

Year 5 Cycle B Overview

Autumn 1B Cycle: Pandora		Autumn 2B Cycle: Climate Detectives	
Linked Theme	Stand alone	Linked Theme	Stand alone
<p>Literacy: Pandora (Avatar)</p> <ol style="list-style-type: none"> Setting Descriptions Non-chronological reports Diary Entries <p>History: Shang Dynasty</p> <ol style="list-style-type: none"> To understand how the Shang Dynasty rose to power. To describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people. To compare and contrast kings of the Shang Dynasty. To understand the religious beliefs and practises of the Shang Dynasty. To make a judgment about a significant figure in Shang society based on historical evidence. To understand how the Shang Dynasty ended. <p>Art: Traditional Ink Painting</p> <ol style="list-style-type: none"> To explore traditional Chinese ink paintings. To practice traditional ink painting techniques. To design a traditional Chinese-inspired ink painting. To form the background of a traditional Chinese-inspired ink painting. To add details to the foreground and finish a traditional Chinese-inspired ink painting. To evaluate a traditional Chinese-inspired ink painting. <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>Enrichment day: Shang Day</p>	<p>RE: Expression through the arts</p> <ol style="list-style-type: none"> To know that people can express their faith through the creative arts. To know how music can be a form of religious expression. To know how colour can be used to express religious beliefs. To know that art can be sacred and spiritual for believers. To know that people chose everyday items to express their beliefs. To understand how drama is used to reinforce important teaching and stories in religions. <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"> Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves Recognise when they need help and how to ask for it Understand peer pressure and explore strategies for resisting pressure To know how to appropriately care for our ever-changing bodies Know they have a right to protect themselves Explore actions which constitute abuse and are a crime/Know there are some cultural practices which are against British Law and Human Rights <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>Modern Foreign Languages:French (Brooksward)/ Spanish (Drayton Park) – Pets</p> <p>PE</p>	<p>Literacy: Holes</p> <ol style="list-style-type: none"> Narrative retelling Narrative dilemma Persuasive letter <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>DT – Electric Vehicles</p> <ol style="list-style-type: none"> To develop design briefs and criteria using research. 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>Geography – Biomes across the world</p> <ol style="list-style-type: none"> To locate and understand the features of the 6 main biomes. To understand effect of a biomes climate on the vegetation and wildlife. To understand how biomes influence the way people live. To understand the features of a given biome, in depth. To understand the impact of global warming on the world’s biomes- Global impact, animals and global warming. To understand how we can reduce the impact of global warming. <p>Visit: Team building at Great Linford.</p>	<p>RE: Inspirational modern people of faith</p> <ol style="list-style-type: none"> To know why Elie Wiesel was an inspirational Jew. To know why Mother Teresa was an inspirational Christian. To know why Malala Yousafzui is an inspirational Muslim. To know why Martin Luther King was an inspirational Christian. To know why Mahatma Gandhi was an inspirational Hindu. <p>PSHE – Consequences</p> <ol style="list-style-type: none"> Understand actions affect themselves and others. Understand what a dare is and know how to manage a situation that involves a dare. Understand what stereotypes are and how they can be challenged Understand how to recognise bullying in all its forms. Understand how to recognise online bullying in all its forms. Understand the nature and consequences of any type of bullying and how to respond to bullying and how to ask for help. <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>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>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – At the Tea Room</p> <p>PE</p>

Year 5 Cycle B Overview

Spring 1B Cycle: Africa		Spring 2B Cycle: Shakespeare	
<u>Linked Theme</u>	<u>Stand alone</u>	<u>Linked Theme</u>	<u>Stand alone</u>
<p>Literacy: The boy who harnessed the wind</p> <ol style="list-style-type: none"> Diary entry Explanation Persuasive letter Verbal news reports <p>History: The Kingdom of Benin</p> <ol style="list-style-type: none"> To find out how the kingdom of Benin developed. To understand why the Osigo Dynasty ended. To understand what the art of Benin showed about the society. To understand what the people of Benin believed in. To understand how the Kingdom of Benin ended. <p>DT: Quilts</p> <ol style="list-style-type: none"> To know how the hapa-zome technique is used. To select material most suitable for a purpose. To know how to create a design brief and criteria using research. To prepare material for a design. To finalise a product based on a design. To collaborate with others to complete a design. <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>Visit: Pitt Rivers and Natural History museum (Oxford)</p>	<p>RE: Sacrifices</p> <ol style="list-style-type: none"> To understand what sacrifice means (religious/non-religious). To identify a sacrifice I have made and why I made it. To understand what is mean by a sacrifice for the greater good. To understand how sacrifice has changed over time. To demonstrate my understanding of sacrifice through story-telling. <p>PSHE – Respect, Diversity and Equality</p> <ol style="list-style-type: none"> Know why we have rules and laws Identify how to take part in making and changing rules Understand what human rights are Know that people who live on different countries have different values, traditions and customs Recognise and appreciate the diverse communities in the UK <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>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>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Sports</p> <p>PE</p>	<p>Literacy: Shakespeare (Macbeth and Romeo and Juliet)</p> <ol style="list-style-type: none"> Non-chronological report Newspaper report Diary entry Playscripts <p>Geography – Stratford upon Avon</p> <ol style="list-style-type: none"> To identify Stratford upon Avon and its major features on a map To understand the significance of the locality of Stratford up Avon. To compare the physical geography and land use of Stratford upon Avon and Milton Keynes. To compare the human geography of Stratford with Milton Keynes. To identify the impact of tourists on Stratford. <p>Art: Tudor Portraits</p> <ol style="list-style-type: none"> To identify the features of Tudor portraits. To be able to sketch facial features in correct proportions of the face. To sketch a portrait from a photograph. To create the background of a Tudor-inspired portrait. To add details to and finish a Tudor-inspired portrait. <p>Enrichment day: Shakespeare workshop</p>	<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>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 – Enterprise</p> <ol style="list-style-type: none"> Understand what is meant by enterprise Develop enterprise skills Understand how information is presented in media. Examine what is presented on Social Media Understand that information presented on social media can be misleading. Understand what is appropriate to share with others <p>RE: Beliefs vs Law</p> <ol style="list-style-type: none"> To understand the difference between the laws of a country and religious instruction, e.g. homophobia, women's rights. To compare the 10 commandments to the laws of the UK. To compare Sharia law to the laws of the UK. To understand how to act when a law or belief is broken <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Cultural Festivals</p> <p>PE</p>

