


Year 5 Cycle A	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	242	<ul style="list-style-type: none"> ▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Discuss learning and develop wider skills in spoken language ▪ Continue to emphasise enjoyment and understanding of language, especially vocabulary, to support children's reading and writing ▪ Ensure children's knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension ▪ Enhance the effectiveness of children's writing as well as their competence ▪ Extend pupils' confidence, enjoyment and mastery of language through public speaking, performance and debate ▪ Use <u>joined handwriting as the norm and write fast enough to keep pace with what children want to say</u> 					
MATHS	156	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics
SCIENCE	55	WHAT IF YOU COULD CHOOSE TO BE ANY LIVING THING?	Forest School	WHAT IF YOU WERE 50 YEARS OLDER?	WHAT IF YOU WERE A CHEF?	WHAT IF YOU TRAVELLED INTO SPACE?	WHAT IF YOU HAD TO CHOOSE THE MOST POWERFUL FORCE?
		Living things & their Habitats		Animals, including humans	Properties & changes of Materials	Earth & Space	Forces
		Working Scientifically					
		<ul style="list-style-type: none"> ▪ Life cycles of plants and animals ▪ Birth, growth, development, and reproduction 		<ul style="list-style-type: none"> ▪ Changes as humans develop from birth to old age 	<ul style="list-style-type: none"> ▪ Dissolving ▪ Evaporating ▪ Filtering ▪ Reversible & Irreversible changes 	<ul style="list-style-type: none"> ▪ The Earth and the Sun ▪ The Moon and the Earth ▪ Relationship between Sun, Earth and Moon ▪ Earth's rotation <ul style="list-style-type: none"> ▪ Day and night 	<ul style="list-style-type: none"> ▪ Gravity ▪ Air Resistance ▪ Water Resistance ▪ Friction ▪ Gears, Pulleys, Leavers and Springs
COMPUTING	30	NT Unit: Building Collaborative Websites ~ using Google apps for collaborative research; planning and creating a group website, considering site design and consistency	NT Unit: Kodu Sports & 3D Pacman ~ creating 3D video games based on sports and well known games.	NT Unit: Digital Imagery - Repeating Patterns ~ looking at the beauty of repeating patterns in nature and different methods of recreating these with digital art tools and photo editing	NT Unit: Searching the Web ~ how to search the web with care and consideration, covering: searching tricks, validating websites, improving your searches, searching images and searching online maps.	NT Unit: 3D Design - Digital Modelling ~ 3D modelling and design, looking at both architectural design of building and sculpture of models, including learning the basics of Sketchup and a project to put design skills to the test	NT Unit: Raspberry Pi & Scratch GPIO  ~ building circuits and control LEDs and motors with code.
RE	39	What do we know about Buddhism? ***** Harvest Thanksgiving	Festivals of Light ***** Why should we care about the world?	What do we know about Islam?	What do people believe about God? ***** The last supper	What do Christians believe about Jesus?	How do different religions celebrate belonging?

ENQUIRY QUESTION	150	WHAT IF THERE WERE NO RAINFORESTS? GEOGRAPHY Equatorial regions	WHAT IF YOU WENT TO LIVE IN AMERICA? GEOGRAPHY A region within North or South America	WHAT IF YOU LIVED IN ANCIENT EGYPT? HISTORY The Achievements of the Earliest Civilizations	WHAT IF YOU WERE BORN IN SAXON TIMES? HISTORY Britain's Settlement by Anglo-Saxons & Scots	WHAT IF YOU HAD TO DESIGN A NEW BRIDGE? DESIGN TECHNOLOGY Structures & Systems	WHAT IF VIKINGS HAD NEVER INVADED? HISTORY Viking & Saxon struggle for England before Edward I
HISTORY	30			<ul style="list-style-type: none"> ▪ An overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer The Indus Valley Ancient Egypt or The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements & kingdoms: place names & village life ▪ Anglo-Saxon art and culture ▪ Christian conversion - Canterbury, Iona and Lindisfarne 		<ul style="list-style-type: none"> ▪ Viking raids / invasion ▪ Resistance by Alfred the Great and Athelstan, first king of England ▪ Further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 1066
GEOGRAPHY	30	<ul style="list-style-type: none"> ▪ Locate countries, using maps to focus on Europe, North & South America - their environmental regions, key physical and human characteristics, countries & major cities ▪ Identify the position and significance of latitude, longitude, Equator, Northern & Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> ▪ Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America ▪ Describe & understand key aspects of human geography, including: types of settlement and land use, economic activity inc. trade links, and the distribution of natural resources including energy, food, minerals and water 				
ART & DESIGN	30	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas ▪ improve mastery of art and design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas ▪ improve mastery of art and design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> ▪ create sketch books to record observations and use them to review and revisit ideas ▪ improve mastery of art and design techniques, inc. drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]

