**

All Saints' CofE Primary School – All Believing, All Achieving

YEAR 5: AUTUMN		ANCIEN	Values: Respect/Peace	
Suggested Entry Point:	Suggested Final Outcome:		Suggested Visit:	Using the School Environment:
Archaeologist's bag appears with Ancient	Cross-curricular topic display in class/hall.		The British Museum	Outdoor science experiments – materials.
Greek artefacts to explore and discuss.				
Driver Subjects:		Cross	Curricular Subjects:	Other Subjects:
History: Ancient Greece		Science: Properties & Char	nges of Materials	RE:
A study of Ancient Greece, including Greek life	and	Compare and group together e	everyday materials based on evidence from	Being a Jew/Remembrance/Art & Music at
achievements and their influence on the wester	n world.	comparative and fair tests, inclu	iding their hardness, solubility, conductivity	Christmas
Describe the social, ethnic, cultural or religious	diversity of	(electrical and thermal), and re-	sponse to magnets. Is will dissolve in liquid to form a solution and	Computing
Describe characteristic features of the past incl	uding idoas	describe how to recover a sub	stance from a solution	Computing.
beliefs attitudes and experiences of men wome	an & children	Lise knowledge of solids liquid	s and gases to decide how mixtures might be	Game Developing/Cracking Codes/E-salety
Use appropriate historical vocabulary to comm	unicate.	separated, including through fill	tering, sieving and evaporating.	PSHE:
including: dates, time period, era, chronology, c	ontinuity.	Give reasons, based on evidence	e from comparative and fair tests, for particular	Physical health & wellbeing:
change, century, decade, legacy.	·····,	uses of materials, including met	als, wood and plastic.	In the media
Describe the main changes in a period of histor	y (using terms	Demonstrate that dissolving, m	ixing and changes of state are reversible.	Identity, society & equality:
such as: social, religious, political, technological	and cultural).	Explain that some changes resu	It in the formation of new materials, and this	Stereotypes, discrimination & prejudice
Understand the concepts of continuity and char	nge over time,	kind of change is not usually re	versible, including changes associated with	
representing them, along with evidence, on a tir	ne line.	burning, oxidisation and the act	tion of acid on bicarbonate of soda.	Music:
Use dates and historical terms accurately in describing events.		Plan enquiries, recognising and	controlling variables as necessary.	Specialist Curriculum
Use sources of information to form hypotheses	about the	Use appropriate techniques, ap	paratus, and materials during fieldwork and	
past.		laboratory work.		MFL (Spanish):
Use literacy, numeracy and computing skills to a	an excellent	Take accurate measurements, u	using a range of scientific equipment.	Buildings & Directions/Days of the VVeek/
standard in order to communicate information	about the past.	Record data and results of Incr	easing complexity using scientific diagrams and	Christmas
Geography: Greece – Tourism & Trade		labels, classification keys, tables	, graphs, and models.	DE.
Name and locate some of the countries and citi	es of the	Ose test results to make predic	tions to set up comparative and fair tests.	Real PE Linit I: Cognitive
world and their identifying human and physical of	characteristics.	Art: Sculpture		Coordination: Ball Skills
including hills, mountains, rivers, key topograph	ical features	Develop and imaginatively exte	nd ideas from starting points.	Agility: Reaction/Response
and land-use patterns: and understand how some aspects have		Collect information, sketches a	nd resources to present and develop ideas.	Unit 2: Creative
changed over time.		Use the qualities of materials to	o enhance ideas.	Static Balance: Seated
Use maps, atlases, globes and digital/computer mapping to		Create original pieces that show	w a range of influences and styles.	Static Balance: Floor Work
locate countries and describe features studied.		Show life-like qualities and real	-life proportions or, if more abstract, provoke	
Use a range of geographical resources to give detailed		different interpretations.		
descriptions of characteristics and features of a location.		Use tools to carve and add sha	pes, texture and pattern.	
Identify and describe how the physical features affect the		Lise frameworks (or wire mo	ities.	
numan activity within a location.	unnected and		ids) to provide stability and form.	
Describe now countries and regions are interconnected and		DT: Materials & Construction		
		Make products through stages	of prototypes, making refinements.	
		Ensure products have a high-qu	ality finish, using art skills.	
		Cut materials with precision an	d refine the finish with appropriate tools, eg.	
		sanding wood after cutting or precise scissor cutting.		
		Show an understanding of the o	qualities of materials to choose appropriate	
		tools to cut and shape, eg. shar	p scissors to cut fabric.	
		Develop a range of practical sk	ills to create products.	

