequencing cards-Science resources. • EdCity- Y2-flutter and fly • Topmarks-Life Cycles • You tube-Life cycles clips. • Life cycles from egg to chicken-big book plus sequencing activities as above. 		<p>and soil in water - Use sieves and muslin to separate.</p>	<ul style="list-style-type: none"> • Use children to model movement of the Earth and moon - child who is the sun hold a torch to show daytime. 	<ul style="list-style-type: none"> • Use a globe and a torch to find different countries in day and night • Use children to model movement of the Earth and moon - child who is the sun hold a torch to show daytime. 	
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Plastic animals • Sequencing cards 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Fruit • Vehicles • Ramps • Different surfaces 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Salt, sugar, coffee etc. • Sand • Stones • Selection of materials 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Balloons • Food colouring • Plastic planets • Paper Mache • Torches • Light sources • Tent 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Balloons • Food colouring • Plastic planets • Paper Mache • Torches • Light sources • Tent 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Family photos • Sequencing cards • Healthy food recipes • Exercise cards

Year 5 – ICT and computing

Autumn Term Topic: Dinosaurs/ Come Dine with Me	Spring Term Topic: Beautiful Britain/ Reach for the Stars	Summer Term Topic: Fighting Fit/Celebrations
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To be able to use technology to collect information, including photos, video or sound. To begin to identify ways that technology can be useful in their lives 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To recognise the ways we use technology in their classroom 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To begin to identify ways how technology can be useful in their lives
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Play this game https://www.bbc.co.uk/cbeebies/games/my-world-kitchen-game?collection=games-you-may-have-missed Really good game which explores lots of cooking skills and tools/utensils etc and provides lots of information https://www.curiousgeorge.com/# On this page, choose the Pancake Chef game – this is a fun way of learning about ingredients and measuring amounts Do a cookery lesson and using an iPad, make a video of the lesson to share with parents etc on Dojo. Create an Algorithm – An algorithm is simply a set of instructions in a specific sequence. A good way to understand this is to make a set of instructions for a simple task like a=making a cup of tea or a sandwich. Have fun making a sandwich in class and take a photo of each stage of the process. You can print out each picture, jumble them up and get students to place them in the correct order. 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Provide a template which is an outline of Britain in a PowerPoint slide. Challenge students to use Google to search for images of beautiful Britain. They should copy, paste and resize images to fill the image template – effectively a collage in the shape of Britain. Use cameras to take pictures of beautiful things in and around the school including Forest school area. Use the photos to make a collage in PowerPoint or a slide show 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Using iPads/computers, children can choose an appropriate fitness instruction video online such as https://www.youtube.com/c/CosmicKidsYoga/videos which has a big choice of different themes Teach children how to measure their pulse on their wrist or below ear lobe and use this online heart rate monitor to find average BPM https://online-heartrate.com/ This site has loads of activities, advice, programmes to develop a healthy mind and body. Includes lots of pictures which could be used in displays/collages/presentations etc https://sites.google.com/ab-ed.org/family-learning/home

<u>Resources</u> <ul style="list-style-type: none"> • Computers/iPads • Cooking/food resources 	<u>Resources</u> <ul style="list-style-type: none"> • Computers/iPads • Digital cameras 	<u>Resources</u> <ul style="list-style-type: none"> • Computers/iPads

