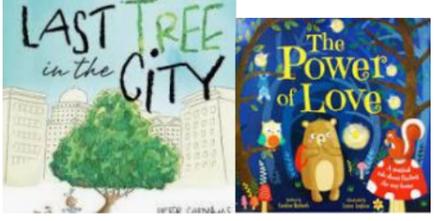
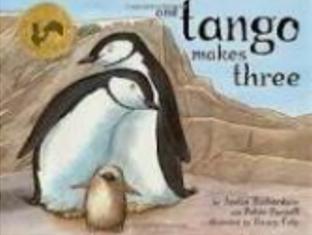
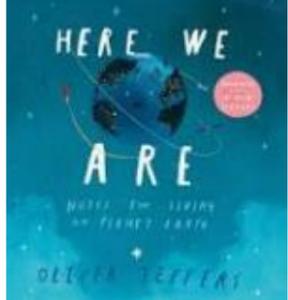
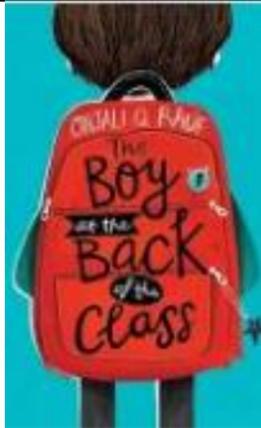
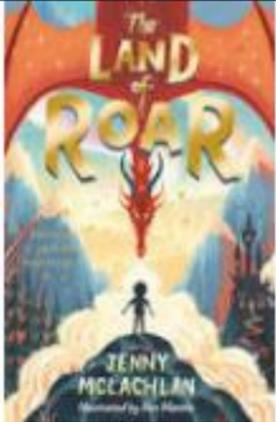
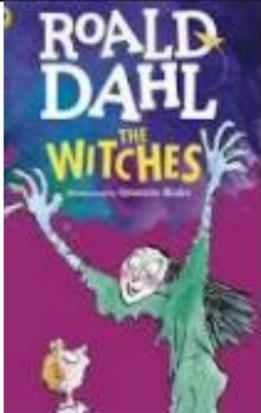
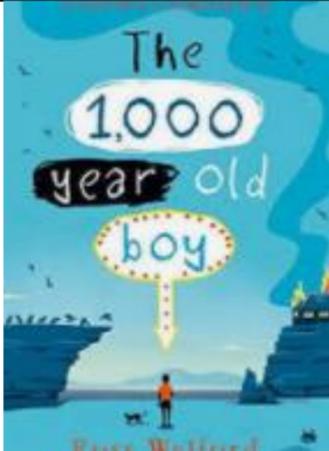
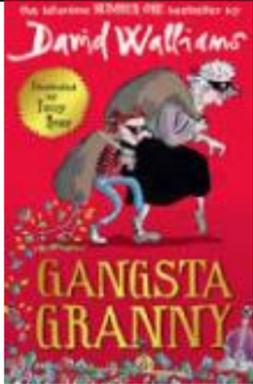
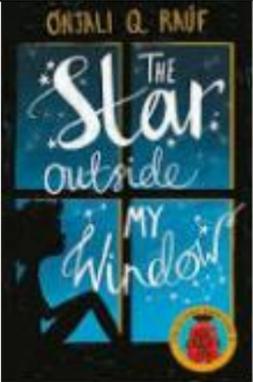
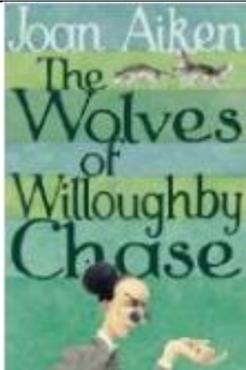
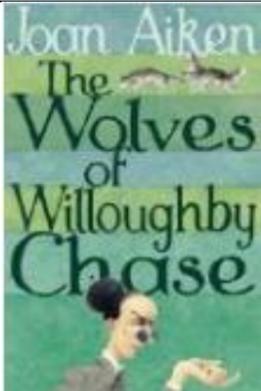
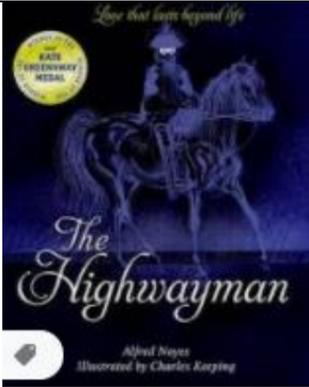
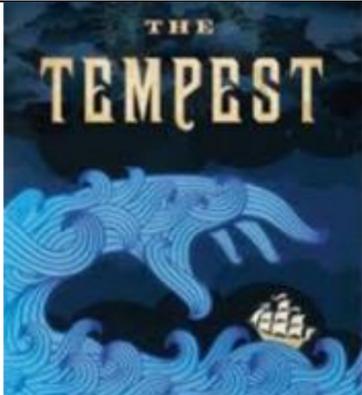
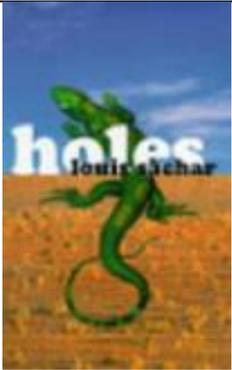
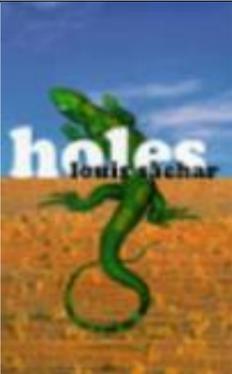




Year Group Curriculum Plan
Year 5

2020/2021 Core Value	Autumn 1 Community	Autumn 2 Hope	Spring 1 Justice	Spring 2 Generosity and Thankfulness	Summer 1 Courage and Perseverance	Summer 2 Love and Respect
RE Focus	<p><u>God: What does it mean if God is holy and loving?</u></p> <ul style="list-style-type: none"> To understand that knowing God is a personal relationship. To identify biblical texts. To explain connections between biblical texts and Christian ideas of God. To understand what Cathedrals show about what Christians believe about God. To show Christians put their beliefs into practice in worship. How could ideas about God make a difference in the world today. 	<p><u>Incarnation: Was Jesus the Messiah?</u></p> <ul style="list-style-type: none"> To investigate the qualities of a saviour. To examine evidence to suggest Jesus was the Messiah To explore the true meaning of Christmas. To investigate how Christians bring peace, good news and show Jesus' love at Christmas. To create a modern day messenger sent from God. 	<p><u>What does it mean for a Jewish person to follow God?