**

All Saints' CofE Primary School – All Believing, All Achieving

YEAR 5: SPRING		EARTH	Values: Love/Faith	
Suggested Entry Point:	Suggested Final Outcome:		Suggested Visit:	Using the School Environment:
Have a space launch with accompanying	Write a news report a	bout Apollo 11. Royal Observatory Greenwich –		Create a human model of solar system &
countdown and clips of a blast off.			Planetarium Show.	act out movement of planets in playground.
Driver Subjects:		Cr	oss-Curricular Subjects:	Other Subjects:
Driver Subjects:Science: Earth & SpaceDescribe the movement of the Earth, and other planets, relative to theSun 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 theapparent movement of the sun across the sky.Record data and results of increasing complexity using scientificdiagrams and labels, classification keys, tables, bar and line graphs, andmodels.Report findings from enquiries, including oral and written explanationsof resent findings in written form, displays and other presentations.Use simple models to describe scientific ideas, identifying scientificevidence that has been used to support or refute ideas or arguments.Geography: Latitude, Longitude, Night & DayIdentify and describe the geographical significance of latitude,longitude, Equator, Northern Hemisphere, Southern Hemisphere, theTropics of Cancer and Capricorn, Arctic and Antarctic Circle, andtime zones, including day and night).Use maps, atlases, globes and digital/computer mapping to locatecountries and describe features studied.Describe and understand key aspects of physical geography, includingclimate zones, biomes and vegetation belts, rivers, mountains,<td colspan="2</td> <td>Cro Science: Forces in A Explain that unsupport force of gravity acting b Identify the effect of dr resistance and friction Describe, in terms of d driven tend to slow do Understand that force mechanical devices suc Plan enquiries, recognis Use appropriate technia and laboratory work. Take measurements, un increasing accuracy and Record data & results of diagrams and labels, tab Present findings in writ Use results to make pr Art: Collage Develop and imaginative throughout the curricu Collect information, sk imaginatively in a sketce Use the qualities of ma Mix textures (rough an Combine visual and tac Use a range of materia</td> <td>Planetarium Show. oss-Curricular Subjects: Action ed objects fall towards the Earth because of the between the Earth and the falling object. ag forces, such as air resistance, water that act between moving surfaces. Irag forces, why moving objects that are not wn. and motion can be transferred through h as gears, pulleys, levers and springs. sing and controlling variables as needed. iques, apparatus, and materials during fieldwork sing a range of scientific equipment, with d precision. of increasing complexity using scientific oles, bar & line graphs, and models. ten form, displays and other presentations. redictions and set up comparative & fair tests. rely extend ideas from starting points fuum. tetches and resources and present ideas h book. terials to enhance ideas. d smooth, plain and patterned). tile qualities. Is and techniques.</td> <td>act out movement of planets in playground. Other Subjects: RE: What is Buddhism?/Monastic Traditions/Lent & Easter in Church Computing: Fusing Geometry & Art/Cyber Safety Web Page/E-safety PSHE: Keeping safe & managing risk: When things go wrong. Mental health & emotional wellbeing: Dealing with feelings. Music: Specialist Curriculum MFL (Spanish): Sports & Hobbies/Talking about Food PE: Real PE Unit 3: Social Dynamic Balance: On a Line Counter Balance: With a Partner Unit 4: Applying Physical Static Balance: One Leg Dynamic Balance to Agility: Jumping & Landing</td>		Cro Science: Forces in A Explain that unsupport force of gravity acting b Identify the effect of dr resistance and friction Describe, in terms of d driven tend to slow do Understand that force mechanical devices suc Plan enquiries, recognis Use appropriate technia and laboratory work. Take measurements, un increasing accuracy and Record data & results of diagrams and labels, tab Present findings in writ Use results to make pr Art: Collage Develop and imaginative throughout the curricu Collect information, sk imaginatively in a sketce Use the qualities of ma Mix textures (rough an Combine visual and tac Use a range of materia	Planetarium Show. oss-Curricular Subjects: Action ed objects fall towards the Earth because of the between the Earth and the falling object. ag forces, such as air resistance, water that act between moving surfaces. Irag forces, why moving objects that are not wn. and motion can be transferred through h as gears, pulleys, levers and springs. sing and controlling variables as needed. iques, apparatus, and materials during fieldwork sing a range of scientific equipment, with d precision. of increasing complexity using scientific oles, bar & line graphs, and models. ten form, displays and other presentations. redictions and set up comparative & fair tests. rely extend ideas from starting points fuum. tetches and resources and present ideas h book. terials to enhance ideas. d smooth, plain and patterned). tile qualities. Is and techniques.	act out movement of planets in playground. Other Subjects: RE: What is Buddhism?/Monastic Traditions/Lent & Easter in Church Computing: Fusing Geometry & Art/Cyber Safety Web Page/E-safety PSHE: Keeping safe & managing risk: When things go wrong. Mental health & emotional wellbeing: Dealing with feelings. Music: Specialist Curriculum MFL (Spanish): Sports & Hobbies/Talking about Food PE: Real PE Unit 3: Social Dynamic Balance: On a Line Counter Balance: With a Partner Unit 4: Applying Physical Static Balance: One Leg Dynamic Balance to Agility: Jumping & Landing