Year 5 - History

Autumn 2 Topic: Come Dine With Me	Spring 1 Topic: Beautiful Britain	Summer 1 Topic: Fighting Fit
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Learn about the life and reign of Queen Victoria, remembering some key dates. • Use and understand vocabulary such as century, decade, reign, Victorians. • Find out about the everyday life of Victorian people including the lives of children and the lives of rich and poor. Make comparisons with life today. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Use a variety of sources to find out about the Viking invasion, beliefs and way of life. • Begin to identify and compare different sources used to tell us about the past, with a focus on archaeology and artefacts. • Place the Viking period on a timeline, of British history, in context with other periods already studied such as the Romans and Victorians and including modern times to develop a more accurate understanding of timescale. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Find out about the life and work of a range of scientists and significant historical people from the UK - Edward Jenner, Maggie Aderin-Pocock, Rosalind Franklin, Stephen Hawking, Joseph Lister, Isaac Newton. • Consider the reasons for their actions and the long-lasting impact they have made. • Organise and present information, gathered from a range of sources, with increasing confidence.
<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Dress up in Victorian type clothes. Role play. • Handle Victorian kitchen artefacts from the cupboard such as old kettle. Compare with modern day equipment. • Play with old wooden Victorian toys from the cupboard and compare with new toys. • Play old/Victorian playground games. • Link with cooking and food technology. Children cooking simple foods, inviting in parents to try. Tea party for parents. • What food did the Victorians eat? Cook simple examples> Mrs Beaton's book. Victoria Sandwich, gruel-rich/poor. 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Dressing up as Vikings and role playing. • Making Viking shields and helmets. • Making Viking longboats-use fruit juice boxes cut lengthwise with lolly sticks for oars. Look at pictures on line of longboats which have been discovered and restored. • Watch Vicky the Viking on YouTube. • Make models of Viking longhouses. No windows, fire in the middle and space for the animals to sleep in winter. Imagine sounds and smells-fire crackling and burning, animal noise and smells. • BBC Bitesize has lots of information clips on Vikings, including long houses and longboats, food, everyday life, trading etc. 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Health and fitness-action songs then feel how your heart beats. • Sorting healthy and unhealthy foods. • Making fruit salads and healthy soups, salad. • AA relating to feelings. Use a symbol supported feeling dice. Roleplay-what makes a good friend. • Role play doctors, plasters, bandages. Taking and storing medicine safely, social stories about being ill. • Introduce famous people through AA. Show photos/pictures and objects of relevance. Use sensory activities. How did they live? What would they hear/see/smell? Play relevant music etc.

- Topmarks Interactive KS1 History activities exploring a Victorian kitchen.
- Look at pictures of Queen Victoria and Queen Elizabeth. Artwork-painting portraits.
- Find out about the life of Queen Victoria. Sequence key dates and place on a timeline. Learn the dates of her reign-1837-1901.
- Find out about daily life for Victorians, food, entertainment, clothes etc.
- The lives of rich and poor. Wealth and extreme poverty. Life in the workhouse. Look at old images. Make gruel. Occupations-mines, chimney sweeps, servants.
- The lives of children in Victorian times. Victorian schools. Slates, the cane, dunce's cap. Compare with school life today. Have a Victorian-style lesson.
- Working lives of children. BBC Bitesize has information clips about children working in mines and textile mills.
- Compare children's lives then and now. Children to write a diary entry as a child working as a servant, in the mines etc.
- Look at Victorian buildings in the local area or in Birmingham e.g. the Law Courts or Victorian schools. Sketch buildings or focus on one section.
- Look at changes across the period. Important people and inventions-Charles Darwin, Brunel, Pablo Fanque-first non-white circus owner in Britain. Practice circus skills.
- Look at ideas about women-'the fairer sex', smelling salts etc.
- Have a Victorian day. Dress up, Victorian lessons with slates, Victorian games and food.
- Visit the Black Country Museum.

- Viking women would spin and weave. Weave with paper, ribbon or fabric.
- Cook some Viking food e.g. oatcakes with fruit.
- Where did the Vikings come from and why did they come? Locate on maps of Europe and label their journeys. Viking raids on monasteries for treasure.
- Find out about the way Vikings traded and bartered. Demonstrate by children trading classroom objects.
- When did the Vikings come to Britain? Locate on a timeline, using the terms AD and century. Place into context with Saxons and Romans, before Victorians.
- Find out about Viking beliefs, Nordic Gods etc.
- What did they leave behind? Look at words we use today that originate from the Vikings, place names, days of the week etc.
- How do we know about the Vikings? Talk about archaeology. Watch YouTube clips about archaeological digs. Set up a dig using sand/soil in a container/sand tray. Show what different tools are used-trowel, brushes etc. Piece together an object such as a paper plate, costume jewellery etc. depending on children and ability. You could put in real artefacts from the history cupboard.
- The JORVIK Museum website has some useful information and photos of archaeological digs and excavations around York in the 1970s and 80s as well as lots of information and pictures about Viking everyday life.

