


Year 5 Cycle B	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	242	<ul style="list-style-type: none"> <li>▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years</li> <li>▪ Discuss learning and develop wider skills in spoken language</li> <li>▪ Continue to emphasise enjoyment and understanding of language, especially vocabulary, to support children's reading and writing</li> <li>▪ 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</li> <li>▪ Enhance the effectiveness of children's writing as well as their competence</li> <li>▪ Extend pupils' confidence, enjoyment and mastery of language through public speaking, performance and debate</li> <li>▪ Use joined handwriting as the norm and write fast enough to keep pace with what children want to say</li> </ul>					
MATHS	156	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>
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"> <li>▪ Life cycles of plants and animals</li> <li>▪ Birth, growth, development, and reproduction</li> </ul>		<ul style="list-style-type: none"> <li>▪ Changes as humans develop from birth to old age</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dissolving</li> <li>▪ Evaporating</li> <li>▪ Filtering</li> <li>▪ Reversible &amp; Irreversible changes</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Earth and the Sun</li> <li>▪ The Moon and the Earth</li> <li>▪ Relationship between Sun, Earth and Moon</li> <li>▪ Earth's rotation <ul style="list-style-type: none"> <li>▪ Day and night</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Gravity</li> <li>▪ Air Resistance</li> <li>▪ Water Resistance</li> <li>▪ Friction</li> <li>▪ Gears, Pulleys, Leavers and Springs</li> </ul>
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	<p><b>WHAT IF YOU COULD BUILD SOMETHING NEW IN WIDEOPEN?</b></p> <p>GEOGRAPHY Mapping skills and fieldwork</p>	<p><b>WHAT IF WW2 HAD NEVER HAPPENED?</b></p> <p>HISTORY British History - Impact in UK of Hitler's actions</p>	<p><b>WHAT IF YOU COULD STEP INTO A PAINTING?</b></p> <p>ART Study of different famous artists</p>	<p><b>WHAT IF THE MAYANS NEVER EXISTED?</b></p> <p>HISTORY &amp; GEOGRAPHY Non-European society Mayan civilization c.AD 900</p>	<p><b>WHAT IF WE RAN OUT OF WATER?</b></p> <p>GEOGRAPHY The importance of raw materials such as water</p>	<p><b>WHAT IF YOU HAD TO CHOOSE WHICH DECADE HAD THE BEST MUSIC?</b></p> <p>MUSIC &amp; HISTORY The way music changed during the 20<sup>th</sup> century</p>
HISTORY	30		An aspect in British history extending pupils' chronological knowledge beyond 1066		A non-European society, providing contrasts with British history		A theme in British history extending pupils' chronological knowledge beyond 1066
GEOGRAPHY	30	<ul style="list-style-type: none"> <li>• Use 8 compass points, 4 &amp; 6-figure grid refs, symbols and keys (inc. OS maps) to build knowledge of the UK and wider world</li> <li>• Use fieldwork to observe, measure, record and present human and physical features in local area using a range of methods, inc. sketch maps, plans, graphs, and digital technologies.</li> </ul>			Use maps, atlases, globes and digital/computer mapping to locate countries and describe features	<ul style="list-style-type: none"> <li>• Describe and understand aspects of water cycle</li> <li>• Human geography, inc.: types of settlement/land use, economic activity inc. trade links, and the distribution of natural resources inc. energy, food, minerals and water</li> </ul>	
ART & DESIGN	30	<ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]</li> </ul>		<ul style="list-style-type: none"> <li>• Develop techniques, inc. control, use of materials, with experimentation. creativity and an increasing awareness of different kinds of art, craft and design.</li> <li>• Learn about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]</li> </ul>		
MUSIC	30	<ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ use and understand staff and other musical notations</li> </ul>					<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds increasing aural memory</li> <li>• Appreciate/understand a wide range of quality live and recorded music drawn from different traditions from great composers and musicians</li> <li>• Develop understanding of the history of music.</li> </ul>

<b>DESIGN &amp; TECHNOLOGY</b>	30	<ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design</li> <li>select from/use a wide range of tools &amp; equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from/use a wide range of materials &amp; components, inc. construction materials, textiles &amp; ingredients, according to functional properties &amp; aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>
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<b>PSHE</b>	18	<p><b>New beginnings</b> ***** Keeping Safe</p>	<p><b>Getting on &amp; Falling out</b> ***** Difference &amp; Diversity</p>	<p><b>Going for Goals</b> ***** Healthy Eating &amp; Drugs Education</p>	<p><b>Good to be me</b> ***** Learning Styles (SMARTs)</p>	<p><b>Relationships</b> ***** Relationships &amp; Sex Education</p>	<p><b>Changes</b> ***** Emotional Health &amp; Wellbeing</p>
		<ul style="list-style-type: none"> <li>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]</li> <li>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]</li> <li>participate [e.g. in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]</li> <li>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]</li> <li>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]</li> <li>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]</li> <li>consider social and moral dilemmas that they come across in life [e.g. encouraging respect/understanding between different races and dealing with harassment]</li> <li>find information and advice [e.g. through helplines; by understanding about welfare systems in society]</li> <li>prepare for change [e.g. transferring to secondary school]</li> </ul>					

<b>PE</b>	72	<p><b>Gymnastics</b> Floor work - Flexibility, control, balance, stamina, sequencing</p>	<p><b>Circuit training</b> Fitness activities</p>	<p><b>Gymnastics</b> Apparatus - technique, control, evaluation, stamina</p>	<p><b>Dance</b> Technique, evaluation, compare performance</p>	<p><b>Athletics</b> Track and field - running, jumping, throwing, catching, compare performance</p>	<p><b>Outdoor Adventurous Activities</b> Team challenges, orienteering, problem solving</p>
		<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>Compare performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>Compare performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and combination</li> </ul>	<ul style="list-style-type: none"> <li>Take part in adventurous activities that challenge - working as a team or an individual</li> </ul>
		<p>Hi Five Netball</p>	<p>Volleyball</p>	<p>Football</p>	<p>Multi-sports e.g. baseball, rounders, softball</p>	<p>Multi-skills - range of activities using TOP cards</p>	<p>Ball skills - range of games e.g. badminton, tennis, hand tennis</p>

		Invasion - passing, throwing, catching, movement, competitive game situations, footwork	Net/wall - Throwing, catching, passing, modified game situations, movement into space, hitting into space	Invasion - movement into space, passing, shooting, dribbling, competitive game situations - small group and whole class	Striking/Fielding - positioning of fielders, tactical awareness, striking, long throw, catching	Invasion - use of space, keeping the ball, passing, dribbling	Net/wall - striking into space, aiming for a target, strike accuracy
		<ul style="list-style-type: none"> <li>Play competitive games and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and combination</li> </ul>	<ul style="list-style-type: none"> <li>Play competitive games and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and combination</li> </ul>	<ul style="list-style-type: none"> <li>Play competitive games and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and combination</li> </ul>
FRENCH	18	North Tyneside scheme Unit 9 (Les Sports)		North Tyneside scheme Unit 9 (Les Sports) & Unit 10		North Tyneside scheme Unit 10	
		<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs;</li> <li>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</li> </ul>					