**

All Saints' CofE Primary School – All Believing, All Achieving

YEAR 5: SUMMER	THE VIKINGS			Values: Perseverance/Hope
Suggested Entry Point:Suggested Entry Point:Find some Viking artefacts in class & discussCr	Suggested Final Outcome: Create a class museum about the Vikings.		Suggested Visit: National Maritime Museum, Greenwich -	Using the School Environment: Act out a Viking battle/raid in the school
what they are & where they might be from.		Meet the Vikings: Raiders, invaders, traders.		grounds.
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
 what they are & where they might be from. Driver Subjects: History: Vikings vs Anglo Saxons/Scots Learn about the Viking and Anglo-Saxon struggle of England to the time of Edward the Confessor. Give a broad overview of life in Britain from med Tudor and Stuarts times. Use appropriate historical vocabulary, including: c era, chronology, continuity, change, century, deca Select suitable sources of evidence, giving reasons Use sources of information to form hypotheses a Understand that no single source of evidence give to questions about the past. Describe the social, ethnic, cultural or religious d society. Compare some of the times studied with those or of interest around the world. Use literacy, numeracy and computing skills to an standard in order to communicate information at Geography: Mapping Unit – Upper Norwood Palace Use eight points of a compass, four and six-figure references, Ordinance Survey symbols and keys t knowledge of the UK. Collect and analyse statistics and information to c conclusions. Use different types of fieldwork sampling, includir maps, plans, graphs and digital technologies, to ot measure and record the human and physical features and opinions of the characteristic features of a lo Identify and describe how physical features affect 	e for the Kingdom dieval until the dates, time period, cade, legacy. ns for choices. about the past. ves the full answer diversity of past of the other areas n excellent about the past. Fod & Crystal e grid to build draw ing sketch observe, cures in the etailed descriptions focation. t human activity.	Science: Life Cycle Describe the life cycle humans (birth, growth a variety of plants (gro Describe the life proc Describe the life proc Describe the life proc Describe the changes Take accurate measur Record data and resu diagrams and labels, c Report findings from explanations involving Present findings in wr Science: Healthy B Identify and name the and explain the functi (including the pulse ar Recognise the impact way human bodies fur Describe the ways in within animals, includi Take accurate measur Record data and resu diagrams, tables, bar a Report findings from explanations involving Present findings in wr Art/DT: Textiles Develop and imaginat Collect information, s imaginatively in a sket Use the qualities of m Show precision in tec	Meet the Vikings: Raiders, invaders, traders. oss-Curricular Subjects: s es common to a variety of animals, including h, development, reproduction, death), and to owth, reproduction and death). tess of reproduction in some plants & animals. as humans develop from birth to old age. rements using a range of scientific equipment. Its of increasing complexity using scientific lassification keys, tables, bar and line graphs. enquiries, including oral and written g causal relationships, and conclusions. ritten form, displays and other presentations. rodies main parts of the human circulatory system, ons of the heart, blood vessels and blood hd clotting). of diet, exercise, drugs and lifestyle on the nction. which nutrients and water are transported ing humans. rements using a range of scientific equipment. Its of increasing complexity using scientific and line graphs, and models. enquiries, including oral and written g causal relationships, and conclusions. ritten form, displays and other presentations.	Other Subjects: RE: The Christian Message/The Journey of Life & Death Computing: Blogging/Creating a Virtual Space/E-safety PSHE: Drug, alcohol & tobacco education: Different influences Careers, financial capability & economic wellbeing: Borrowing & earning money Music: Specialist Curriculum MFL (Spanish): Days, Months & Weather/Where You Live & Comparing Lifestyles PE: Real PE Unit 5: Health & Fitness Static Balance: Stance Coordination: Footwork Unit 6: Personal Agility: Ball Chasing Coordination: Sending & Receiving