

Year 5 Curriculum Planning

Term	Week	Unit and 'I can' statements	
Autumn 1	1 - 3	Powerful Forces At Work Science: Forces – The children will learn about gravity, air resistance, water resistance and friction. They will understand the effects they have on objects. <ul style="list-style-type: none"> • I can explain what gravity is and its impact on our lives. • I can identify and explain the effect of air resistance. • I can identify and explain the effect of water resistance. • I can identify and explain the effect of friction. • I can explain how levers, pulleys and gears allow smaller force to have a greater effect. 	PSHE – Being Me in My world <ul style="list-style-type: none"> • I can understand and explain the school's code of conduct. • I can develop an understanding of rights and responsibilities. • I can make my own choices. • I can understand that actions have consequences.
	4	Computing: Networking <ul style="list-style-type: none"> • I can search for information on the internet • I can work out which search is the most relevant • I know what a network is 	RE – How far would a Sikh go for his or her religion? <ul style="list-style-type: none"> • I can identify the different levels of commitment I show to different things and explain these priorities. • I can make links between how Sikhs practise their religion and the beliefs that underpin this. • I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.
	5 and 6	History: The Mayans – The children will learn about Mayan civilization. <ul style="list-style-type: none"> • Pupils should be taught about a non-European society that provides a contrast with British history (Mayan civilization c.AD 900) • I can draw a timeline with different historical periods showing key historical events or lives of significant people. • I can compare two or more historical periods: explaining things which changed and things which stayed the same. 	Netball <ul style="list-style-type: none"> • I can choose a tactic for defending and attacking • I can use different techniques to pass and shoot a ball • I can play competitive sports • I can use tactics to find space and pass to players on my team. French – All aboard! <ul style="list-style-type: none"> • I can listen attentively to spoken language and show understanding by joining in and responding. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
Half Term			

Year 5 Curriculum Planning

Autumn 2	1	Bubbling Under The Surface <i>Invictus Games unit – see separate planning English, maths. Geography, PSHE and PE.</i>	PSHE – Celebrating Difference <ul style="list-style-type: none"> I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
	2	Sketching (Salvador Dali) <ul style="list-style-type: none"> I can identify and draw objects and use marks and lines to produce texture. I can successfully use shading. I can organise line, tone, shape and colour to represent figures and forms in movements. 	
	3 - 5	Geography and DT: Mountains and volcanoes – The children will learn about and be able to understand what volcanoes and mountains are. <ul style="list-style-type: none"> I can describe how volcanoes are created. I can locate and name some of the world’s most famous volcanoes. I can name and locate many of the world’s most famous mountainous regions in an atlas CREATING VOLCANOES USING PAPER MACHE – I can use design and technology skills to create a volcano. I can use my scientific knowledge to mix a solution to form a volcano. 	RE – what is the best way for a Hindu to show commitment to God? <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God.
	6 and 7	<i>Christmas unit – see separate planning</i>	Tennis <ul style="list-style-type: none"> I can use forehand and backhand with a racket. I can play competitive sports I can vary tactics depending on the opponent’s strengths and weaknesses French–Pocket money <ul style="list-style-type: none"> I can listen attentively to spoken language and show understanding by joining in and responding. I can speak in sentences, using familiar vocabulary, phrases and basic language structures. I can engage in conversations; ask and answer questions; express opinions; and respond. I can read carefully and show an understanding of words, phrases and simple writing. I can write phrases from memory and use these to create sentences.
Christmas Holiday			

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Spring 1		<p>Shake It Up</p> <p>School trip – Natural History Museum</p>	<p>PSHE – Dreams and Goals</p> <ul style="list-style-type: none"> • I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own
	1 - 3	<p>Geography: Earthquakes The children will learn about and be able to understand what earthquakes are.</p> <ul style="list-style-type: none"> • I can describe how earthquakes are created. • I can locate earthquake zones • I understand the different causes of earthquakes • I can explain why earthquakes take place in certain areas • CASE STUDY 	<p>RE – Are Sikh stories important today?</p> <ul style="list-style-type: none"> • I can explain how some stories can teach people about what is important and how to behave. • I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.
	4 and 5	<p>Science: Properties and changes of materials – The children will learn about properties of materials, changes in state and understand that some changes are reversible and some are irreversible.</p> <ul style="list-style-type: none"> • I can compare and group materials based on their properties (eg hardness, solubility, transparency, conductivity and response to magnets). • I can describe how a material dissolves to form a solution; explaining the process of dissolving. • I can describe and show how to recover a substance from a solution. • I can describe how some materials can be separated. • I can demonstrate how materials can be separated (eg through filtering, sieving and evaporating). • I know and can demonstrate that some changes are reversible and some are not. • I can explain how some changes result in the formation of a new material and that this is usually irreversible. • I can discuss reversible and irreversible changes. • I can give evidenced reasons why materials should be used for specific purposes. 	<ul style="list-style-type: none"> • I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. <p>Fitness</p> <ul style="list-style-type: none"> • I can demonstrate stamina. • I can demonstrate strength and flexibility • I can demonstrate control and balance <p>French– Tell me a story</p> <ul style="list-style-type: none"> • I can listen attentively to spoken language and show understanding by joining in and responding. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
	6	<p>Music – Essex scheme – Living on a prayer</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other songs. 	
Half Term			