</u></p> <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God. Look at texts that say what God is like and explain how Jewish people interpret them. Identify how Jewish people put their beliefs into practice in different ways. Look at diversity within Judaism. Understand the importance of tradition to the Jewish people. 	<p><u>Salvation: What difference does the resurrection make for Christians?</u></p> <ul style="list-style-type: none"> To outline the timeline of the 'big story' of the Bible, explaining the ideas of Incarnation and Salvation. To suggest meanings for resurrection accounts. To compare their ideas with ways in which Christians interpret these texts. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. To understand the impact of salvation. 	<p><u>God: What does it mean if God is holy and loving?</u></p> <ul style="list-style-type: none"> To make links between the story of Moses and the world today. To say why we need Rules. To evaluate the 10 Commandments. To understand the mission of Christianity. To understand how Christianity can help the world today. 	<p><u>Incarnation: Was Jesus the Messiah?</u></p> <ul style="list-style-type: none"> To suggest meanings of The Sermon on the Mount, Matthew 5-7, comparing their ideas with ways in which Christians interpret biblical texts. To show awareness of different interpretations. To relate biblical teachings about healing and miracles to the issues, problems and opportunities of my own life and our community. To consider how prayer offers insight into how peace, forgiveness and healing may be achieved within the world we live in. To make connections between Gospel texts and how

						Christians live, following Jesus' teachings.
