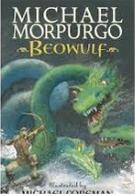
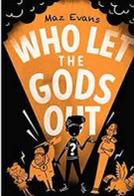
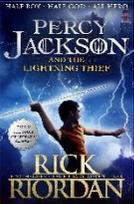
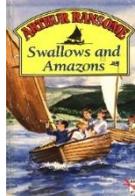


Year 5, Curriculum Plan, 2020-21

		Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (5wks)	Summer 1 (7wks)	Summer 2 (6½ wks)
		<p>Dragons and Invaders</p>  <p><i>'How to Train your Dragon' by Cressida Cowell (930L)</i></p> <p>How was England created?</p>	<p>Canute, you can't hold back the tide!</p>  <p><i>'Beowulf' by Michael Morpurgo (1180L)</i></p> <p>Why did the Vikings settle in Great Britain?</p>	<p>Olympian Times: Ancient Greeks?</p>  <p><i>'Who let the Gods out' by Maz Evans (800L)</i></p> <p>Were the Ancient Greeks different to us?</p>	<p>Who were the</p>  <p><i>'Percy Jackson and the Lightning Thief' by Rick Riordan (740L)</i></p> <p>Why do the Ancient Greeks still influence us today?</p>	<p>The Sky up above: A Space Odyssey.</p>  <p><i>'Cosmic' by Frank Cottrell Boyce (670L)</i></p> <p>What do we see when we stare up at the sky at night?</p>	<p>Island Explorers: Finding your way.</p>  <p><i>'Swallows & Amazons' by Arthur Ransome (800L)</i></p> <p>In this modern age, why do we still explore places?</p>
English	Topic	Narrative (Fantasy) Non-Chronological report Instructions (How to train a dragon)	Narrative Poetry (Dragons) Explanation Text Recounts (Historical Diary and Enterprise project) Scientific Report	Myths and Legends (Narrative) Newspapers (Recounts) Plays/Playscripts	Non-Chronological report Fables/Stories from Ancient Greece (Narrative)/ comparison with other cultures Poetry	Biography (Famous scientists) Persuasion (Going to live in space) Recount (Mars Landing) Scientific Report	Pirate Poetry Discussion and Argument Narrative (settings) Persuasion - Letter writing
	Gra/Punc	Writing for cohesion Fronted adverbials Expanded Noun phrases Parenthesis Imperative verbs	Adverbs Relative clauses Modal verbs Editing for GP	Parenthesis Commas Standard English Verb Tenses Sentence types	Prepositions Conjunctions Apostrophes Speech	Person Pronouns Sentence forms Cohesion Grammatical devices	Fronted adverbials Verb Tenses Adverbs & Adjectives Punctuation
	Spelling	Year 3/4/5/6 spelling assess 1) Ending in -cious 2) Ending in -tious or -ious 3) Words with a short i as y 4) Words with a long i as y 5/6) Tricky homophones	7/8) Silent Letters 9) Modal Verbs 10) Ending in -ment 11) Adverbs of possibility 12) Challenge Words 1	1) Using -ity suffix 2) Using -ness suffix 3) Using -ship suffix 4-6) Homophones and near homophones	Year 3/4/5/6 spelling assess 7) Sound -as spelt as -or 8) Sound -or spelt as -au 9-12) Convert nouns and adjectives into verbs using suffixes: -ate, -ise, -ify -en.	1/2) Letter string 'ough' 3) Adverbials of time 4) Adverbials of place 5) Ear sound spelt -ere 6) Challenge Words 2	7) Unstressed vowels 8) Verb prefixes de- and re- 9) Verb prefix over- 10-12) Nouns & verbs into adjectives: -ful, -ive, -al
	Reading	How to Train your Dragon Comprehension Beowulf Anglo-Saxon tale VIPERS challenges	How to Train your Dragon Comprehension Egill Skallagrimsson's 'Head Ransom' Poem Evelyn Glennie Autobiography Assessment	Who Let the Gods Out? Icarus and Daedalus Arachne the Weaver Length by length Archimedes	Who Let the Gods Out? Aesop's Fables Assessment	Cosmic Space Tourism Moondust Our Moon Assessment	Swallows and Amazons The Lost World The Spinner poem Rain and Shine in Britain Assessment



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		Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (5wks)	Summer 1 (7wks)	Summer 2 (6½ Wks)
Maths	Topic	Block 1AT – Place Value Block 2AT – Addition & Subtract Block 3AT – Multiplication & Division Block 4AT – Fractions	Block 4AT – Fractions Block 5AT – Area/Perimeter Block 6AT - Time	Block 1SP – Place Value Block 2SP – Multiplication & Division Block 3SP – Fractions	Block 3SP – Fractions Block 4SP – Decimals & Percentages Block 5SP – Shape	Block 1SU – Multiplication & Division Block 2SU – Converting Units Block 3SU – Decimals & Percentages	Block 4SU – Volume Block 5SU – Statistics Block 6SU - Shape
Maths	Arithmetic	Addition Subtraction Multiplication Division Fact Families Times tables (1-12) Time Percentages	Addition & Subtraction Multiplication Division Time Fractions Decimals Money Times tables (1-12)	Addition Subtraction Multiplication Division Time Fractions Measurement Times tables (1-12)	Addition Subtraction Multiplication Division Time Fractions Measurement Times tables (1-12)	Addition Subtraction Multiplication Division Time Measurement Times tables (1-12) Fractions	Addition Subtraction Multiplication Division Times tables (1-12) Fractions Measurement