<p><i>DESIGN & TECHNOLOGY</i></p>	<p>30</p>	<ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design ▪ select from/use a wide range of tools & equipment to perform practical tasks [e.g., cutting, shaping, joining and finishing], accurately ▪ understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> ▪ understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> ▪ select from/use a wide range of tools & equipment to perform practical tasks [e.g., cutting, shaping, joining and finishing], accurately ▪ select from/use a wide range of materials & components, inc. construction materials, textiles & ingredients, according to functional properties & aesthetic qualities ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ 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 	<ul style="list-style-type: none"> ▪ Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ Understand how key events and individuals in DT have helped shape the world ▪ Apply understanding of how to strengthen, stiffen and reinforce more complex structures ▪ Understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages] ▪ Understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] ▪ Apply understanding of computing to program, monitor and control 	<ul style="list-style-type: none"> ▪ generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design ▪ investigate and analyse a range of existing products ▪ understand how key events and individuals in design and technology have helped shape the world
<p><i>MUSIC</i></p>	<p>30</p>	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 		<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ use and understand staff and other musical notations 		<ul style="list-style-type: none"> ▪ listen with attention to detail and recall sounds with increasing aural memory

PSHE	18	New beginnings ***** Keeping Safe	Getting on & Falling out ***** Difference & Diversity	Going for Goals ***** Healthy Eating & Drugs Education	Good to be me ***** Learning Styles (SMARTs)	Relationships ***** Relationships & Sex Education	Changes ***** Emotional Health & Wellbeing
		<ul style="list-style-type: none"> ▪ take responsibility [e.g. for planning/looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or playground mediator for younger pupils; for looking after animals; for identifying safe, healthy, sustainable means of travel when planning their journey to school] ▪ feel positive about themselves [e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take] ▪ participate [e.g. in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting] ▪ make real choices and decisions [e.g. about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities] ▪ meet and talk with people [e.g. people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers] ▪ develop relationships through work and play [e.g. taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters] ▪ consider social and moral dilemmas that they come across in life [e.g. encouraging respect/understanding between different races and dealing with harassment] ▪ find information and advice [e.g. through helplines; by understanding about welfare systems in society] ▪ prepare for change [e.g. transferring to secondary school] 					
PE	72	Gymnastics Floor work - Flexibility, control, balance, stamina, sequencing	Circuit training Fitness activities	Gymnastics Apparatus - technique, control, evaluation, stamina	Dance Technique, evaluation, compare performance	Athletics Track and field - running, jumping, throwing, catching, compare performance	Outdoor Adventurous Activities Team challenges, orienteering, problem solving
		<ul style="list-style-type: none"> ▪ Develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> ▪ Develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> ▪ Compare performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> ▪ Compare performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> ▪ Use running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> ▪ Take part in adventurous activities that challenge - working as a team or an individual
		Hi Five Netball Invasion - passing, throwing, catching, movement, competitive game situations, footwork	Volleyball Net/wall - Throwing, catching, passing, modified game situations, movement into space, hitting into space	Football Invasion - movement into space, passing, shooting, dribbling, competitive game situations - small group and whole class	Multi-sports e.g. baseball, rounders, softball Striking/Fielding - positioning of fielders, tactical awareness, striking, long throw, catching	Multi-skills - range of activities using TOP cards Invasion - use of space, keeping the ball, passing, dribbling	Ball skills - range of games e.g. badminton, tennis, hand tennis Net/wall - striking into space, aiming for a target, strike accuracy
<ul style="list-style-type: none"> ▪ Play competitive games and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> ▪ Use running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> ▪ Play competitive games and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> ▪ Use running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> ▪ Play competitive games and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> ▪ Use running, jumping, throwing and catching in isolation and combination 		

		North Tyneside scheme Unit 9 (Les Sports)	North Tyneside scheme Unit 9 (Les Sports) & Unit 10	North Tyneside scheme Unit 10
FRENCH	18	<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; ▪ key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 		