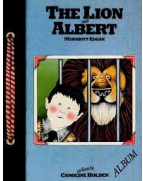
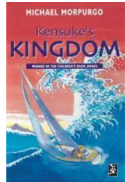
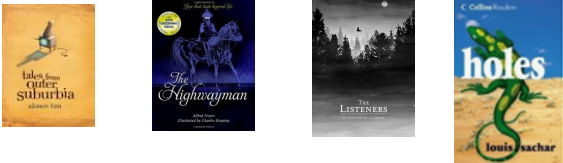


Year 5 - Japan Class - Curriculum Map 2026-2027

Subject	Autumn	Spring	Summer
English writing	Albert and the Lion: Edgar Marriott Writing outcomes: Diary 	Holes: Louis Sachar Writing outcomes: Letters of complaint Letters of persuasion Persuasive advert: radio and leaflet. Instructions/explanation: How to survive Camp Green Lake. 	Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay Writing outcomes: Instructions Narrative Fact file Diary 
	The Lost Thing: Shaun Tan Writing outcomes: Non-chronological report Explanation 		Spiderwick Chronicles Non-chronological report Explanation 
	The Day the Crayons Quit: Drew Daywalt Writing outcomes: Persuasive letters. 	Kensuke's Kingdom: Michael Morpurgo Writing outcomes: Diary/recount Letters Narrative 	Beetle Boy M.G.Leonard The Beetle Collector's Handbook Writing outcomes: Narrative Recount Explanation 
	How to Steal Christmas: Dr Suess Writing outcomes: Explanation 	Transcription Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-, 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters	Transcription Continue to distinguish between homophones and other words which are often confused
	Transcription Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus	Handwriting Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task Composition and effect In narratives, describe settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained	Composition and effect Editing sentences by either expanding or reducing for meaning and effect Content is balanced e.g. between action/ description/ dialogue, fact and comment Composition: text structure and organisation and sentence structure Use a wide range of devices to build cohesion within paragraphs Vocabulary, grammar and punctuation

	Handwriting Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Composition and effect Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely Use a range of devices to build cohesion within and across paragraphs Composition: text structure and organisation and sentence structure Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... Vocabulary, grammar and punctuation Proof-read for spelling and punctuation errors Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'	Use figurative language such as similes, alliteration, metaphors and personification in poetry Composition: text structure and organisation and sentence structure Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Linking ideas across paragraphs through tense choice (he had seen her before) Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence Vocabulary, grammar and punctuation Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing Use a colon to introduce a list	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
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	Ensure correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis		
English reading	Fiction: Tales from Outer Suburbia: Shaun Tan Poetry: The Listeners: Walter de la Mare The Highwayman: Alfred Noyes Fiction: Holes: Louis Sachar  <u>Word reading</u> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <u>Comprehension (Clarify)</u> Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context <u>Comprehension (Select and retrieve)</u> Retrieve, record and present information from non-fiction	Kensuke's Kingdom: Michael Morpurgo Fiction: The Viewer Gary Crew and Shaun Tan Non-fiction: Black and British: David Olusoga  <u>Word reading</u> (HIAS Phase 1 objectives continue) <u>Comprehension (Clarify)</u> (HIAS Phase 1 objectives continue) <u>Comprehension (Summarise)</u> Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas <u>Comprehension (Select and retrieve)</u> Extract information and make notes using quotations and reference to the text	Fiction: Beetle Boy M.G.Leonard Non-fiction: Everest: Alexandra Stewart The Beetle Collector's Handbook  <u>Word reading</u> (HIAS Phase 1 and 2 objectives continue) <u>Comprehension (Clarify)</u> (HIAS Phase 1 and 2 objectives continue) <u>Comprehension (Summarise)</u> (HIAS Phase 1 and 2 objectives continue) <u>Comprehension (Select and retrieve)</u> (HIAS Phase 1 and 2 objectives continue) <u>Comprehension (Respond and Explain)</u> (HIAS Phase 1 and 2 objectives continue) <u>Inference</u> (HIAS Phase 1 and 2 objectives continue)

	Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Distinguish between statements of fact and opinion and understand why this is important to interpreting the text <u>Comprehension (Respond and Explain)</u> Recommend books that they have read, giving reasons for their choices Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously Provide reasoned justifications for their views <u>Inference</u> Predict what might happen from details stated and implied Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>Language for Effect</u> Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience <u>Themes and Conventions</u> Identify and discuss themes and conventions in a wide range of writing e.g. ‘heroism’ or ‘loss’ Read books that are structured in different ways and read for a range of purposes		<u>Comprehension (Respond and Explain)</u> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify and explain the author’s point of view with reference to the text <u>Inference</u> Make links between the authors’ use of language and the inferences drawn <u>Language for Effect</u> Discuss and evaluate the intended impact of the language used with reference to the text <u>Themes and Conventions</u> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing		<u>Language for Effect</u> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) <u>Themes and Conventions</u> Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors Make comparisons within and across books	
Y 5 Maths WhiteRose e WhiteRose small steps	Year 5 Number: Place Value read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	Year 5 Number: Multiplication and Division - identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers - know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	Year 5 Number: Multiplication and Division - multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - divide numbers up to 4 digits by a one-digit number using the formal written method of short	Number: Decimals and Percentages - read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - round decimals with 2 decimal places to the	Geometry: Properties of Shape - identify 3-D shapes, including cubes and other cuboids, from 2-D representations - know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - draw given angles, and measure them in degrees (°) - identify:	Year 5 Number Decimals (Finish Decimal objectives from Spring term 2) Year 5 Number: Place Value

	- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 - round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 - solve number problems and practical problems that involve all of the above - read Roman numerals to 1,000 (M) and recognise years written in Roman numerals Number Addition and Subtraction - add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - add and subtract numbers mentally with increasingly large numbers - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	- establish whether a number up to 100 is prime and recall prime numbers up to 19 - multiply and divide numbers mentally, drawing upon known facts - multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 - recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) - solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes Number: Fractions - compare and order fractions whose denominators are all multiples of the same number - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] - add and subtract fractions with the same denominator, and denominators that are	division and interpret remainders appropriately for the context - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Number: Fractions Recap fractions from Autumn term and build on it. - compare and order fractions whose denominators are all multiples of the same number - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] - add and subtract fractions with the same denominator, and denominators that are multiples of the same number - multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	nearest whole number and to 1 decimal place - read, write, order and compare numbers with up to 3 decimal places - solve problems involving number up to 3 decimal places - recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction - solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 - Add and subtract decimal numbers. Measurement: Perimeter and Area - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes	- angles at a point and 1 whole turn (total 360°) - angles at a point on a straight line and half a turn (total 180°) - other multiples of 90° - use the properties of rectangles to deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles Year 5 Geometry: Position and Direction - identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 Measurement: Converting Units - solve problems involving converting between units of time - convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Measurement: Volume - estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] - use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
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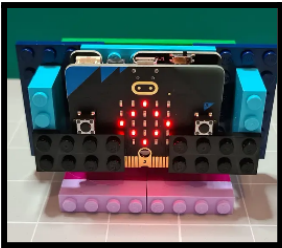
		multiples of the same number		Statistics • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables		
Science	<u>Our Solar System</u> What else is in the solar system? What is our address in the solar system? Year 5 Earth and Space • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. Working Scientifically • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence	<u>Feel the Force</u> How and why do things move? Year 5 Forces • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling objects. Identify the effects of air resistance, water resistance and friction, that act upon moving surfaces • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect Working Scientifically • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs • Reporting and presenting findings from enquiries,	<u>Marvellous Mixtures Part 1</u> How are new substances made? Year 5 Properties and Changing Materials • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes	<u>The Circle of Life</u> Do all plants and animals reproduce in the same way? Year 5 All living things and their habitats. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals.. • Describe the changes as humans develop in old age. • Describe how living things are classified into broad groups according to common characteristic Working Scientifically • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	<u>Working Scientifically</u> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations • Taking measurements, using a wide range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate • Using test results to make predictions to set up further comparative and fair tests • Identifying scientific evidence that has been used to support or refute ideas or arguments	<u>All Change</u> How and why does the human body change over time? Reproduction in Animals • Describe the life process of reproduction in animals • Describe the changes as humans develop to old age Working Scientifically • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments

