



Year 5 Autumn 1 Cycle B

<p style="text-align: center;">Art Y5 and Y6</p>	<p style="text-align: center;">Tints, tones and shades</p> <p>Children learn about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.</p>
<p style="text-align: center;">Computing Y5 Units</p>	<p style="text-align: center;">Systems and searching: Computing Systems and Networks</p> <p>Children learn to recognise IT systems in the world and how some can enable searching on the internet.</p>
<p style="text-align: center;">Digital Literacy</p>	<p style="text-align: center;">Self-image and identity</p>
<p style="text-align: center;">Geography Y5 and Y6</p>	<p style="text-align: center;">Investigating our world</p> <p>Children learn about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.</p>
<p style="text-align: center;">Languages Year 5</p>	<p style="text-align: center;">Phonics and Pronunciation I</p> <p>Children learn a selection of the key phonemes to facilitate accurate and authentic pronunciation.</p>
<p style="text-align: center;">Charanga Music Y5 Units</p>	<p style="text-align: center;">Continuing Singing & Playing Unit</p> <p>Children learn to reinforce and extend ongoing musical skills, such as vocal development, control in playing tuned and untuned instruments, listening and ensemble skills. The unit builds on previous musical experiences and introduces new musical genres and notation skills.</p>
<p style="text-align: center;">PSHE Y5 Unts</p>	<p style="text-align: center;">Relationships – VIPs</p> <p>Children explore the importance of recognising and connecting with the special people in their lives, as well as the importance of support networks. The children will learn how to ‘think before they act’, how to disagree and the importance of knowing it is ok to disagree. They will learn when secrets are not appropriate and how to handle this.</p>
<p style="text-align: center;">PE Y5 Units</p>	<p style="text-align: center;">Fitness</p> <p>Children will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Children will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Children are asked to recognise areas in which they make the most improvement using the scores they have collected.</p> <p style="text-align: center;">Netball</p> <p>Children will develop defending and attacking play during even-sided 5-a-side netball. Children will learn to use a range of different passes to keep possession and attack towards a goal. Children will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Children also develop their understanding of the importance of fair play and honesty while self-managing games.</p>
<p style="text-align: center;">RE Y5 and Y6</p>	<p style="text-align: center;">What does it mean for Christians to believe that God is holy and loving?</p> <p>Children will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Children will be able to explain that for most Christians, getting to know God is like getting to know a person.</p>



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Art Y5 and Y6	Taotie Children learn about the significance and art of the taotie motif, including ancient and contemporary casting methods.
Computing Y5 Units	Video production: Creating Media Children learn to plan, capture, and edit video to produce a short film.
Digital Literacy	Developing healthy Wellbeing
History Y5 and Y6	Dynamic Dynasties Children learn about the history of ancient China, focusing primarily on the Shang Dynasty, and explore the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.
Languages Year 5	La Date (What Is The Date?) (I) Children learn to say the date in French and consolidate numbers taught previously.
Charanga Music Y5 Units	Performance Unit Children demonstrate the ability to perform in a group with confidence and expression. The unit builds up to a live performance or recording of musical material in singing and/or playing in parts. Skills in performing with others, following a musical lead, listening and appraising their own music are developed.
PSHE Y5 Units	Relationships: Digital wellbeing Children will learn the positive and negative effects of the Internet and being aware of how to manage what we see online. They will learn about 'fake news', 'echo chambers' and cyberbullying and harassment. They will develop a firm understanding of how to stay connected online in a responsible way and how this can help children stay happy, safe and healthy online.
PE Y5 Units	Basketball Children will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Children will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Children will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.
	Dance Children learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Children will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Children will work safely with each other and show respect towards others.
RE Y5 and Y6	What does it mean to be a Muslim in Britain today? Children will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Children will learn about ibadah and links to the Five Pillars, festivals, and places of worship. Children will also spend time finding out about the lived experience of Muslims in Britain today.
Design and Technology Y5 and Y6 Projects on a Page	Mechanical Systems: pulleys or gears