Science		Materials I can compare materials according to their properties. I can investigate thermal conductors and insulators. I can investigate which electrical conductors make a bulb shine brightest. I can investigate materials which will dissolve.	Materials I can use different processes to separate mixtures of materials. I can identify and explain irreversible chemical changes. Scientific Report.	Forces: Gravity & Resistance I can explore Forces. I can identify forces acting on objects. I can explore the effect that the theory of gravity has on objects. I can research the origins of the theory of gravity. I can experiment with the effects of gravity.	Forces: Mechanisms & Resistance I can investigate the effects of air resistance. I can write a scientific report about the effects of air resistance. I can explore the effect of water resistance. I can investigate the effects of friction. I can explore and design mechanisms.	Space, Solar System Orbit of Earth, planets and the Moon, Day & Night I can describe orbit of earth, other planets and moon. I can describe the attributes of planets. I can explain day and night. I can explain earth's orbit and sun appearing to move across the sky. I can develop working scientifically and recording data.	Living things and their habitats I can describe how some plants reproduce (1) I can describe how some plants reproduce (2) I can describe the life cycles of different mammals. I can explain what Jane Goodall discovered about chimpanzees. I can compare the life cycles of amphibians and insects. I can compare the life cycles if plants, mammals, amphibians, insects and birds. Animals including humans I can describe the stages of human development. I can explain how babies grow and develop. I can describe and explain the main changes that occur during puberty. I can identify the changes that take place in old age. I can report findings from enquiries. I can record complex data using graphs and models.

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	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (5wks)	Summer 1 (7wks)	Summer 2 (6½ Wks)
RE	Christianity	Islam	Hinduism	Judaism	Christianity	Sikhism
Art/DT	<p>Art: I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Art/DT: I can use sculpture and clay to create: beads and jewellery.</p> <p>Art: I can draw a detailed drawing of a dragon.</p> <p>DT: I can develop my knowledge and skills in fixing: catapults.</p>	<p>DT: I can design and produce a Viking sundial.</p> <p>Food Technology: I can prepare a Viking menu and meal and compare to modern meals.</p> <p>Textiles: I can design and sew patterns onto Viking Longboat sails.</p> <p>I can evaluate product designs and creation.</p>	<p>Art: I can draw and create a Greek urn. (Collage: Greek urns (paper) in 2 different forms: Collage and wax relief).</p> <p>Art: I can produce a charcoal drawing of a temple.</p> <p>Art: I can sketch a life drawing on an object. (Artefacts from Ancient Greece).</p>	<p>DT: I can understand and use mechanical systems in their products: linkages as a stand-alone science type lesson. Make a cam toy based on a Greek god or goddess (e.g. Poseidon coming out of the water, Zeus' arm with lightning bolt moving up and down etc).</p> <p>DT: I can use materials to create a Trojan Horse.</p> <p>Food Technology: I can prepare a meal that could have been eaten in Ancient Greece.</p> <p>DT: I can produce a working shadow theatre show. (Shadow puppets).</p>	<p>Art: I can observe and analyse the work of Luděk Pešek.</p> <p>Art: I can produce art based upon mood and music.</p> <p>DT: I can make a Moon phrase flipbook.</p>	<p>Art: I can create sketch books to record your observations and use them to review and revisit ideas (visit to Birch Hall Adventures to include time sketching the backwaters and views).</p> <p>Art: Artist study David Hockney I can analyse and create a drawing in the style of David Hockney.</p> <p>Textiles/DT: I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Textiles/DT: I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (make a raft at Birch Hall)</p>

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	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (5wks)	Summer 1 (7wks)	Summer 2 (6½ Wks)
