

YEARLY ROLLING PROGRAMME FOR YEAR 5

	Autumn 1 Who were the Vikings?	Autumn 2 How important is the moon? Goonhilly and Bodmin clear skies	Spring 1 School of Witchcraft and Wizardry! Narrative writing Fantasy world (Wizards witches) Materials Landscapes	Spring 2 The House of Wisdom Golden age of Islam History of Mathematics	Summer 1 Let's grow together! Sow, grow and Farm Cornish rural landscape and history Local study	Summer 2 To be, or not to be Language/Cornish English Shakespeare Stratford upon Avon
Literacy	<p>Historical narrative</p> <p>Poetry</p> <p>Key Text: Viking Myths and Legends</p> <p><u>VGP: (Y4)</u></p> <p>Using fronted adverbials</p> <p>Difference between plural and possessive s</p> <p>Expanded noun phrase</p> <p>Convert nouns and adjectives into verbs</p>	<p>Information Text</p> <p>Newspaper report</p> <p>Key Text: Iron Man</p> <p>Cloudbusting by Malorie Blackman</p> <p><u>VGP</u></p> <p><i>Introduce relative pronouns</i></p> <p><i>The use of relative clauses</i></p> <p><i>Cohesive devices including adverbials</i></p>	<p>Diary Entry</p> <p>Narrative</p> <p>Key Text: Harry Potter</p> <p><u>VGP</u></p> <p>Relative clauses</p> <p>Using commas to clarify meaning/ avoid ambiguity</p> <p>Use commas and dashes to indicate parenthesis</p> <p>Modal verbs</p>	<p>Biography</p> <p>Non chronological report</p> <p><u>VGP</u></p> <p>Using brackets to indicate parenthesis</p> <p>Using dashes to indicate parenthesis</p> <p>Using semi colons and colons</p>	<p>Non - Chronological report</p> <p>Persuasive Letter writing</p> <p>Key Text: Skellig</p> <p><u>VGP</u></p> <p>Using brackets to indicate parenthesis</p> <p>Using dashes to indicate parenthesis</p> <p>Modal verbs</p> <p>Relative clauses</p>	<p>Narrative</p> <p>Poetry</p> <p>Key Text: MacBeth</p> <p><u>VGP</u></p> <p>Using fronted adverbials</p> <p>Expanded noun phrase</p> <p>Using semi colons and colons</p>
Maths	Place Value	FDP	Place Value	FDP	4 operation	Consolidation

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	4 Operations Statistics	Shape	4 operations		Geometry Measure	
History	<p>Chronology</p> <p>Recap periods studied</p> <p>Stone age, Bronze age, Iron age, Ancient times. Egypt, Greece and Rome.</p> <p>Put new period in context.</p> <p>Key Figure: Egbert of Wessex</p> <ul style="list-style-type: none"> - Use relevant terms - place events within a period of history on a timeline - Understand that Britain has had invaders and settlers. Migration and immigration. <p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • Scots invasions from Ireland to north • Britain (now Scotland) Anglo-Saxon invasions, settlements and 	<p>Key Figure: Women of NASA -place events within a period of history on a timeline</p> <p>Compare technology and its impact on periods studied and changes in human lifestyles.</p> <p>Compare recounts of events from different sources</p> <p>Race to the moon</p> <p>Understand key features of the periods be able to give some recall them</p>	<p>How do we explore the past?</p> <p>Can there be magical artefacts in a museum?</p> <p>Boscastle museum of witchcraft... did people truly believe in witch craft in the past? What evidence do we have for this?</p>	<p>-Understand global timelines over lap and empires why they rise and fall (how and why).</p> <p>-use relative terms.</p> <p>-Place events within a period of history on a timeline.</p> <p>-Compare technology and its impact on periods studied and changes in human lifestyles</p> <p>Celebrate non western development (Baghdad) and influence on technology and mathematics.</p> <p>-</p>	<p>Local history.</p> <p>Oral history from local people involved in the rural environment.</p>	<p>Key Figure: Shakespeare</p> <p>How does our language change overtime? Have Cornish people always spoken English? How has the language been altered?</p> <p>Prayer book rebellion</p> <p>Compare technology and its impact on periods studied and changes in life styles.</p>