Year 5 Curriculum Planning

Spring 2	1	<p>Step By Step</p> <p>DT: Mechanical – The children will design, make and evaluate a pulley system using Meccano</p> <ul style="list-style-type: none"> • Pupils should be taught to understand and use mechanical systems in their product. • I can follow and produce a detailed, step-by-step plan. • I can suggest alternative plans; outlining the positive features and drawbacks. • I can explain how a product will appeal to a specific audience. • I can evaluate appearance and function against original criteria. • I can use a range of tools and equipment competently. • I can make a prototype before making the final version. 	<p>PSHE - Healthy Difference</p> <ul style="list-style-type: none"> • I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. • I respect and value my body.
	2	<p>World Book Day unit – see separate planning English and Drama.</p>	<p>RE – How significant is it for us to believe that God intended Jesus to die?</p> <ul style="list-style-type: none"> • I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. • I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. • I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.
	3 and 4	<p>Computing: Programming</p> <ul style="list-style-type: none"> • I can combine sequences of instructions and procedures to turn devices on and off. • I can use technology to control an external device. • I can design algorithms that use repetition and 2-way selection. <p>Designer (Flow chart)</p> <ul style="list-style-type: none"> • I can follow a sequence of instructions • I can make a decision based on a selection/instruction • I can explain the difference between input and output • I can explain how an algorithm works. 	<p>Futsal</p> <ul style="list-style-type: none"> • I can gain possession by working as a team. • I can use a number of techniques to pass, dribble and shoot. • I can play competitive sports, varying tactics for attacking and defending.
	5	<p>Art: Printing and Digital Art</p> <ul style="list-style-type: none"> • I can create an accurate print design following criteria. • I can use images which I have created, scanned and found; altering them where necessary to create art. 	<p>French– Our sporting lives</p> <ul style="list-style-type: none"> • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
	6	<p>Music – Essex online – Dancing in the street</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other songs. 	
	Easter Holiday		

Year 5 Curriculum Planning			
Summer 1	1	<p>Living And Breathing</p> <p><i>Earth Week unit – see separate planning</i> <i>Geography, PSHE, DT, Science, Drama, Art and Computing.</i></p>	<p>PSHE –Relationships</p> <ul style="list-style-type: none"> • I can explain how to stay safe when using technology to communicate with my friends. • I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. <p>RE – Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <ul style="list-style-type: none"> • I can start to express my own views about life after death. • I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. • I can express my own views about Hindu beliefs and whether they make sense to me or not. <p>Athletics (Jumping)</p> <ul style="list-style-type: none"> • I am controlled when taking off and landing. • I can throw with accuracy. • I can combine running and jumping. <p>French– The carnival of the animals</p> <ul style="list-style-type: none"> • I can listen attentively to spoken language and show understanding by joining in and responding. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
	2 and 3	<p>Science: Living things and their habitats- animals including humans – Children will learn about life cycles, reproduction in plants and animals and how humans change as they age.</p> <ul style="list-style-type: none"> • I can describe the life-cycle of different living things (eg mammal, amphibian, insect and bird). • I can describe the differences between different life-cycles. • I can describe the process of reproduction in plants. • I can describe the process of reproduction in animals. • I can create a timeline to indicate stages of growth in humans. 	
	4	<p><i>Science and Maths unit – see separate planning</i> <i>Temperature</i></p>	
	5	<p>Art: Painting (Ted Harrison and Georgia O’Keefe)</p> <ul style="list-style-type: none"> • I can use shading to create mood and feeling. • I can express emotion in my art. 	
Half Term			

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Year 5 Curriculum Planning

Summer 2		<p>It's All Greek To Me</p> <p>School trip – Wat Tyler Park residential.</p> <p>1 and 2 Science: Earth and Space – The children will learn about night and day, be able to describe the movement of the Earth and Moon and know about the relative positions of the Earth, Sun and Moon.</p> <ul style="list-style-type: none"> • I can describe and explain the movement of the Earth and other planets relative to the Sun. • I can describe and explain the movement of the Moon relative to the Earth. • I can explain and demonstrate how night and day are created. • I can describe the Sun, Earth and Moon (using the term spherical). <p>3 – 5 History: The Greeks – The children will learn about Greek life and achievements, and their influence on the Western world.</p> <ul style="list-style-type: none"> • Pupils should be taught about Ancient Greece- a study of Greek life and achievements and their influence on the western world. • I can draw a timeline with different historical periods showing key historical events or lives of significant people. • I can compare two or more historical periods: explaining things which changed and things which stayed the same. <p>6 My money unit – see separate planning</p> <p>7 DT: Cooking (Cross-curricular link to Greeks?) The children will learn about traditional Greek food and create a Greek dish.</p> <ul style="list-style-type: none"> • I can prepare and cook using a range of cooking techniques. • I know where and how a variety of ingredients are grown, reared, caught and processed. • I can come up with a range of ideas after collecting information from different sources. • I show that I can be both hygienic and safe in the kitchen. 	<p>PSHE – Changing Me</p> <ul style="list-style-type: none"> • I can describe how boys' and girls' bodies change during puberty. • I can express how I feel about the changes that will happen to me during puberty. <p>RE – What is the best way for Christian to show commitment to God?</p> <ul style="list-style-type: none"> • I can show an understanding of why people show commitment in different ways. • I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. • I can explain why I think some ways of showing commitment to God would be better than others for Christians. <p>PE – Sports day preparation</p> <p>French– What's the weather like?</p> <ul style="list-style-type: none"> • I can listen attentively to spoken language and show understanding by joining in and responding. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
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