Computing	<p>E-safety I can identify and respond to the threats of Internet usage. I can recognise that online information can be untrue or hard to understand.</p> <p>Multi-media – Presentation/Web design I can design a homepage layout using PowerPoint. I can make design decisions based upon the software. I can insert sound, images, text, transitions, hyperlinks and HTML code effectively in presentations. I can evaluate the effectiveness of their own work and the work of others.</p>	<p>E-Safety I can define what cyberbullying is and how to deal with it. I can navigate through challenges faced on the internet. I can identify spam emails and how to deal with them.</p> <p>Technology in our Lives I can identify and discuss how technology has changed over time. I can identify different parts of computing devices. I can responsibly use appropriate tools for communication. I can identify different parts of the Internet and how to search it. I can identify and describe the different elements of a webpage,</p>	<p>E-safety I can identify spam emails and how to deal with them. I can write citations for websites I use for research.</p> <p>Data Handling – Excel: using spreadsheets I can investigate what a spreadsheet is. I can edit and change a spreadsheet. I can create basic commands and formulae in a spreadsheet. I can create a graph in Excel. I can apply my knowledge of Excel to a real-life situation (1). I can apply my knowledge of Excel to a real-life situation (2).</p>	<p>E-safety I can create strong passwords.</p> <p>Data Handling – Access: using databases I can investigate what a database is. I can create and edit a database. I can perform basic functions using a database. I can apply my knowledge of Access to a real-life situation (1). I can apply my knowledge of Access to a real-life situation (2).</p>	<p>E-Safety I can recognise when, why and how photographs we see online may have been edited.</p> <p>Programming – Coding I can understand basic commands in Logo. I can design a basic programme in Logo (1). I can design a basic programme in Logo (2). I can debug a programme. I can create a game in Logo (1). I can create a game in Logo (2).</p>	<p>E-Safety I can apply online safety rules to real-life scenarios. I can apply online safety rules to real-life scenarios.</p> <p>Programming – Coding I can understand basic commands in Scratch. I can design a basic programme in Scratch (1). I can design a basic programme in Scratch (2). I can debug a programme. I can create a game in Scratch (1). I can create a game in Scratch (2).</p>
Geography	<p>I am learning to identify who the Anglo-Saxons were and where they came from.</p> <p>I am learning to identify the location of Anglo-Saxon settlements</p> <p>Visit to Sutton Hoo – I am learning about life in an Anglo-Saxon village.</p> <p>I am learning about Anglo-Saxon defence.</p>	<p>I can identify Viking routes on world maps.</p> <p>I can identify the countries of Northern Europe and the Northern Hemisphere.</p> <p>I can identify places in the UK where the Vikings landed and settled.</p> <p>Fjords - what are they? Where are they? Compare to local coastline.</p> <p>I can describe the characteristics of northern Europe (The landmass – mountains, hills etc... Look at maps to show these features)</p>	<p>I can explore where the Ancient Greeks came from.</p> <p>I can locate key cities from Ancient Greece.</p>	<p>I can locate countries from modern Olympic Games.</p> <p>I can identify similarities and differences between places (human and physical), compare UK and Greece.</p>	<p>I can create star maps/constellations.</p> <p>I can describe the impact of humans upon Earth over time.</p> <p>I can study and analyse weather patterns locally.</p> <p>I can study the components of a volcano; on Earth and on Mars.</p>	<p>I can name and locate counties and cities of the UK (major ports, trade routes).</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (fieldwork at Birch Hall and at school).</p> <p>I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>I can 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.</p> <p>I can understand erosion and changing land boundaries and how coastal areas are formed and maintained.</p> <p>I can undertake a geographical comparison in the UK of Dartmoor and Tending.</p>



	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (5wks)	Summer 1 (7wks)	Summer 2 (6½ Wks)