- Find out about significant people listed above. I have tried to include a diverse mixture of people.
- Children can choose and research individuals and organise and present their information to others. This could be linked with English, art, science and technology. Depending on ability, they could create powerpoint presentations, write diary entries-a day in the life of...., paint or sketch portraits etc.
- Sequence the lives of people studied, placing events on a timeline.
- Place the dates of birth of all people studied on a timeline.

<p><u>Resources</u></p> <p>Victorian toys and home artefacts from History cupboard. Books and posters about Victorians.</p>	<p><u>Resources</u></p> <p>Books and posters from the history cupboard.</p>	<p><u>Resources</u></p> <p>Information books and websites.</p>
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Year 5 – Geography

Autumn 1 Topic: Dinosaurs	Spring 2 Topic: Reach for the Stars	Summer 2 Topic: Celebrations
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To identify some features of a coast To be able to identify the coast on a map 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Locate the Arctic on a World map Gain an understanding of the weather in the Arctic 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To be able to locate some cities and towns in the UK and around the World To identify some of the features of cities and towns
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Look at and make fossils Beach sensory play – sand and water Sorting rocks/fossils Look at coasts and see if dinosaurs could live there Make a 3D dinosaur Make dinosaur bone hunt in forest school Sort pictures into coastal and town Look at a map and find the coast line Draw own map with a coastline Research a coastal area and find natural and man-made features Enlarge a map of the UK and ask the children which coastal areas they have visited Discuss erosion and how it occurs Watch YouTube time lapse video on erosion in a coastal area Look at different rock features in the UK Use clay to make own rock feature Discuss water safety when you are by the coast Make a poster to promote water safety Create a collage of town and coastal areas using different materials 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Identify animals that live in the Arctic circle Make fake snow Freeze ice balloons and watch them melt in the water Aurora – painting/art Look at countries in the Arctic circle Look at the weather/climate Class journey by the sea Look at the contrast between space and Earth, look at the contract between hot and cold countries Use the sensory room to make a vision of space Use coca cola bottle and mentos to explore a bottle rocket Look at the coldest places on Earth and locate on a map Watch YouTube clips of the Arctic Listen to Vivaldi’s four seasons Painting with ice made with coloured water Make a colour palette to show colours used to represent cold colours Make a word bank of words to describe the Arctic and use to make a poem 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Look at how celebrations differ from town to town – VE day Ariel views to make comparisons between towns and cities Make models of town and cities Messy play with building materials Create a 3D map Create a research/project book on each town/city Find the definition of a town and city using a dictionary Name and locate some cities in the UK and rest of the World, place them on a map Look at how can travel from cities and towns Make posters about climate change and how we can help towns and cities Draw a picture of a city and a town, identify which is which Look at celebrations around the World – Diwali in Mumbai, Eid in Pakistan Travel in different modes of transport around cities and town