	that has been used to support or refute ideas or arguments	including conclusions, causal relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations • Taking measurements, using a wide range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate • Using test results to make predictions to set up further comparative and fair tests • Identifying scientific evidence that has been used to support or refute ideas or arguments	• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Working Scientifically • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations • Taking measurements, using a wide range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate • Using test results to make predictions to set up further comparative and fair tests • Identifying scientific evidence that has been used to support or refute ideas or arguments	• Identifying scientific evidence that has been used to support or refute ideas or arguments		
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Longitudinal Study: How does a shadow change over a day and through the year? They will investigate how the length and size of the shadow changes throughout the day and in the different seasons. <i>Link to Science Curriculum: Earth and Space</i>						
Geography	What is life like in the Alps? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,		Would you like to live in a desert? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a		Where does our energy come from? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of	Can I carry out an independent fieldwork enquiry? Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and

	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and		latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and	digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Concept: scale
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	minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <i>Concept- Human and Physical processes</i>	
History		<u>British History: Were the Vikings raiders, traders or something else?</u> Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain.		<u>British history: What was life like in Tudor England?</u> Investigating Tudor England by exploring royal portraits, progresses and inventories to learn what life was like for both ordinary people and		<u>What is the legacy of the ancient Greek civilisation?</u> Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed.

		1) When and why did the Vikings come to Britain? 2) Were the vikings raiders, traders or something else? 3) Where were the Viking trading routes and why was trade important? 4) Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? 5) What were the impacts of Viking raids and settlements on local communities in Britain? 6) What were the Vikings' achievements and how did they impact the world?		monarchs. 1) Henry VIII - fair ruler or tyrant 2) Why did Henry VIII have so many wives? 3) Why was Anne Boleyn executed? 4) How did Queen Elizabeth I use royal progress? 5) What can inventories tell us about life in Tudor times? 6) What did John Blanke have in his inventory?		1) Who were the ancient Greeks and when did they live? 2) WHO lived on Mount Olympus? 3) How was ancient Greece governed? 4) Did the ancient Greeks give us democracy? 5) How do the ancient Greeks philosophers influence us today? 6) What is the legacy of ancient Greeks?
Art/DT	<u>Drawing: Depth, emotion and movement</u> 	<u>Textiles: Stuffed Toys</u>  Design a stuffed toy, considering the main	<u>Sculpture: Interactive installation</u>  Exploring how artists use space, scale and materials	<u>Structure: Wooden bridges</u> Structures Designer, engineer, architect, chef, craftsperson: Gustave Eiffel 	<u>Craft and Design: Architecture</u>  Investigating the built environment through drawing and printmaking,	<u>Digital world: Monitoring devices</u>  Describe what is meant by monitoring devices and

	Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett. 1) Expression Movement - To apply an understanding of expressive and gestural lines to capture movement 2) Showing emotion through line - To understand how lines and marks can communicate emotion. 3) Showing depth through mark making - To understand how artists use mark making and shading to create depth. 4) Composition for printing - To apply an understanding of composition to plan a print 5) Printing - To develop drawn ideas through printmaking.	component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement.	to create installation art that conveys ideas, transforms spaces and shapes the viewer's experience. 1) What is installation art? To identify and compare features of art installations. 2) Space and Scale - To investigate the effect of space and scale when creating 3D art. 3) Everyday Amazing - To problem solve when constructing 3D artworks 4) Creative concepts - To plan an installation and communicates an idea 5) Viewer experience - To apply their knowledge of installations art and develop ideas into a finished piece	Generate, develop, model and communicate their ideas through discussion and prototypes Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics Investigate and analyse a range of existing products Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks Evaluate their ideas and products against design criteria and consider the views of others to improve their work	learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design. 1) Observational drawing - houses 2) House monoprint - To apply composition skills to develop a drawing into print 3) Be an architect - To apply an understanding of architecture to design a building 4) Friedenreich Hundertwasser - To extend design ideas through research and sketchbook use 5) Monument - To explore and evaluate the intention of design	provide an example. Explain briefly the development of thermometers from thermoscopes to digital thermometers. Research a chosen animal's key information to develop a list of design criteria for an animal monitoring device. Write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range. Identify errors (bugs) in the code and ways to fix (debug) them. State one or two facts about the history and development of plastic, including how it is now affecting planet Earth. Build a variety of brick models to invent Micro:bit case, housing and stand ideas, evaluating the success of their favourite model. Explain key pros and cons of virtual modelling vs physical modelling. Recall and describe the name and use of key tools used in Tinkercad (CAD) software.
<u>Music</u>	<u>Composition Notation - Ancient Egypt</u> Sing in time and in tune with other people and the backing track. Remember the lyrics to a song.	<u>Blues</u> Name three key features of blues music. Sing in tune, using vocal expression to convey meaning.	<u>South and West Africa</u> Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time.	<u>Compositions for the festival of colour</u> Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general	<u>Looping and Remixing</u> Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different	<u>Musical Theatre Super Stan rehearsals</u> Explain what musical theatre is and be able to recall at least three features of this kind of music.

	Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece. Key Vocabulary accuracy backing track balance composition control crotchet dotted minim ensemble expression features fluency lyrics minim minor key notation parts pitch pitch notation	Explain what a chord is and play the chord of C sixteen times. Play the 12-bar blues correctly. Play the notes of the blues scale in the correct order, ascending and descending. Play a selection of blues scale notes out of order in their own improvisation. Key Vocabulary: 12-bar blues ascending scale backing track bar bent notes blues blues scale chord convey descending scale expression features flat improvisation lyrics pitch quavers scale	Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place. Key Vocabulary: a capella break call and response chords chord progression diction djembe duo dynamics eight-beat break ensemble expression improvisation major chord master drummer metronome performance polyrhythms	structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music. Key Vocabulary: dynamics graphic score inspiration layering mood pitch represent soundtrack synesthesia tempo Texture timbre visual representation vocal sounds	aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops. Key Vocabulary: accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix rhythm riff structure	Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. Key Vocabulary: action song backdrop book musical character song choreographer composer comic opera costumes designer dialogue director duet ensemble hip-hop musical jukebox musical librettist libretto lyricist
HPE Y5	Team Building Tag Rugby Fitness Health	Basketball Inclusion Sports	Gymnastics Dance Health	Volleyball Handball	Cricket Health	Athletics OAA

Computing (Link to progression document)	Skills to be applied throughout the year: Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils are taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best					
	ILearn2					
	Operating systems and organising your work. Using Google Classroom (2-3 hours) 1. Understand the importance of an operating system and its key features. 2. Demonstrate important operating system skills (organising files etc), if possible, across multiple operating systems. App design (4-6 hours) Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals	Computer networks and the internet (2 hours) Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Text based programming (3 hours) Use sequence and repetition in programs; work with variables. Correct errors	Programming in Scratch (5-7 hours) Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs SAFER INTERNET DAY Understand how AI can support learning while using it honestly and responsibly.	Data handling (3 hours) Select, use and combine a variety of software (including internet services). Collecting, analysing, evaluating and presenting data and information. Physical devices (2-3 hours) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Programming with Sphero (3-4 hours) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Music creation 2-3 hours Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.
	E-Safety - Project Evolve					
	Self image and identity I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. Online relationships	Online relationships I can demonstrate how to support others (including those who are having difficulties) online. Online bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those	Online reputation I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect	Health, well-being and lifestyle I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. Managing online information	Managing online information I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how	Privacy and security I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.