History	<p>Anglo-Saxons (Angles, Saxons, Jutes & Friesians) I can identify who the Anglo-Saxons were and where they came from. I can identify the location of Anglo-Saxon settlements. I can explain where and how the Anglo-Saxons lived. I can use a range of sources to solve the mystery of Sutton Hoo I can describe Anglo-Saxon religion and beliefs I can decipher and read Anglo-Saxon runes.</p>	<p>The Vikings (linked to Anglo-Saxons) I can describe how the Vikings lived. (Viking houses) I can place and explain Viking raids and invasions within a timeline. I can describe Viking laws and justice. I can explain the struggle for England with Wessex and the Danelaw. I can describe the main features of Viking art. I can discuss the main elements of Norse religion. I can explain the legacy of pre-Conquest England on the modern day.</p>	<p>Ancient Greece I can explore who the Ancient Greeks were. I can order a timeline that describes Ancient Greek history. I can explain what daily life was like for the Ancient Greeks. I can design and produce a vase in the style of Ancient Greece. I can describe the role of women in Ancient Greece. I can describe the religious beliefs of the Ancient Greeks.</p>	<p>Ancient Greece I can understand some of the ideas of people living in Athens and Sparta. I can describe how Ancient Greek society was organised. I can describe Greek warfare and weapons. I can describe the importance of the Olympic Games. I can describe important Greek events. (e.g. Marathon, Trojan War). I can discuss the conflict between Athens and Sparta. I can understand the role of theatre in Greek life. I can identify the impact upon Great Britain of the legacy of Ancient Greece.</p>	<p>Famous People involved in space research and exploration I can describe the lives and work of Edmund Halley and John Flamsteed (astronomers royal). I can describe the history of Rocket design and space exploration.</p>	<p>Local History Study I can describe how the use of land of the local area has changed over time. I can research using primary and secondary sources; using diaries and captains logs; historical periods. I can understand how language has changed in the local area and Essex over time.</p>
MfL French	<p>Getting to know you I can greet people in different ways in French. I can exchange names in French. I can discuss how I am feeling in French. I can choose appropriate phrases for a situation (saying goodbye). I can count to 20 in French. I can apply my knowledge to make sentences in French.</p>	<p>All About Me I can listen and respond to instructions. I can read, listen and respond to vocabulary. I can understand and respond to action words. To listen to and copy pronunciation of colour words accurately. I can recognise masculine and feminine clothing nouns. I can use simple conjunctions to link vocabulary for clothes and accessories.</p>	<p>Food, Glorious Food I can follow a familiar story in French. I can use determiners for identifying quantities in making polite requests. I can give a preference for or against things. I can describe the colour(s) of an object by modifying adjectives. I can begin to understand that adjective spelling depends on number and gender. I can use a range of grammar structures to practise a set of vocabulary groups.</p>	<p>Family and Friends I can present a picture of family members using possessive adjectives. I can match subject and verb correctly when talking about pets. I can recognise and repeat sounds and words with increasing accuracy. I can use a range of vocabulary to create different sentences. I can use French pronunciation of the alphabet to spell words. I can make new sentences about homes by substituting different vocabulary.</p>	<p>Our School I can read, listen and respond to vocabulary. I can ask/answer questions (in short phrases). I can express an opinion. I can listen to commands and follow instructions. I know the French for familiar places. I can ask and answer questions.</p>	<p>Telling the Time I can recognise and repeat sounds and words with increasing accuracy. I can recognise, say and respond to a set of vocabulary. I can listen, read and respond to a set of vocabulary. I can speak in sentences using known vocabulary and grammar. I can use known language to present information about French festival dates. I can begin to conjugate the verb 'to be' for past and future tense.</p>
Music	<p>I can plan, perform, play using voices as instruments with increasing accuracy, fluency, control and expression</p> <p>I can perform BBC Viking Saga Songs plus Charanga.</p> <p>I can develop an understanding of History of Music.</p>		<p>I can recognise the Holst's Planets Suite (links to Roman names for the planets)</p> <p>I can listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>		<p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (sea shanties and pirate songs)</p> <p>I can find out about the history and relevance of sea shanties, plus the context of them.</p>	



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	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (5wks)	Summer 1 (7wks)	Summer 2 (6½ Wks)
