

Year 5 Cycle A Overview

Autumn 1A Cycle: Mystical Space		Autumn 2A Cycle: Ancient Greeks	
Linked Theme	Stand alone	Linked Theme	Stand alone
<p>Literacy: Myst Exile</p> <ol style="list-style-type: none"> Setting description Crime report Setting description Narrative retelling Non-chronological report <p>Art: Van Gogh</p> <ol style="list-style-type: none"> To explore the impressionist works of Vincent Van Gogh. To explore mark making techniques in the style of Vincent Van Gogh. To recreate a section of Starry Night. To design an impressionist piece of work. To create a background with oil pastels. To add details to and finish an impressionist piece of work. To evaluate an impressionist piece of work. <p>Science: Earth and Space</p> <ol style="list-style-type: none"> To know the names and order of the planets in the Solar System. To know that the sun, Earth and Moon are spherical bodies. To name and describe features of the planets in our solar system. To understand how the Earth and other planets move in our solar system. To understand how the movement of the Earth creates day and night. To know the movement of the Moon relative to the Earth To know that the Moon appears as different shapes during its 28-day cycle. <p>RE: Religion and Daily Life</p> <ol style="list-style-type: none"> To identify ways religion may affect someone's daily life To compare how daily life can differ in different religions. To compare the daily lives of others to your own To compare how different roles within a religion impact on daily life To identify how religious impact on daily life differs across cultures/countries. To understand religion in society has changed over time 	<p>Geography: Russia</p> <ol style="list-style-type: none"> To describe the location of Russia and identify the main cities. To identify the different biomes in Russia To explore land use and architecture in Russia To compare human and physical geography of St. Petersburg and Milton Keynes and its development over time. To explain how geographical features helped the winner of the Great Space Race Link to Sally Ride first woman in space, LGBTQ+ To understand the different types of energy To explain the impact of the Chernobyl nuclear disaster <p>Computing: E-Safety and Blogging</p> <ol style="list-style-type: none"> To know the main concepts within e-safety. To know how online communication can be interpreted in different ways. To know the features of a strong password. To know how to create a blogpost. To know how to consider the reliability of information online. To know what cyberbullying is and how to protect yourself against it. To know how to comment appropriately on the internet. <p>PSHE: Keeping Safe</p> <ol style="list-style-type: none"> To share and who to talk to if they feel uncomfortable. Identify the responsible use of mobile phones Know how to be safe online and protect personal information Know how to be safe online and manage messages/contact from strangers Know how to be safe online and manage requests for images Understand what is appropriate <p>Modern Foreign Languages:French (Brooksward)/ Spanish (Drayton Park) – Pets</p> <p>Music – Our Community</p> <ol style="list-style-type: none"> To learn to sing a song. To understand and conduct a metre of 4. To conduct a metre of 2 and 3. To be able to write lyrics To develop accompaniments using ostinato or improvised rhythms. To rehearse for a performance <p>PE</p>	<p>Literacy: Greek Myths</p> <ol style="list-style-type: none"> Retell a myth (Theseus and theMinotaur) Setting description. Character description Non-chronological report <p>History: Ancient Greece</p> <ol style="list-style-type: none"> To know how Ancient Greece was organized To understand the events of the Battle of Marathon was To know the impact of Ancient Greek discoveries in medicine on modern life. Link to Hippocrates To compare Ancient Greek and modern religious practices. To know how the Ancient Greeks used democracy. <p>DT: Cranes</p> <ol style="list-style-type: none"> To develop a design brief and criteria from a given problem. To know which combination of ratios is best for a specific function. To know how to develop a design considering functionality. To know how to make parts of a design from a plan. To know how to create a system of combined ratios. To finalise a product from a design. <p>Music— Solar System</p> <ol style="list-style-type: none"> To relate sound sequences to images. To develop the use of dynamics To learn an ostinato using staff notation To develop techniques of performing rap using texture and rhythm To learn to sing a song with complex texture. To learn about the sound of the whole tone scale. To create a musical background for a poem. To perform a song. 	<p>Science: Forces</p> <ol style="list-style-type: none"> To identify and explain the forces acting upon objects. To explain the effect of gravity on an unsupported object. To know the effects of air resistance. To know the effects of water resistance. To know the effects of friction. To explore the effects of levers, pulleys and simple machines on movement <p>RE: Historical inspirationalpeople in religion</p> <ol style="list-style-type: none"> To know what makes some inspirational. To know why Elizabeth Fry was an inspirational Christian. To know why Guru Nanak was an inspirational Sikh. To know why Confucius was inspirational. To know why Queen Esther was an inspirational Jew. <p>Computing: Sketch-Up</p> <ol style="list-style-type: none"> To know how to use measurements when drawing to create accurate lines and shapes. To know how to create and edit 3d objects. To know how to rotate and move 3d objects. To know how to use guidelines to add detail. To know how to curve edges and sides of a 3d model. To know how to make drawn objects into components <p>PSHE: Relationships andWorking Together</p> <ol style="list-style-type: none"> Understand that my actions have direct consequences and can affect others positively and negatively Know how to show respect in a range of situation. Understand and accept that others may have a different opinion to mine. Work collaboratively to complete a task. Know how to compromise to ensure a task is completed. Develop strategies to resolve disputes and conflict through negotiation and compromise when working with others. <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – At the Tea Room</p> <p>PE</p>