Key P4C Texts						
PHSCE Focus	<p><u>Keeping safe and measuring risk whilst out and about</u></p> <p>Pupils learn about keeping safe online Understand that people can be influenced by things online. To explain why what they see online might not be trustworthy. To know when and how to report something that makes them feel unsafe or uncomfortable.</p> <p>Pupils learn that violence within relationships is not acceptable To know what is meant by domestic violence and abuse. To understand that nobody should experience violence within a relationship. To know what to do if they experience violence/ where to go for help, advice and support.</p> <p>Pupils learn about problems that can occur when someone goes missing from home To understand some of the reasons that might cause a young person to run away or be absent from home. To identify the potential risks and dangers of running away or going missing. To know who to talk to if they feel like running away.</p>	<p><u>Physical health and wellbeing In the media</u></p> <p>Pupils learn that messages given on food adverts can be misleading To know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers. To compare the health benefits of a food or drink product in comparison with an advertising campaign. To identify advertising as one influence on people's choices about food and drink.</p> <p>Pupils learn about role models To be able to analyse how the media portray celebrities. To recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people. To explain why we need to be cautious about things we see, hear or read about in the media.</p> <p>Pupils learn about how the media can manipulate images and that these images may not reflect reality To understand that images can be changed or manipulated by the media</p>	<p><u>Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)</u></p> <p>Pupils learn about stereotyping, including gender stereotyping To explain what is meant by the word 'stereotype' To identify stereotypes as presented in the media and wider world. To feel able to challenge gender stereotypes</p> <p>Workshop from Diversity Role Models</p>	<p><u>Drug, alcohol and tobacco education Different influences</u></p> <p>Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis To know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis. To understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law. To understand that there are risks associated with all smoking drugs.</p> <p>Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products To identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products. To describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol. To recognise that there are many influences on us at any time</p> <p>Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol To describe some strategies that people can use if they feel under pressure in relation to drug use. To demonstrate some ways to respond to pressure concerning drug use. To recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it.</p>	<p><u>Sex and relationship education Growing up and changing</u></p> <p>Pupils learn about the way we grow and change throughout the human lifecycle To identify changes throughout the human life cycle. To understand change is on-going. To understand change is individual.</p> <p>Pupils learn about the physical changes associated with puberty To be able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adult.s To identify physical changes associated with puberty.y To understand that everyone's experience of puberty is different and that it begins and ends at different times</p> <p>Pupils learn about menstruation and wet dreams To describe menstruation and wet dreams.</p>	<p><u>Sex and relationship education Growing up and changing</u></p> <p>Pupils learn about menstruation and wet dreams To describe menstruation and wet dreams To explain effective methods for managing menstruation and wet dreams To understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams.</p> <p>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty To be able to describe how feelings and behaviour change during puberty. To devise strategies for managing these changes. To understand how changes during</p>

		<p>and how this can differ from reality. To describe how the media portrayal might affect people's feelings about themselves. To accept and respect that people have bodies that are different.</p>			<p>To can explain effective methods for managing menstruation and wet dreams. To understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams.</p>	<p>puberty can affect relationships with other people. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it To identify sources of information, support and advice for children and young people. To use appropriate language to discuss puberty and growing up with confidence can answer their own questions about puberty and growing up.</p>
<p>British Values Focus</p>	<p>Democracy</p>	<p>Individual Liberty</p>		<p>Rule of Law</p>		<p>Mutual Respect and Tolerance</p>
<p>Class Reader(s)</p>						
<p>English Focus Text(s)</p>						

<p>English Focus</p>	<ul style="list-style-type: none"> ▪ The Wolves of Willoughby Chase (writing skills including descriptions) <ul style="list-style-type: none"> • Expanded noun phrases • Figurative language (simile, metaphor, personification) • Prepositional phrases (as adverbials) • Adverbials • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> ▪ The Wolves of Willoughby Chase (Newspaper Report) <ul style="list-style-type: none"> • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Using commas to clarify meaning or avoid ambiguity in writing (pickup through marking feedback – teach comma rules within lessons on adverbials, sub clauses etc) • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • 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. • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	<ul style="list-style-type: none"> ▪ Narrative Poetry ▪ The Highwayman – Alfred Noyes <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books (narrative poem) • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying 	<ul style="list-style-type: none"> ▪ The Tempest by William Shakespeare <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> • Classic / Contemporary fiction: Holes by Louis Sachar <p>Drama – Linked to Holes by Louis Sachar</p> <ul style="list-style-type: none"> • Produce a persuasive advert to encourage people to go to Camp Green Lake. • Spiralling of previously taught reading skills. • Choosing the appropriate voice and tense • Tense Consistency • Managing different levels of formality 	<ul style="list-style-type: none"> • Classic / Contemporary fiction: Holes by Louis Sachar <ul style="list-style-type: none"> • Making comparisons and links between texts. • Produce an emotive diary entry from the point of view of the character. • Spiralling of previously taught reading, writing and GPS skills.