PE	<p>Outdoor (Invasion Games) – Football Play competitive games, use running, jumping, throwing and catching, team challenges.</p> <p>Indoor – Circuit Fitness.</p> <p>OAA – Forest School</p> <p>Swimming – catch up for year 5s who can't swim.</p>	<p>Outdoor (Invasion Games) - Basketball Play competitive games, use running and team challenges.</p> <p>Indoor – Dance.</p>	<p>Outdoor (Invasion Games) - Rugby Play competitive games, use running and team challenges.</p> <p>Indoor – Gymnastics (could link to Sparta and warrior training)</p> <p>Olympic Games/athletics (topic based only)</p>	<p>Outdoor (Invasion Games) - Netball Play competitive games, use running and team challenges.</p> <p>Outdoor (Field Games) – Rounders Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Outdoor (Field Games) – Cricket Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Outdoor (Track Games) – Athletics Sports Day (athletics): use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Outdoor (Track Games) – Athletics Sports Day (athletics): use running, jumping, throwing and catching in isolation and in combination.</p> <p>Outdoor 2 – Rounders Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Birch Hall visit: take part in outdoor and adventurous activity challenges both individually and within a team (low ropes, team building).</p>
PSHE/ Citizenship	<p><i>I can do it! (A)</i> I can understand how to behave in PSHE lessons. I can explain what it means to be part of a school community I can identify and support people who keep me safe and healthy. I can recognise and describe the star qualities in people. I can describe and explain feelings. I can identify my strengths and areas for improvement. I can describe a brief history of some of our famous institutions. I can recount the story of at least one famous event.</p>	<p><i>Friendships & Relationships (B)</i> I can describe strategies to resolve conflict. I can describe the qualities of friendship. I can identify the characteristics of assertive behaviour. I can identify and describe emotional need and how they change. I can define and explain the qualities of friendship. I can discuss and evaluate likes and dislikes of their designs. I can discuss different roles and responsibilities. Enterprise Project.</p>	<p><i>Keeping Safe and Risk-free (A)</i> I can recognise positive and negative risks. I can explain how to manage dares. I can recognise and react appropriately when facing risky situations. I can describe what drugs are and how they are used. I can describe issues around smoking. I can describe different types and the need to use more renewable sources of energy. I can recall facts about the London Underground.</p>	<p><i>What are my Rights & Responsibilities? (C)</i> I can identify and discuss issues in the media about health and wellbeing. I can describe and explain the difference between fact and opinion. I can define and discuss what responsibilities, rights and duties are. I can manage my actions as a consumer. I can define and describe the language of personal finance. I can describe and discuss the life of a famous British writer and their most important works.</p>	<p><i>Everyone is Different! (C)</i> I can demonstrate active listening skills. I can describe and explain the benefits of living in a diverse society. I can identify the consequences of positive and negative behaviour. I can recognise that some people can be bullied because of the way they express their gender. (RSE Session) I can recognise that not everything I read on-line is true. (RSE Session) I can describe and analyse the diversity of religion within GB but also recognise certain similarities.</p>	<p><i>My Changing Body & Life (B)</i> I can identify strategies to deal with difficult situations. I can explain what happens during puberty (RSE lesson). I can describe how I can support myself during puberty (RSE lesson). I can describe how I would feel if I was separated from someone or something I like. I can recognise how my body feels. I can identify and explain the rich variety across GB.</p>
Topic Days	<p>Day 1 - Detailed drawing techniques, design a dragon, draw in detail, plan how to train it. Day 2 - Catapult making, testing and write – up.</p>	<p>Day 4 – Viking meal Day 5 – Enterprise Event (Christmas Market)</p>	<p>Day 1 – Greek temples Day 2 – Playscript day?</p>	<p>Day 3 – Greek Food tasting and presentation day Day 4 – Mini Olympics</p>	<p>Day 1 – Space Day 1 Day 2 – Space Day 2</p>	<p>Day 3 – Birch Hall Day 4 – Field trip to Weeley to study land use and undertake sketching</p>
Events	<p>Day 3 - Sutton Hoo</p>	<p>Possible Viking event visit? Christmas Market (Enterprise)</p>			<p>Space Dome???</p>	<p>Birch Hall Sports Day</p>