

Cunningham Hill Junior School Year Plan for Year 5

| Topic | AUTUMN Crime & Punishment | SPRING Journeys | SUMMER Ancient Egyptians |
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| Literacy | <p>Narrative Poetry- The Highwayman. Recounts (Crime related) Suspense/Mystery Stories Instructions</p> <p>Take One Book: London Eye Mystery</p> <p>CHRISTMAS PLAY</p> | <p>Poetry – Haikus Arthurian Legends Explanation Texts – Water Cycle/ Desert Survival Persuasion Techniques – relating to Water Aid</p> <p>Take One Book: The Legends of King Arthur (link to PSHCE - sustainability and citizenship as well as SEAL- ‘changes’)</p> | <p>Poetry – Rapping Classic Fiction - Harry Potter. Non-chronological reports – based on Egyptian Death & Burial. Discussion – link to Science.</p> <p>Take One Book: Harry Potter and the Philosopher’s Stone</p> |
| Maths | <p>Mental and written methods for: all four calculations Multiplying by 10,100 and 1000 Factors Money Fractions Ordering Decimals Data handling – Bar graphs 2D and 3D shape Measure – time, length, capacity, weight and Problem solving</p> | <p>Mental and written methods for: all four calculations Money Multiplying and dividing by 10,100 and 1000 into decimals Equivalent fractions Adding decimals Data handling – line graphs 2D and 3D shape Measure – time, length, capacity, weight, angles Problem solving</p> | <p>Mental and written methods for: all four calculations Multiplying and dividing by 10.100 and 1000 into decimals Adding fractions Adding and subtracting decimals Data handling – probability 2D and 3D shape Measure – time, length, capacity, weight, perimeter Problem solving</p> |
| Science | <p><u>Scientific Enquiry</u></p> <p><u>Earth and Space</u> The movement of the Earth, Moon, Sun and other planets/solar system. How rotation can explain day and night. (Link to D&T and Dance)</p> <p><u>Forces</u> Gravity, air resistance, water resistance and friction. The links between forces and motion and mechanical devices.</p> | <p><u>Scientific Enquiry</u></p> <p><u>Forces</u> (continued from Autumn Term) (Link to D&T)</p> <p><u>Properties and changes of materials</u> Properties and their materials. Dissolving. Solids, liquids and gases and how to separate them in different ways. Fair testing. Reversible and irreversible changes. Creation of new materials. (Link to Geography & Literacy – Water Cycle)</p> | <p><u>Scientific Enquiry</u></p> <p><u>Living Things and their habitats.</u> Life cycles of mammals, amphibians, insects and birds Cloning – link to discussion topic in Literacy and PSHCE – topical issues.</p> <p><u>Reproduction in plants and animals.</u> Animals – including humans Changes as humans develop to old age. (Link to SRE)</p> |
| History | <p><u>Crime and Punishment through the ages.</u> Develop a broad overview of life in Britain from 1066 to Victorian times, focusing on continuity and change - including chronological understanding, key dates and vocabulary. Including a visit to High Court, London. Developing enquiry techniques - setting own enquiry questions on a related theme and</p> | | <p><u>The Ancient Egyptians</u> A broad overview of life in Ancient Egypt, including Pharaohs, Howard Carter, Hieroglyphics, Rosetta Stone, and focusing on the importance of the River Nile and Death and Burial rituals. Use a variety of sources to deduce information about the past and explain reasoning.</p> <p>Workshop day in school.</p> |

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| | <p>selecting sources of evidence, giving their reasons for choice</p> <p>Links to PSHCE – rule making and democracy.</p> | | |
| Geography | | <p><u>Water Cycle</u> Learn about the importance of clean water and investigate how it is supplied, who owns and manages water, and contrasting water use at home with use in less economically developed countries. How to use water sustainably.</p> <p><u>Rivers</u> The course of a river. Physical and human features of rivers. How rivers shape the landscape. Major rivers of UK/The World. Field study of the River Ver. Measurement skills & graphs.</p> <p>(Links to PSHCE – sustainability)</p> | <p>The importance of Rivers in choice of settlement. – linked to The River Nile in Ancient Egypt. Developing understanding of location Mapwork- physical features of Egypt.</p> |
| Computing | <p><u>Data Matters</u> Spreadsheets and databases Children collect and present information in a database format- related to crimes. (Information Magic & Excel)</p> | <p><u>Sound Works</u> (manipulating sound for effect) Children use sound software (Audacity/Dance-Ejay) to create pieces of sound work to interpret space. Using Audacity to produce news reports – link to Geography & Literacy</p> | <p><u>Robotics and Systems</u> Controlling physical and computer generated objects through programming. Scratch Junior, Scratch, BeeBot.</p> |
| D & T | <p><u>Mechanisms – Moving Toys</u> link to Earth & Space topic (Science)</p> | <p><u>Construction & Materials - Design and Make a boat</u> Planning and creating an effective boat. Does it move effectively? Does it carry cargo? (Links to PSHCE – sustainability)</p> | <p><u>Food Technology - Bread</u> Experience and taste different types of bread that are eaten around the world. Design and create own bread product. (Links to PSHCE- Citizenship)</p> |
| Art | <p><u>Objects and Meanings</u> <u>Street Art</u> Investigate/evaluate the work of popular street artists, using appropriate vocabulary. Stencils and printing. Combine colours and tones to enhance work. Combine visual and tactile qualities. Build up layers of colour, create an accurate pattern showing fine detail and precision in technique. Create temporary pop-up installation in school playground. (Links to History, Citizenship)</p> | <p><u>Water Landscapes</u> Covering techniques to paint a water scene – watercolour blocking, oil pastels, pastels and powder paint, as well as using other objects to paint with (fingers, twigs, cotton buds)</p> <p><u>Artist studies:</u> Hockney, Monet, Constable, Turner and Seurat, Klimt.</p> | <p><u>Egyptian Art</u> Create an Egyptian sarcophagus using paper mache, hieroglyphics. Create an Egyptian Canopic Jar out of clay.</p> |
| P.E. | <p><u>Dance</u> – cross curricular link to Science Earth & Space topic <u>Hockey</u> – Develop skilful</p> | <p><u>Athletics</u> – Focus on developing their technical understanding of athletic</p> | <p><u>Rounders</u> – Develop the range and quality of their skills and understanding.</p> |