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			<p>inferences with evidence</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning 			
Maths Focus	<p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> • To read and write numbers to 1,000,000. Understand the PV headings and the relationship between them. <p><u>Number Addition and Subtraction</u></p> <p><u>Number: Multiplication and division</u></p> <ul style="list-style-type: none"> • To use formal written methods. 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> • Equivalent fractions, Improper fractions and mixed numbers – converting between the two. • Comparing and ordering fractions. • Calculations involving fractions. • Finding fractions of quantities. 	<p><u>Decimals and percentages</u></p> <ul style="list-style-type: none"> • Understanding decimals up to 2dp. • Decimals as fractions. • Understand thousandths. • Ordering and comparing decimals. • Comparing percentages, fractions and decimals. Calculations involving decimals. 	<p><u>Measurement</u></p> <ul style="list-style-type: none"> • Converting units • Understanding units of measurement for length, mass, capacity and time. • Measuring Volume Problem Solving 	<p><u>Area and Perimeter</u></p> <ul style="list-style-type: none"> • Consolidation and application • To be able to calculate area and perimeter of squares, rectangles and compound shapes. 	<p><u>Geometry</u></p> <ul style="list-style-type: none"> • Properties of shapes – 2D and 3D • Identifying and measuring angles. • Geometry position and direction including translations. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Interpreting charts, tables and line graphs
Science Focus	<p><u>Forces</u></p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Properties & changes of materials</u></p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties.. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. 	<p><u>Living Things & their habitat</u></p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. 	<p><u>Follow the life cycles of animals at different times of the year found in the school grounds.</u></p> <ul style="list-style-type: none"> • To 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.

		and the apparent movement of the sun.	<ul style="list-style-type: none"> Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Give reasons, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. 			
CC Focus	<p>History Who conquered Britain? Exploring how invasions from Saxons and Vikings led to cultural, geographical and social changes in England.</p> <p>Invasion games / investigating Ash trees (important to Viking culture)</p> <p>Geography North American Adventure. Exploring the physical geography, biomes, culture, locational information and major human features of the continent</p> <p>Art - Pencil Sketching Skills – sketching faces</p> <p>DT - Cooking Burgers Pop Art – Screen printing in the style of Andy Warhol</p>		<p>History– Explore the origins of Islam civilisation.</p> <p>Geography - Natural Disasters – exploring the physical processes, locations and impact of earthquakes, volcanoes, wildfires and tsunamis</p> <p>DT - Building bivouacs to survive for a natural disaster.</p> <p>DT - Cooking Fajitas Investigating and applying Pablo Picasso's unique style</p>		<p>DT Project – investigating and constructing natural disaster proof building using woodwork techniques. Can you make a flood resistant, wild-fire avoiding and earthquake proof building.</p> <p>Geography - Field Studies Using mapping skills to plan and conduct a study of the Aire Valley mapping land usage and investigating the impact of flooding in this region.</p> <p>Art - Pencil Sketching Skills – Blueprints</p> <p>Making 3D relief maps of Baildon using contour</p>	
Music Focus	<p>Ukulele – developing skills Extending knowledge of chords and chord sequences. Learning about structure in songs. Learning to play riffs and melodies.</p>	Mountain Tales Creating music to tell a story	Samba Cyclic patterns and polyrhythms part 1	Samba Performing and composing	Songwriting Write a chord sequence	Songwriting Compose a school anthem Perform

<p>PE Focus</p>	<p>Swimming Health Related Fitness</p> <ul style="list-style-type: none"> To understand the importance of exercise in keeping healthy. To carry out a variety of exercises to improve performance and stamina. 	<p>Swimming Tennis</p> <ul style="list-style-type: none"> To use striking skills in a game situation. Use forehand, backhand and a service. Use tactics within a game situation. Dodge Ball To use throwing, catching and dodging in a game situation. To understand attack and defence and use tactics within a game situation. 	<p>Swimming Dance</p> <ul style="list-style-type: none"> Use movement ideas in a dance. Know about different dance styles. Analyse and improve own performance. Sports Leader To be able to deliver warm ups and begin to organise small sided games / activities for younger children. 	<p>Swimming Gymnastics</p> <ul style="list-style-type: none"> Creating sequences using both apparatus and floor that incorporates balances, travelling, jumps and rolls. Sports Leader Build on previous term's skills. 	<p>Swimming Tennis</p> <ul style="list-style-type: none"> To build on skills from previous term. Cricket To strike a ball effectively and with increased accuracy. Bowl with greater speed and accuracy. Use fielding skills effectively. 	<p>Swimming Rounders</p> <ul style="list-style-type: none"> To strike a ball effectively and with increased accuracy. Bowl with greater speed and accuracy. Use fielding skills effectively. Athletics To be able to run (sprints and races involving stamina) throw and jump. Identifying and improving technique.