<ul style="list-style-type: none"> • Visit sea life centre • Listen to sea music • Espresso – geog – KS1 –Journey to the coast – videos, pictures, activities, etc • The Lighthouse keeper’s lunch – storybook by the coast • Coastal erosion – build a wall of sand, put water on it and see the effects • Visit to Weston super mare • Make displays of the different habitats that animals and birds find on the coast • Make 3D model of a coastal habitat • Ask children to bring photographs of UK holidays and relate to the coast • IWB Google Earth • AA stage 1: items related to the beach • AA stage 2: create beach scenes, coastal habitats, erosion 	<ul style="list-style-type: none"> • Research how the inuits live in the Arctic, what do they eat? What clothes do they wear? What do they live in? • Make an igloo using milk bottles, how would this keep you warm? • Dress up in clothes worn in the Arctic • Identify animals found in the Arctic • Make snow globes • Watch films – happy feet, pingu • Make a map and display of the Arctic • Learn about the effects of global warming • Make 3D models of icebergs and glaciers • Jigsaws of the World – find the Arctic circle • AA stage 2: making snow, icebergs, building igloos • Ice sculpting • IWB Google Earth • Compare the temperature of the Arctic to the UK 	<ul style="list-style-type: none"> • Dress up, experience cooking of different cities and towns • Link to pupil’s experiences, backgrounds, faiths • Look at story – The Town mouse and the Country mouse • IWB Google Earth • Build a city or town with Lego/ blocks • Create a role play area for a city or town • Games – name 10/2- cities in the UK, name cities in alphabetical order, can you make anagrams for the name of a city • Educational visits to Birmingham • Learn how to read bus and train timetables • Practice using an A to Z and maps • Find famous cities and towns, find out why they are famous • Look at features of towns and cities • Look at green issues – pollution, public transport
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Sea shells • Sound • Rocks/ pebbles • Photographs 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Photographs • Globe • Maps • Atlas • YouTube video clips • Jigsaws of the World • Non – fiction fact books 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Photographs • Atlas • Maps • Globe • Recipe books • Non-fiction fact books • Dressing up clothes

Year 5 - DT

Autumn 2 Topic: Come Dine With Me	Spring 2 Topic: Reach for the Stars	Summer 1 Topic: Fighting Fit
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> • Developing a balanced meal • Look at different food groups and design a balanced plate of food. Children to 'make' realistic food items and attach/stick to a paper plate. • Look at simple healthy meals • Investigate one main ingredient and look at different ways to use it e.g. bread – toasting, French bread, pizza, sandwiches, beans on toast, cheese on toast. Children choose • Lots of healthy food cooking e.g. fruit kebabs/soup • Prepare a healthy lunch for the class • toppings and learn to prepare the meal safely. • In groups, design a 3 course menu. Make the menus, try each other's and decide which was best. Maybe decide on a theme e.g. food from a specific era or place. 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> • Make a moving solar system • Paper Mache planets • Star boxes • Shoe box solar system • Solar system mobile • Space rockets with levers • Space buggy – with levers 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> • Focus on healthy recipes and a healthy daily regime including exercise routines. • Healthy eating, design a healthy plate. • Cook/prepare healthy snack/meals • Design and make healthy bars • Design and make a recipe for a specific diet e.g. body builder, gluten free • What foods do we need to keep healthy. What effects do certain foods have on the body • Research things that give us energy and make us able to be active • Design an exercise plan / circuit • Design an outdoor gym • Create a finger gym • Market dance workout posters

<ul style="list-style-type: none"> • Planning a party menu • Design a healthy breakfast • Design healthy snacks • Design a healthy lunchbox • Create a healthy smoothie • Cook recipes from various cultures/ethnic groups e.g. chapattis, curries, Chinese stir fries, noodles, French crepes • Research Victorian foods – link to History topic • Research Victorian deserts – link to History topic • Equipment, ingredients, symbol instructions/recipes • Healthy plates, cooking healthy snacks and meals • Groups to present different healthy foods from around the world – taster session and discussion • Explore food preparation • Develop/publish a class cook book. Make each recipe over the course of the weeks. Rate them. Which is your favourite? Why? • Make an apron, design a Chef's hat • Make place mats and table decorations 		<ul style="list-style-type: none"> • Fitness video - Make CD/video/Dojo/ online content of workout – write a workout plan with symbols, design advertising • Name parts of the body • Explore exercise equipment and how it works
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Ingredients • Foods to taste and evaluate • Materials to create decorations – wood, card, foam sheets 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Electric circuit materials • Modelling mesh • Clay 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Camera / iPad to record fitness regime • Exercise equipment • Ingredients

