

Year 5 Year Group Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Fiction:</b> Novels and stories by significant children’s authors <i>(Michael Morpurgo)</i> (5 weeks) <b>Texts:</b> <i>Kensuke’s Kingdom</i></p> <p><b>Non-Fiction:</b> Instructions (2 weeks) <b>Texts:</b> <i>Kensuke’s Kingdom</i></p>	<p><b>Poetry:</b> Poetic Style (2 weeks) <b>Texts:</b> <i>The Magic Box</i> <i>Pie Corbett poems</i></p> <p><b>Fiction:</b> Modern Classics (4/5 weeks) <b>Texts:</b> <i>Tom’s Midnight Garden</i> <i>by Phillipa Pearce</i></p>	<p><b>Fiction:</b> Traditional stories, fables, myths and legends. (4 weeks) <b>Texts:</b> <i>Arthur and the Golden Rope</i> by Joe Todd-Stanton <i>The Dragon’s Head</i> by Lari Don</p> <p><b>Non-Fiction:</b> Recounts (3 weeks) <b>Texts:</b> <i>Arthur and the Golden Rope</i> by Joe Todd-Stanton <i>The Dragon’s Head</i> by Lari Don</p>	<p><b>Fiction:</b> Stories from other countries (4 weeks) <b>Texts:</b> <i>Journey to Jo-burg</i> by Beverley Naidoo</p> <p><b>Non-Fiction:</b> Persuasive Texts (2 weeks) <b>Texts:</b> <i>Journey to Jo-burg</i> by Beverley Naidoo</p>	<p><b>Fiction:</b> Mystery and Suspense (3 weeks) <b>Texts:</b> <i>The Hound of the Baskervilles</i> by Arthur Doyle</p> <p><b>Poetry:</b> Classic/narrative Poems (2 weeks) <b>Texts:</b> <i>The Highwayman</i></p>	<p><b>Fiction:</b> Novel-based study (6/7 weeks) <b>Texts:</b> <i>The Boy in the Girl’s Bathroom</i> by Louis Sachar</p>
<b>French</b>	<p>The High Street - Buildings on the High Street and directional vocabulary</p>		<p>Keeping Fit and Healthy - Different exercises and healthy foods</p>		<p>Date and Weather - Days and months of the year - Seasons and weather patterns</p>	
<b>Maths</b>	<p>Place value, addition and subtraction, statistics, multiplication and division, perimeter and area</p>		<p>Multiplication and division, fractions, decimals and percentages</p>		<p>Decimals, geometry – property of shapes, position and direction, measuring - converting units, volume</p>	
<b>Science</b>	<p>Out of this World - Identifying the order of the planets and the movement of the Earth in relation to planets</p>	<p>Material World -Comparing and grouping materials based on their properties</p>	<p>Circle of Life -Describing the circle of life and reproduction of animals</p>	<p>Let’s get Moving -Identifying how different forces act on a variety of objects</p>	<p>Growing Older -Describing how humans change as they grow older</p>	<p>Amazing Changes -Investigating how materials can be changed and which changes are reversible and irreversible</p>

<b>Computing</b>	i program - 1 Designing and developing programmes	i draw Learning to create graphical drawings using Sketchpad	i crypto Learning how to keep information safe	i web Creating web content	i program - 2 Developing multi- level games	i model Learning how to create graphic models in 3D space
<b>DT</b>	<u>Electrical Systems – Doodlers</u> Explore electric circuits and apply this knowledge to design and make an electric doodler.		<u>Mechanisms: Pop-up books</u> Utilise a range of mechanism and construction techniques to create a pop-up book.		<u>Cooking and nutrition</u> <u>What could be healthier?</u> Adapting a Bolognese recipe and considering the ethics of food.	
<b>History</b>	<u>The Anglo Saxons</u> KQ- Is the Anglo- Saxon period really a Dark Age?		<u>The Vikings</u> KQ- Would the Vikings do anything for money?		<u>Journeys</u> KQ- What makes people go on a journey?	
<b>Geography</b>		<u>Changes in our Environment</u> KQ- How is our country changing? Geographical characteristics of the UK		<u>A Study of the Alpine Region</u> KQ- Where should we go on holiday? Locating world countries		<u>Journeys: Clothes</u> KQ- Where does all our stuff come from? Writing an adventure story about a chosen project.
<b>Art</b>		<u>Formal elements:</u> <u>Architecture</u> Observing and drawing from different perspectives  <u>Sculpture and 3D</u> Introducing installation art as a medium for communicating a message.		<u>Drawing</u> I need space		<u>Painting and mixed media</u> Investigating self- portraits by a range of artists
<b>Music</b>	<u>Solar System</u> <b>Musical Focus:</b> Listening	<u>At the Movies</u> <b>Musical Focus:</b> Composition	<u>Keeping Healthy</u> <b>Musical Focus:</b> Beat	<u>Celebration</u> <b>Musical Focus:</b> Performance	<u>Life Cycles</u> <b>Musical Focus:</b> Structure	<u>Our Community</u> <b>Musical Focus:</b> Performance

	<b>Subject Link:</b> Science	<b>Subject Link:</b> English	<b>Subject Link:</b> PE	<b>Subject Link:</b> English	<b>Subject Link:</b> PSHCE	<b>Subject Link:</b> History
<b>PE</b>	Cricket (Striking & Fielding)  Swimming	Dance  Swimming	Gymnastics  Swimming	Tennis (Net & Wall Games)  Swimming	Netball (Invasion Games) Sports UK festival  Swimming	Athletics  OAA  Swimming
<b>RE</b>	Theme: Belief into action  KQ: How far would a Sikh go for his/her religion?	Theme: Christmas  KQ: Is the Christmas story true?	Theme: Beliefs and moral values  KQ: Are Sikh stories important today?	Theme: Easter  KQ: How significant is it for Christians to believe God intended Jesus to die?	Theme: Prayer and Worship  KQ: What is the best way for a Sikh to show commitment to God?	Theme: Beliefs and Practices  KQ: What is the best way for a Christian to show commitment to God?
<b>PSHE</b>	<u>Me and my relationships</u> Learning about different kinds of friendships and relationships.	<u>Valuing differences</u> Qualities of friendships and what makes us unique	<u>Keeping myself safe</u> Learning about risks and how to keep ourselves safe	<u>Rights and responsibilities</u> How to be a good citizen	<u>Being my best</u> Learning about how to keep healthy both physically and mentally	<u>Growing and changing</u> How our bodies change as we grow up and grow old
<b>Educational Events and Visits</b>						