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| | <p>attacking and team play. Learn how to work well as a team when attacking, and explore a range of ways to defend</p> <p>Tag Rugby – Develop skilful attacking and team play. Learn how to work well as a team when attacking, and explore a range of ways to defend</p> <p>(Links to PSHCE – protective behaviours and teamwork)</p> | <p>activity. Learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p> <p>Netball Gym – link to Water & Rivers</p> <p>Outdoor & Adventurous activities – Kingswood.</p> <p>Develop their problem-solving skills in familiar and unfamiliar situations and environments. Building trust and teamwork.</p> | <p>Athletics – Focus on developing their technical understanding of athletic activity. Learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p> <p>Tennis – Forehand and backhand strokes, tactical game play, overhead strokes, rules and match play.</p> <p>Outdoor & Adventurous activities – Highfield Park</p> |
| R.E. Christianity and Judaism | <p>Rules for Living</p> <p>The Ten Commandments</p> <p>Hanukah (Judaism)</p> <p>Laws from Deuteronomy - Kosher</p> <p>Light as a symbol</p> <p>Advent and Christmas</p> <p>(links to PSHCE)</p> | <p>Celebrations related to key figures</p> <p>Passover – Moses (Judaism)</p> <p>Easter - Jesus, the events of Holy Week</p> <p>(links to PSHCE)</p> | <p>Leaders in religious communities and the importance of religion today. Creation stories and the ultimate questions they raise.</p> <p>(links to PSHCE)</p> |
| Music | <p>Increasing our knowledge about the great composers and our ability to talk about music using musical vocabulary</p> <p>Developing our ability to place music on a musical timeline</p> <p>Singing and accompanying songs about crime and punishment through the ages and preparing for our Y5 musical.</p> <p>Composing melodies and lyrics for simple raps and songs</p> | <p>Developing the ability to compare pieces of music and talk about our own likes and dislikes using musical vocabulary</p> <p>Using space as a stimulus for composition using music technology</p> <p>Singing and accompanying songs about space, water and rivers</p> <p>Improvising rhythmic patterns in a group composition inspired by West African drumming</p> | <p>Developing the ability to compare pieces of music and talk about our own likes and dislikes using musical vocabulary</p> <p>Using the ancient Egyptians as a stimulus for the composition of music for a funeral procession</p> <p>Singing and accompanying songs about the Egyptians</p> |
| P.S.H.E. & Citizenship | <p><u>SEAL</u></p> <p><u>New beginnings</u></p> <p>Resolutions, unleashing potential, losing negative thoughts, sticking to rules</p> <p><u>Protective Behaviours</u></p> <p><u>Getting on and falling out</u></p> <p>Valuing friendship, realising qualities of a good friend, peaceful conflict resolution</p> <p><u>Say no to bullying</u></p> <p>Recognising bullying tactics, Understanding why people bully, knowing what we can do to stop bullying, resisting peer pressure</p> <p><u>E-Safety</u></p> <p>Citizenship – discussion arising from Crime & Punishment topic.</p> | <p><u>SEAL</u></p> <p><u>Going for goals</u></p> <p>Reviewing last resolutions</p> <p>New years resolutions</p> <p>Realising life goals</p> <p>Breaking these down into attainable steps</p> <p>Inspiring others</p> <p><u>Choices</u></p> <p>Drugs education</p> <p>Looking at types of drugs and their harmful side effects</p> <p><u>It's good to be me</u></p> <p>Recognising personal potential</p> <p>Celebrating being unique</p> <p>Issues arising from Kingswood-team building, being away from home and conquering fears.</p> <p><u>Protective Behaviours</u></p> | <p><u>SEAL</u></p> <p><u>Relationships</u></p> <p>Changes in behaviour and responding to others.</p> <p><u>Sex and Relationship Education</u></p> <p><u>Changes</u></p> <p><u>Protective Behaviours</u></p> |
| French (Tout Le Monde) | <p><u>Consolidation of language</u></p> <p>- countries of the World</p> <p>- types of transport</p> | <p><u>Language progression</u></p> <p>- Using adjectives to describe personality / themselves</p> | <p><u>Language progression</u></p> <p>- food and recipes</p> <p>- imperatives</p> |

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| Level 3) | <ul style="list-style-type: none"> - talking about holidays and travel <p><u>Language progression</u></p> <ul style="list-style-type: none"> - around the town / city - directions / compass points, grid references - prepositions and pronouns - further animal vocabulary - musical instruments - French alphabet | <ul style="list-style-type: none"> - using adverbs - fruit - imperatives - likes and dislikes | <ul style="list-style-type: none"> - du, de, la and des - shopping in France / Euro - consolidation of Y5 language |
| CHILL OUT | Teambuilding Crime scene investigation | Orienteering | Survival skills |