<p>Computing Focus</p>	<p>Internet Safety</p> <ul style="list-style-type: none"> To understand the SMART rules To know how to report issues and seek help To be a responsible digital citizen in a connected world 	<p>Spreadsheets and Databases</p> <ul style="list-style-type: none"> To use, analyse and construct simple spreadsheets and databases to handle a variety of data. 	<p>Coding</p> <ul style="list-style-type: none"> Exploring Scratch following Raspberry pi schemes to develop a variety of games and apps 	<p>Coding</p> <ul style="list-style-type: none"> Exploring Scratch following Raspberry pi schemes to develop a variety of games and apps 	<p>3D Modelling</p>	<p>Concept Maps Networks</p> <ul style="list-style-type: none"> Understanding how individual computers can be networked, and understanding the difference between the internet and the worldwide web
<p>MFL Focus</p>	<p>Core Unit 1</p> <ul style="list-style-type: none"> Be able to greet each other confidently, and introduce themselves and their family. Be able to ask and respond to simple questions about how they are feeling. Understand the numbers 1-10 and use them to say how old they are. Understand and respond to some simple questions and 	<p>Core Unit 2</p> <ul style="list-style-type: none"> Recognise the days of the week and be able to ask what day it is. Name a variety of colours and be able to ask and answer which colour it is. Understand numbers up to 20, including out of sequence, and be able to answer simple maths questions in French. 	<p>Core Unit 3</p> <ul style="list-style-type: none"> Sing and do the actions to a French song with little help. Label body parts on a diagram Read and write the numbers 21-31 and answer simple maths problems 	<p>On Holiday</p> <ul style="list-style-type: none"> Understand the question 'Where are you going on holiday?' and be able to answer appropriately. Use the names of a variety of different countries in French. Be able to explain what type of accommodation they are staying in on holiday. Learn vocabulary for a variety of zoo animals. Understand and participate in a short 	<p>Eating Out</p> <ul style="list-style-type: none"> Learn how to order a drink for themselves in a French café or restaurant. Learn how to order an ice cream and to ask how much things cost. Understand how to ask what somebody needs. 	<p>A School Trip</p> <ul style="list-style-type: none"> Identify the difference between "mon", "ma" and "mes" in the French story text. Being able to explain what they could hear. Talk about what they might do on a bus journey.

	<p>instructions. · Recognise some words in their written form and pronounce them accurately. · Be able to talk about their family members. · Translate, comprehend Core Unit 1 · Be able to greet each other confidently, and introduce themselves and their family. · Be able to ask and respond to simple questions about how they are feeling. · Understand the numbers 1-10 and use them to say how old they are. · Understand and respond to some simple questions and instructions. · Recognise some words in their written form and pronounce them accurately. · Be able to talk about their family members. · Translate, comprehend and then write their own paragraph in French about family.</p>	<p>Learn the French names of some countries, recognise their flag and be able to state which country it is. · Be able to express simple Core Unit 2 · Recognise the days of the week and be able to ask what day it is. · Name a variety of colours and be able to ask and answer which colour it is. · Understand numbers up to 20, including out of sequence, and be able to answer simple maths questions in French. · Learn the French names of some countries, recognise their flag and be able to state which country it is. · Be able to express simple likes and dislikes using the first and third person. · Recognise a negative sentence when they hear it. · Create a storyboard for days in a week showing what a monster eats each day (with a sentence in French underneath each picture). Use French colours, objects and numbers learnt.</p>	<p>containing these numbers. · Respond to a simple question by saying what month their birthday is in. · Recognise plural nouns when listening to or reading vocabulary. · Translate, comprehend and then write their own paragraph in French to describe what a monster looks like and what he is wearing.</p>	<p>conversation about animals at the zoo, being able to answer what they saw at the zoo and which was their favourite animal. · Be able to explain and label what a beach scene might look like. · Be able to explain what was at a theme park and to describe which rides they went on, in the past tense. · Be able to prepare and deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure. Record these electronically and upload to the French evidence folder. · Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics. · Translate, comprehend and then write their own paragraph in French to describe a day out of their choice.</p>	<p>Describe what fruits and vegetables they would like to buy from a French market. · Learn some basic weights and quantities. · Understand how to ask for a table in a restaurant and request the bill. · Order for others in a restaurant using the third person. · Using the vocabulary learnt in the unit, children are to work in pairs or groups of three to create a café/restaurant role play. This must be written down in the first instance, then acted out and recorded. Upload videos electronically to the French evidence folder.</p>	<p>Explain what they might see/have seen through a bus window. Use present and past tenses. · Be able to explain what they saw at a museum and which exhibition was their favourite. · Being able to explain what they like to do in the countryside and what they are going to do. Use present and future tenses. · Translate, comprehend and then write their own paragraph in French to describe a school trip, including the bus journey.</p>
Curriculum Enhancement	Jorvik Viking Centre	Visiting Places of worship		Geocaching		Visiting Denzo Marston Nature Reserve
Home Learning Opportunities	Investigate local place names that have Viking or Saxon links.			Create a building that is resistant to high winds, flooding and heavy rain.	Create a photo trail or map of your route to school.	Use cardboard to create a contour map.