	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	Health, well-being and lifestyle I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads	'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	I can explain what app permissions are and can give some examples. Copyright and ownership I can assess and justify when it is acceptable to use the work of others I can give examples of content that is permitted to be reused and know how this content can be found online.
RE	Trees Concept: symbol <i>When do we use trees as symbols?</i> Islamic traditions/ Christian traditions (Hindu tradition overview study)	Birth narratives Concept: Interpretation <i>Why two different versions of the same story?</i> Christian traditions	Creation (Khalifah) Concept: stewardship <i>Who is responsible for looking after our world?</i> Islamic traditions	Easter- The empty cross Concept: resurrection <i>Can something that has died be brought back to life?</i> Christian traditions	Ideas of God Concept: God <i>Who do you believe God is?</i> Islamic traditions/ Christian traditions Missing from shared drive - investigate	Places of worship: Church and Mosque Concept: sacred place <i>Why are places of worship considered sacred?</i> Islamic traditions/ Christian traditions
PSHE PSHE skills	Me and my relationships Valuing differences		Rights and responsibilities Being My Best		Keeping Myself Safe Growing and Changing	

from SCARF						
MFL	<u>Me and my friends at school</u> Over the course of these lessons, the ability to express feelings and personal information in increasing detail is developed. The learning begins with understanding adjectives to describe emotions, followed by practicing answers to the question “How are you?” with more extended responses. Progressing through the lessons, skills build to include speaking about oneself and others, including expressing likes and dislikes about school subjects. Ultimately, opinions can be given clearly using more complex sentences to communicate effectively about feelings and preferences.	<u>Time in the City</u> The lessons focus on developing knowledge and communication skills related to the capital city of France. First, some facts about the city are understood, followed by learning how to ask for an entrance ticket. Next, giving and understanding simple directions around the city is practiced. Skills then progress to saying and writing descriptions of the city. Further objectives include buying souvenirs and asking for prices, as well as describing festive jumpers. These lessons build practical language use in real-life contexts related to travel and shopping.	<u>At the Market</u> The lessons focus on naming fruits and vegetables and participating in a class survey about favourite fruits and vegetables. Counting in tens up to 100 in French is introduced, along with asking for and giving prices of fruits and vegetables. Skills then develop to taking part in simple shopping dialogues at the market. Finally, understanding and using simple recipe instructions are practiced, supporting practical language use in everyday situations related to food and shopping.	<u>Clothes</u> The lessons focus on naming items of clothing in French and using colour adjectives to describe them. They include identifying parts of the verb “to wear” and describing outfits with colours. Vocabulary related to carnival outfits is introduced, along with understanding descriptions of carnival costumes. These lessons support building descriptive language skills in the context of clothing and cultural events.	<u>Out of This World</u> The lessons focus on completing an ID card and asking and answering personal questions. Adjectives are used to describe planets, and reading and understanding a story about planets supports comprehension skills. Familiar vocabulary is recalled and applied throughout, leading to the creation of a poster about an imaginary planet. These activities combine personal information, descriptive language, and creative expression within a space-themed context	<u>Going to the Seaside</u> The lessons focus on naming items taken to the beach and understanding persuasive sentences about visiting the seaside. Speaking skills are developed through the creation of a spoken advert, while writing skills are enhanced by producing a leaflet and extended sentences about the seaside. The unit concludes with writing several sentences to describe the seaside, combining vocabulary, persuasive language, and sentence-building skills in a coastal context