Year 5 - Art

Autumn 2 Topic: Dinosaurs	Spring 1 Topic: Beautiful Britain	Summer 2 Topic: Celebrations
<p><u>Key Knowledge</u></p> <p>Children start collecting more information and resources to present in sketchbooks if appropriate to the child. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks where appropriate; • think about their art and design work; • use technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding. <p><u>Sculpture</u></p> <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p>	<p><u>Key Knowledge</u></p> <p>Children start collecting more information and resources to present in sketchbooks if appropriate to the child. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks where appropriate; • think about their art and design work; • use technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding. <p><u>Collage</u></p> <p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in previously and develop their own ideas through planning at an appropriate level to the child.</p>	<p><u>Key Knowledge</u></p> <p>Children start collecting more information and resources to present in sketchbooks if appropriate to the child. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks where appropriate; • think about their art and design work; • use technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding. <p><u>Work of other Artists</u></p> <p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><u>Painting</u></p> <p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour at an appropriate level to the child they</p>

		<p>might use inspiration from natural and non-natural works to create a colour palette. Children may be more expressive with colour, associating colours with moods if working at a similar level.</p>
<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Make sculptures of different dinosaurs • Make fossils • Make a paper mache dinosaur and collage using different materials/textures • Make a dinosaur land – draw, paint. 3D 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Create a life size map- uk animal safari of uk- add picture to collage map of uk • Photography – before recreating images using a range of materials to collage • Large outline of map of Britain, paint with appropriate colours to show hills, mountains, rivers. cities, etc Could also do the same thing with an outline on IWB, using painting programme. • Use modelling clay/playdoh to make flowers, trees, bees, birds, mountains etc • Show pupils photos of a variety of paintings / photos /sculptures of ‘nature’ from different artists. Ask them if they like the pictures and why? Ask them to think about what the artist was trying to illustrate to the viewer. What words describe the picture? 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Pictures of different celebrations • Firework pictures • Mendi • Rangoli patterns • Lots of ideas on Pinterest
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Clay • Play-dough • Salt-Dough • Plastercine • Modelling equipment – cutters, rolling pins etc. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Paper • Magazines • Newspapers • Craft boxes 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Paints – acrylic, ready mixed, water paints etc. • Paint trays • Paint Brushes – thin, thick etc.

Year 5 - Music

Autumn Topic: Dinosaurs /Come dine with me	Spring Topic: Beautiful Britain /Reach for the stars	Summer Topic: Fighting fit/Celebrations
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Creating Movement to Music <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Compose and perform (a movie score) <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Investigate musicians from history <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Yolanda’s Join the Jam: Let Me See You Hop! Following/copying a dance routine to music <ul style="list-style-type: none"> Just Dance Kids Zumba Kids 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Talk about and explore sounds that remind you of ‘space’ <ul style="list-style-type: none"> Bells/xylophone for stars 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Listen to music from different periods in History <ul style="list-style-type: none"> Renaissance, Baroque, Classical, Romantic, Modern, Contemporary Talk about/compare the sound

<ul style="list-style-type: none"> • Creating your own dance routine to music <ul style="list-style-type: none"> - Could link to dinosaur theme i.e. stomp like a stegosaurus, fly like a pterodactyl, etc 	<ul style="list-style-type: none"> • Compose a simple piece using body percussion or musical instruments <ul style="list-style-type: none"> - Use pictures or symbols to represent each instrument/sound to plan your piece - Perform your composed piece for a friend • Compose a piece of music using the computer, whiteboard or iPad <ul style="list-style-type: none"> - GarageBand App (iPad) - PurpleMash '2Sequence' or '2Beat' - Busythings 'Monster grid' 'Crazy Cogs' or 'Colour choir' 	<ul style="list-style-type: none"> - Is it fast/slow, loud/quiet, etc - What sounds/instruments can you hear? - What do you like/dislike about it? • Research/look at musicians from different eras <ul style="list-style-type: none"> - Beethoven (Classical), Elvis Presley, The Beatles
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Yolanda's Join the Jam: Let Me See You Hop! Resource Pack (Twinkl) 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • KS2 Percussion Box (Music Cupboard) • Wooden Claves, Bells, Drums, etc (Music Cupboard) • Compose a piece of Music Activity (Twinkl) • Composing Body Percussion Patterns Resource Pack (Twinkl) 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • PowerPoints, Timeline Poster, Information Sheets (Twinkl)