Year 5 Cycle A Overview

Spring 1A Cycle: Shackleton's Journey		Spring 2A Cycle: Rivers & Mountains	
<u>Linked Theme</u>	<u>Stand alone</u>	<u>Linked Theme</u>	<u>Stand alone</u>
<p>Literacy: Shackleton's Journey</p> <ol style="list-style-type: none"> Persuasive Writing Diary Entry Persuasive Letter Newspaper Report <p>Geography: Hemispheres</p> <ol style="list-style-type: none"> To understand the terms longitude and latitude and use them to locate countries on a world map. To understand the position and significance of the Tropic of Cancer and the Tropic of Capricorn To understand how the land and resources are used in the Polar Regions - Arctic circle To understand how the land and resources are used in the Polar Regions - Antarctic To understand the position and significance of the Prime Meridian. To understand the significance of time zones around the world and how to calculate them. <p>Science: Living Things</p> <ol style="list-style-type: none"> To describe sexual reproduction in plants. To describe asexual reproduction in plants. To describe the life cycles of mammals (placental, monotreme, marsupial) To describe the life cycles of an amphibian and an insect (complete and incomplete metamorphosis) To understand the impact of naturalists on conservation. To know about David Attenborough's life and his contribution to conservation. <p>PSHE: Discrimination</p> <ol style="list-style-type: none"> Know that all actions have consequences Identify anti-social, aggressive and harmful behaviours Know that anti-social, aggressive and harmful behaviours have consequences Explore strategies for getting support if you are experiencing or perpetrating anti-social behaviours Identify strategies for resolving differences Explore and practice strategies for resolving differences in a safe environment 	<p>Art: Masks from Around the World</p> <ol style="list-style-type: none"> To explore traditional mask designs. To design a traditional mask. To use paper Mache to form the shape of a traditional mask. To create the background colour of a traditional mask. To add details to and complete a traditional mask. <p>Computing: Web Design</p> <ol style="list-style-type: none"> To know the key features of a webpage. To know how to create a homepage for a website. To know how to create an information page for a website. To know how to insert and format an image on a webpage. To know how to use hyperlinks in a website. To know how to create a relevant webpage for a web <p>RE: Life After Death</p> <ol style="list-style-type: none"> To understand why we commemorate death. To understand what Christians believe about life after death and how they mark a person's death. To understand what Muslims believe about life after death and how they mark a person's death. To understand what Hindus believe about life after death and how they mark a person's death. To know non-religious views about life after death. <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Sports</p> <p>Music – Lifestyles</p> <ol style="list-style-type: none"> To sing in three parts To read a melody in staff notation To compose and sing in two parts To combine voices and instruments in four parts. To develop a structure to combine sounds. To create musical effects using different pitch. To learn about the music of early opera. <p>PE</p>	<p>Literacy: Mount Everest</p> <ol style="list-style-type: none"> Newspaper Report Poetry Writing Narrative Writing Balanced Argument <p>Geography: Rivers & Mountains</p> <ol style="list-style-type: none"> To locate mountains on a world map and understand how they are formed. To compare and discuss similarities and differences between different mountain ranges. To understand which plants and animals are found in a mountainous environment. To understand and explain the processes of the water cycle. To identify parts of a river and how they are formed. Practical lesson using sand & water. To discuss the effects of human impact on floodplains and how they have occurred. <p>DT: Clothing for mountainclimbers</p> <ol style="list-style-type: none"> To know how to create a design brief based on a given need. To develop a pattern to match a design brief. To evaluate the suitability of materials using design criteria. To know how to prepare a pattern accurately. To select and use an appropriate stitch. To know ways to overcome issues in the making process. <p>Music – Keeping Healthy</p> <ol style="list-style-type: none"> To explore beat and syncopation at different tempi. To sing and play scales and chromatic passages. Accompanying a song with sung and played drones. To develop an arrangement of a two-part song with a played bassline. To perform a song with syncopated rhythms. To use a score to notate and guide parts of a performance. 	<p>Science: Materials</p> <ol style="list-style-type: none"> To know that different materials have different properties To know that materials are electrical conductors or insulators To understand the terms thermal conductor and thermal insulator. To know the best thermal insulators for keeping food cold. To identify if a material is suitable for a specific job <p>RE: Wider beliefs</p> <ol style="list-style-type: none"> To understand that beliefs can vary within religions To understand that some people do not follow a religion To understand the idea of spirituality. To understand the basic principles of Buddhism. To understand the basic principles of Sikhism. <p>Computing: Scratch Platform Game</p> <ol style="list-style-type: none"> To know how to use selection to create control of a program. To know how to use conditionals to create decisions in a program. To know how to use boolean statements to create decisions in a program. To know how to use variables to store and manipulate data. To use know how to use variables to reference data in a program. To know how to create a platform game using scratch coding. <p>PSHE: Communities and identities</p> <ol style="list-style-type: none"> Understand that there are basic human rights shared by all people and all societies and why historically this is important Explain what a community is and what it means to belong to one Explore and appreciate the diverse communities found in the UK and beyond Discuss the range of values and customs found within diverse communities and how these strengthen communities Discuss the terms democracy and human rights in relation to local and national government. Investigate what charities and voluntary groups do and how they support the community. <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Cultural Festivals</p> <p>PE</p>