Year 5 Spring 1 Cycle B

Art Y5 and Y6	Line, Light and Shadows
	Children learn about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.
Computing Y5 Units	Selection in physical computing: Programming A
	Children learn to explore conditions and selection using a programmable microcontroller.
Digital Literacy	Managing online information
Geography Y5 and Y6	Sow, Grow and Farm
	Children learn about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.
Languages Year 5	La Famille (Family)
	Children learn to talk about their own / an imaginary family in French.
Charanga Music Y5 Units	Sing and Play in Different Styles How Does Music Connect Us with Our Past?
	Children learn that singing and playing in different styles with different grooves is part of being in a band or an ensemble. They learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. Children will explore singing and playing with various tempos of the music in this unit.
PSHE Y5 Units	Living in the Wider World: Diverse Britain
	Children explore the structure and role of local and national government and how identities and communities work together. These lessons celebrate diversity and difference throughout the country and consider the importance of tolerance and human rights to our democratic society.
PE Y5 Units	Gymnastics
	Children create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Children are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, children develop performance skills considering the quality and control of their actions.
	Yoga
RE Y5 and Y6	Why do Christians believe Jesus was the Messiah?
	Children will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Children will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.



Year 5 Spring 2 Cycle B

<p>Art Y5 and Y6</p>	<p style="text-align: center;">Nature's Art</p> <p>Children learn about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.</p>
<p>Computing Y5 Units</p>	<p style="text-align: center;">Flat-file databases: Data and Information</p> <p>Children learn to use a database to order data and create charts to answer questions.</p>
<p>Digital Literacy</p>	<p style="text-align: center;">Copyright and ownership</p>
<p>Design and Technology Y5 and Y6 Projects on a Page</p>	<p style="text-align: center;">Food: Celebrating Culture and Seasonality (repeated in Cycle A Autumn)</p>
<p>Languages Year 5</p>	<p style="text-align: center;">Revision and consolidation of content taught so far</p> <p>Opportunities to revisit, reinforce and practice all of the content taught so far.</p>
<p>Charanga Music Y5 Units</p>	<p style="text-align: center;">Composing and Chords How Does Music Improve Our World?</p> <p>Children will learn that if we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, children will create an accompaniment and the composition extension activities will help them to learn about chords.</p>
<p>PSHE Y5 Units</p>	<p style="text-align: center;">Living in the Wider World: Aiming High</p> <p>Children will understand and learn that they are capable of achieving and how they can break down potential barriers. They will learn about the importance of future decisions and their thought processes. They will learn about the importance of equal opportunities and how the world of 'working for a living' works.</p>
<p>PE Y5 Units</p>	<p style="text-align: center;">Football</p> <p>Children will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Children will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Children will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p style="text-align: center;">OAA</p> <p>Children develop teamwork skills through completion of a number of challenges. Children work individually, collaboratively in pairs and in groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Children are also given the opportunity to lead groups and utilise negotiation skills. Children learn to orientate and navigate using a map.</p>
<p>RE Y5 and Y6</p>	<p style="text-align: center;">Why is the Torah so important to Jews?</p> <p>Children will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, it's place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.</p>