Year 5 Cycle B Overview

Summer 1B Cycle: Crime and Punishment		Summer 2B Cycle: Natural Disasters	
Linked Theme	Stand alone	Linked Theme	Stand alone
<p>Literacy: The Highwayman</p> <ol style="list-style-type: none"> Persuasive letter Setting description Letter of complaint Narrative <p>History: Crime and Punishment</p> <ol style="list-style-type: none"> To understand how and why the definition of crime has changed over time. To understand how and why punishments have changed over time. To understand how and why the punishment for treason has changed, To understand the early methods of law enforcement. To know how the modern police force developed. <p>DT: Prison Menus</p> <ol style="list-style-type: none"> To use research to evaluate related products. To know how to follow a recipe. To evaluate a recipe based on one's own and others' preferences. To know how to adapt recipes to meet a design brief. To know how to design a recipe. To test changes made to a recipe. <p>Enrichment Day: Live trial</p>	<p>Science: Materials</p> <ol style="list-style-type: none"> To know about famous scientists and their discoveries. To know that changes of state can be reversible To know that changes of state can be irreversible To know that mixing can cause reversible changes. To know that mixing can cause irreversible changes. To know that mixtures can be separated in different ways. <p>PSHE – Equality and Diversity in relationships</p> <ol style="list-style-type: none"> Understand what is meant by equality Understand what is meant by diversity Understand the terms gender identity and sexual orientation Understand relationships and family units are unique and look different Know that similarities and differences between people arise from a number of factors Identify the factors that make people similar and different in their own communities <p>RE: Prejudice and Racism</p> <ol style="list-style-type: none"> To understand what prejudice is and the different types To understand the dangers of prejudice. To understand how to act when presented with prejudice. To understand the historical impact of prejudice. To understand what extremism is. To understand how we can prevent extremism. <p>Computing: Networks</p> <ol style="list-style-type: none"> To know how a network is organised. To know how data travels around a network. To know the differences between a computer network and the Internet. To know the basic functions of HTML code. To know how to use a range of tags to edit HTML. <p>Music – At the Movies</p> <ol style="list-style-type: none"> To understand musical narrative. To understand and compose movie sound effects. To explore changes in phrasing, tempo and structure. To understand the effect of music and musical cliches on movies. To learn about musical techniques used in movies. To evaluate and refine compositions. <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Clothes</p> <p>PE</p>	<p>Literacy: Wizard of Oz</p> <ol style="list-style-type: none"> Explanation text Diaries Non-chronological report Poetry <p>Geography: Natural disasters</p> <ol style="list-style-type: none"> To explain what causes tornadoes and the effects they have. Tornado in a bottle experiment To understand the Earth's structure. To understand the formation of tectonic plates. To explain how volcanoes affect people's lives. To explain what causes earthquakes and how they are measured. To explain what causes tsunamis and how they affect people. <p>RE: Religion and the Environment</p> <p>To identify their role in caring for the environment.</p> <p>To understand the historical impact of religion on the environment</p> <p>To identify religious stories, beliefs, rules, teachings that promote the environment.</p> <p>To understand the role religious figures have had on the environment</p> <p>To identify the impact of religion on the environment</p> <p>To identify ways religious practices do and do not help the environment.</p> <p>Visit: Willen Lake</p>	<p>Science: Animals including Humans</p> <ol style="list-style-type: none"> To investigate differences in animal gestation periods To be able to describe the stages of human development. To understand how babies grow and develop. To understand the changes humans go through in puberty. To understand the changes humans go through in old age <p>Art: Pop Art</p> <ol style="list-style-type: none"> To know what pop art is To develop techniques with a lino cutter. To design a 2-layer lino print. To cut a design into lino. To print the background design for a pop art print. To print the detail and finish a pop art print. <p>PSHE – Managing Changes</p> <ol style="list-style-type: none"> Understand how we feel when changes occur in school Understand how to respond to changes at home Understand how to respond loss. Understand how to respond divorce/ separation. Understand how our body will change as we get older and move through puberty Know how humans reproduce (Year 6 only) Know strategies for identifying emotions and how to manage them (Year 5 only) <p>Computing: Networks and the Internet</p> <ol style="list-style-type: none"> To know the differences between a computer network and the Internet. To know how data travels around networks. To know the basic functions of HTML code. To know how to use HTML tags to edit visual elements. To know how to use HTML tags to edit digital media <p>Music – Celebration</p> <ol style="list-style-type: none"> To sing and play in three-part harmony To perform an ostinato To perform a song in 4 parts To understand song structure and singing techniques To play accurately as an ensemble with dynamics To rehearse and improve an ensemble performance. <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – The Date</p> <p>PE</p>

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