Year 5 Cycle A Overview

<u>Summer 1A Cycle: WWII</u>		<u>Summer 2A Cycle: Bletchley Park</u>	
<u>Linked Theme</u>	<u>Stand alone</u>	<u>Linked Theme</u>	<u>Stand alone</u>
<p>Literacy: The Piano</p> <ol style="list-style-type: none"> 1. Monologue writing 2. Poetry writing 3. Balanced argument 4. Narrative flashback writing <p>History: WWII</p> <ol style="list-style-type: none"> 1. To know what WWII was. 2. To know why WW2 began. 3. To know what the Blitz was. 4. To know what evacuation was. 5. To know what the roles of men and women during the war were. 6. To know why the war ended. <p>RE: War and Peace</p> <ol style="list-style-type: none"> 1. To know what different religions say about peace. 2. To understand what is meant by 'inner peace'. 3. To know how people of faith have promoted peace. 4. To know what different religions say about war. 5. To recognise symbols of peace. <p>Art: WW2 Sculptures</p> <ol style="list-style-type: none"> 1. To explore the work of Henry Moore. 2. To practice using wire and clay to make a model. 3. To design a WW2 sculpture. 4. To make a WW2 sculpture. 5. To add details to and finish a WW2 sculpture. 	<p>Science: Materials</p> <ol style="list-style-type: none"> 1. To know about famous scientists and their discoveries. 2. To know that changes of state can be reversible 3. To know that changes of state can be irreversible 4. To know that mixing can cause reversible changes. 5. To know that mixing can cause irreversible changes. 6. To know that mixtures can be separated in different ways. <p>PSHE: Relationships and boundaries</p> <ol style="list-style-type: none"> 1. Understand the right to privacy 2. Identify own personal boundaries and know what you are willing to share with others 3. Recognise when keeping a secret in inappropriate and what to do in that situation 4. To identify the similarities and differences between married and unmarried relationships 5. To know that all relationships must be willingly entered into 6. To recognise the impact that a forced relationship could have on mental health. <p>Computing: Networks</p> <ol style="list-style-type: none"> 1. To know how a network is organised. 2. To know how data travels around a network. 3. To know the differences between a computer network and the Internet. 4. To know the basic functions of HTML code. 5. To know how to use a range of tags to edit HTML. <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Clothes</p> <p>Music – At the Movies</p> <ol style="list-style-type: none"> 1. To understand musical narrative. 2. To understand and compose movie sound effects. 3. To explore changes in phrasing, tempo and structure. 4. To understand the effect of music and musical cliches on movies. 5. To learn about musical techniques used in movies. 6. To evaluate and refine compositions. <p>PE</p>	<p>Literacy: Rose Blanche</p> <ol style="list-style-type: none"> 1. Narrative writing 2. Diary entries 3. Recount writing 4. Explanation texts 5. Poetry writing <p>History: Bletchley Park</p> <ol style="list-style-type: none"> 1. To know the early history of Bletchley Park. 2. To know how Bletchley Park was used during WWII. To know who Alan Turing was and why he was important 3. To know how code breaking helped the Allies win the war. 4. To know how Bletchley Park was revealed <p>DT: Rationing</p> <ol style="list-style-type: none"> 1. To adapt a given design brief based on extenuating circumstances. 2. To know how to independently follow a recipe. 3. To know how to evaluate a final product using a range of factors. 4. To know how to independently follow a modified recipe. 5. To know how to utilise previous experience to complete an evaluation. 6. To create a recipe within a given set of limitations. 	<p>Science: Animals including Humans</p> <ol style="list-style-type: none"> 1. To investigate differences in animal gestation periods 2. To be able to describe the stages of human development. 3. To understand how babies grow and develop. 4. To understand the changes humans go through in puberty. 5. To understand the changes humans go through in old age <p>Computing: Networks and the Internet</p> <ol style="list-style-type: none"> 1. To know the differences between a computer network and the Internet. 2. To know how data travels around networks. 3. To know the basic functions of HTML code. 4. To know how to use HTML tags to edit visual elements. 5. To know how to use HTML tags to edit digital media <p>RE: Moral Dilemmas</p> <ol style="list-style-type: none"> 1. To know what a moral dilemma is. 2. To know how beliefs can help with solving moral dilemmas. 3. To know how different religions may respond to a moral dilemma. 4. To know how prejudice can affect a decision in a moral dilemma. 5. To know how temptation can create moral dilemmas. 6. To know how a humanist may respond to a moral dilemma. <p>PSHE: Managing Changes</p> <ol style="list-style-type: none"> 1. Understand how we feel when changes occur in school 2. Understand how to respond to changes at home 3. Understand how to respond loss and separation. 4. Understand that changes occur at different times for different people 5. Understand how our body will change as we get older and move through puberty <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – The Date</p> <p>Music – Celebration</p> <ol style="list-style-type: none"> 1. To sing and play in three-part harmony 2. To perform an ostinato 3. To perform a song in 4 parts 4. To understand song structure and singing techniques 5. To play accurately as an ensemble with dynamics 6. To rehearse and improve an ensemble performance. <p>PE</p>

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