

Maths - Areas of Learning

Area
Calculating with fractions
Statistics

English - Reading - Texts

Anglo- Saxon Boy.
Non fiction texts—Anglo Saxons and the Normans

English - Writing Opportunities

Third person narrative
Diary entry
Persuasive advert

History

Life as an Anglo-Saxon
Justice in Anglo-Saxon Britain
The Battle of Hastings
What happened after 1066?

DT

Continuing to make and evaluate our tunics for people living in the Mayan period.

Science

Air resistance.
Pulleys and gears.
Friction.
Water resistance.
Gravity.

Computing

Creating a stop motion animation using iMovie.
Editing stop motion animations.

Curriculum Content - Year 5

What does this look like in the classroom?



Summer 2 Big Question:
What would you see in the Dark Ages?

Enrichment Opportunities

Sports Day
Library visit

PSHE

Physical and emotional changes during puberty.
Recognising unsafe or risky situations.
Harmful substances and how to stay safe.

Geography

Where did the Anglo-Saxons come from and where did they settle?

Music

Music from India and Pakistan
Kisne banaaya

MFL

Unit O: The Environment
Saying what the weather is like.
Naming garden creatures.
Talking about garden activities.
Talking about recycling.

PE

Tri-Golf
Athletics

Art

Recreating my own version of “the great wave off Kanagawa”.

RE

What does it mean if God is holy and loving?
The characteristics of God.
God’s love and kindness
A study of cathedrals and their symbolism

History

I can recognise that Britain has been invaded by several different groups over time.

I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.

Begin to identify primary and secondary sources exploring their reliability.

I can explain, showing a good understanding, as to how crime and punishment has changed over the years.

Begin to identify primary and secondary sources exploring their reliability.

Science

I know what gravity is and its impact on our lives.

I identify and know the effect of air resistance.

I identify and know the effect of water resistance.

I identify and know the effect of friction that act between moving surfaces.

I explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Geography

I can find possible answers to geographical questions.

I can collect information about a place and use it in a report.

I can make detailed sketches and plans; improving their accuracy later.

Art

I can use the hand press technique and tools required for printmaking

I can incorporate texture and layering techniques to add depth.
I can recreate my own version of "the great wave of Kanagawa", using styrofoam as a printing plate and ink/paint to transfer onto paper underneath.

I can evaluate my own work discussing strengths and areas for improvement.

DT

I can make up a prototype first.

I can explain how my product will appeal to the audience.

I can use computer-aided design to further communicate my ideas.
My measurements are accurate enough to ensure that everything is precise.

I can suggest some alternative plans and say what the good points and drawbacks are about each.

Computing

I can capture digital footage

I can sequence and edit digital footage

I can add effects and graphics to video

I can combine multiple pieces of captured footage

I can change transition effects.

MFL

I can hold a more complex conversation.

I can use my knowledge of grammar to speak correctly.

I can use the context to work out unfamiliar words.

I can write a paragraph of 4-5 sentences.

I can substitute words and phrases.

Curriculum Content - Year 5

Skill coverage



Summer 2 Big Question:

What would you see in the Dark Ages?

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Music

Compose a simple accompaniment using tuned instruments.

Create and perform own class arrangement.

Sing and play the melody of Kisne Bannaaya.

Sing in a 4-part round accompanied with a pitched ostinato.

Understand music from India and Pakistan

Understand four-part singing in a round.

Create an arrangement.

PSHE

To identify when situations are becoming risky, unsafe or an emergency

To identify occasions where they can help take responsibility for their own safety

To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour

How to deal with common injuries using basic first aid techniques

How to respond in an emergency, including when and how to contact different emergency services

To know which commonly available substances and drugs are legal and illegal, their effects and risks.

To know a range of substances that may be harmful and how to stay safe around them.

PE

Know, understand and explain the reasons for warming up and cooling down.

Understand why exercise is good for health, fitness and wellbeing.

Throw a range of projectiles an increasing distance.

Understand how power and stamina is developed and how this improves performance.

Develop different jumping techniques.

RE

Explore a variety of religious texts and teachings.

Explore the life of key religious figures and make links with significance to believers

Explore the meaning of religious stories and reflect on key words and phrases.

Identify ways in which different religions describe God.

Ask big questions and investigate answers found in religious texts.

Investigate how God's relationship with people helps them to make sense of life.

Investigate how God's relationship with people helps them to make sense of life.