Year 5 Summer 1 Cycle B

Art Y5 and Y6	<p style="text-align: center;">Mixed Media</p> <p>Children learn about paper and fabric collage. They explore mixed media artworks and create a small-scale mixed media collage.</p>
Computing Y5 Units	<p style="text-align: center;">Introduction to vector graphics: Creating Media</p> <p>Children learn to create images in a drawing program by using layers and groups of objects.</p>
Digital Literacy	<p style="text-align: center;">Understanding online bullying</p> <p>Children learn strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation.</p>
History Y5 and Y6	<p style="text-align: center;">Ground-Breaking Greeks</p> <p>Children learn about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p>
Languages Year 5 and 6	<p style="text-align: center;">En Classe (In the Classroom) (I)</p> <p>Children learn to present both orally and in written form about what they have and do not have in their pencil case and/or school bag in French.</p>
Charanga Music Y5 Units	<p style="text-align: center;">Enjoying Musical Styles How Does Music Teach Us About Our Community?</p> <p>Children learn there are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is ‘texture’. ‘Texture’ refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Children will learn that different styles of music have different textures. They will also explore how voices and instruments combine to create texture in music.</p>
PSHE Y5 Units	<p style="text-align: center;">Health and wellbeing: Safety first</p> <p>Children will recognise the responsibilities that come along with their growing independence; and how they can avoid risks, hazards and danger when at home and out near roads, railways, water and fireworks. They will learn more about the risk of being put under pressure to do things that might make them feel unsafe and how to avoid this pressure by saying no to dares and peer pressure. They will learn how to communicate with emergency services and how to respond in emergency situations.</p>
PE Y5 Units	<p style="text-align: center;">Cricket</p> <p>Children develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, children achieve this by striking a ball and trying to avoid fielders so that they can run between wickets to score runs. Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p style="text-align: center;">Rounders</p> <p>Children develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. Children work with a partner and group to organise and self-manage their own games. Children play with honesty and fair play when playing competitively.</p>
RE Y5 and Y6	<p style="text-align: center;">How do Christians live? What would Jesus do?</p> <p>Children will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus’ teaching. Children will learn about the differences between Jesus’ direct teaching and his teaching through parables and other stories that he told. Children will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the ‘good news’ of Jesus is, giving examples of the example of Jesus’ behaviour that Christians try to follow.</p>

Could be taught in Summer 2 or Summer 2

Design and Technology Y5 and Y6 Projects on a Page	Structure: Frame Structures
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Year 5 Summer 2 Cycle B

<p style="text-align: center;">Art Y5 and Y6</p>	<p style="text-align: center;">Expression</p> <p>Children learn about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.</p>
<p style="text-align: center;">Computing Y5 Units</p>	<p style="text-align: center;">Selection in quizzes: Programming B</p> <p>Children explore selection in programming to design and code an interactive quiz.</p>
<p style="text-align: center;">Digital Literacy</p>	<p style="text-align: center;">Understanding online reputation</p> <p>Children learn strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>
<p style="text-align: center;">Geography Y5 and Y6</p>	<p style="text-align: center;">Revision and retrieval practice</p> <p>Children will have opportunities to consolidate and deepen the geographical content that has been taught so far.</p>
<p style="text-align: center;">Languages Year 5 and 6</p>	<p style="text-align: center;">Intercultural understanding</p> <p>Children learn to look at aspects of their everyday lives from the perspective of someone from another country. Children develop their ability to recognise similarities and differences between places.</p>
<p style="text-align: center;">Charanga Music Y5 Units</p>	<p style="text-align: center;">Freedom to Improvise How Does Music Shape Our Way of Life?</p> <p>Children will learn that improvisation gives you the freedom to express yourself, to really go for it! Children will be encouraged to improvise with notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p>
<p style="text-align: center;">PSHE Y5 Units</p>	<p style="text-align: center;">Health and wellbeing: It's my body (RSE)</p> <p>Children will have discussions around how we can stay safe and clean, avoid the spread of germs and make good choices around issues such as sun safety. Children are encouraged to develop an attitude of body confidence and self-worth, understanding what they are comfortable with and how they can make healthy, safe choices for themselves.</p>
<p style="text-align: center;">PE Y5 Units</p>	<p style="text-align: center;">Athletics</p> <p>Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. Children learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.</p> <p style="text-align: center;">Swimming</p> <p>Children focus on swimming fluently and with increased confidence and control. Children work to develop and improve swimming strokes, learn personal survival techniques and how to stay safe around water. Children have to keep afloat and propel themselves through the water.</p>
<p style="text-align: center;">RE Y5 and Y6</p>	<p style="text-align: center;">What matters most to humanists and Christians?</p> <p>Children will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good. Children will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p>