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	<p>kingdoms: place names and village life and culture</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice <p>Edward the Confessor and his death in 1066</p>					
Geography	<p>Locational recap globe and world map</p> <p>Recap physical processes and physical features.</p> <p>Britain's settlement by Anglo-Saxons and Scots -reading atlas and symbols.</p> <p>Natural resources and competition for these. Trade, invasion, settlement.</p>	<p>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>The earth in space. Recap seasons, climate zones.</p>	<p>-use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>- physical geography, including: climate zones,</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.</p>	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waste</p>	<p>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>

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			<p>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>			
Science	<p><u>Forces</u></p> <ul style="list-style-type: none"> Independently change a variable and restrict the exploration to test particularly elements Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs, bar and line graphs. Think sensibly about the scales to use. Make predictions that relate to past learning and give reasons for 	<p><u>Earth and Space</u></p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs, bar and line graphs. Think sensibly about the scales to use. Recognise that scientific 	<p><u>Properties of Materials</u></p> <ul style="list-style-type: none"> Independently change a variable and restrict the exploration to test particularly elements Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs, bar and line graphs. Think sensibly about the scales to use. Make predictions that relate to past 	<p><u>Animals inc humans</u></p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>What scientific advances were made during the Islam golden age?</p> <p>How have they benefited the western cultures (medicine, scientific practice, measures)</p> <p>Instruments to measure scientifically</p>	<p><u>Animals and their habitats</u></p> <ul style="list-style-type: none"> 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 	Origins of scientific words

	<p>their predictions</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 ▪ 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>ideas change and develop over time for example the knowledge of our solar system</p> <ul style="list-style-type: none"> • Make predictions that relate to past learning and give reasons for their predictions • 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 the apparent movement of the sun across the sky. 	<p>learning and give reasons for their predictions</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <ul style="list-style-type: none"> • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses 			
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Art/DT	<p>Colour mixing, textiles, dying techniques</p> <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas <p><u>Drawing skills, detail, light and shade</u></p> <p><u>Objects such as Lindisfarne chess men</u></p>	<p>Photography and digital art</p> <p>Accurate colour mixing and matching</p> <p>Texturing surfaces</p>	<p>Watercolour painting</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p> <p>Illustrative drawing for narratives</p>	<p>Technical drawing using tools. Architecture</p> <p>Aleithometers</p> <p>Symmetry and pattern in Islamic art</p> <p>Islamic architecture and tiles</p>	<p><u>Van Gogh</u></p> <p>Impressionism</p> <p>Landscapes combining drawing skills, colour work and textures.</p> <p>About great artists, architects and designers in history</p>	<p>Portraiture to express inner feeling</p> <p>The scream</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
Music	Living on a Prayer	Classroom Jazz	Make you Feel my Love	Fresh Prince of Bel - Air	Dancing in the street	Reflect and Rewind
MFL	<p>My School, My subject</p> <ul style="list-style-type: none"> Asking and answering what school subjects we learn <p>Expressing a simple opinion Likes and dislikes</p> <ul style="list-style-type: none"> Asking and answering information about the day and subjects Adjectives to give opinion Places around the school 	<p>Time in the city</p> <ul style="list-style-type: none"> Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50 	<p>Healthy Eating</p> <ul style="list-style-type: none"> Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish 	<p>Clothes, colours and fashion</p> <ul style="list-style-type: none"> Personal information at passport control Countries Ways to travel Asking /answering simple weather phrases Weather questions and statements Weather forecasts 	<p>Out of this world</p> <ul style="list-style-type: none"> You can Play + sports Eat + foods Wear +beach clothes 	Going to the seaside

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RE	What is the Tora and why is it significant for Jewish community	PEOPLE of GOD how can following God bring freedom and justice?	SALVATION What difference does the resurrection make to Christians?	What does it mean to be Muslim in Britain today.	GOSPEL What can of world does Jesus want?	How does faith help people when times get hard?
PSHE	Being Me	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Gymnastics & Handball	Dance & HRE	Parkour & Football	Tag Rugby & OOA	Training Types & Golf	Athletics & Tennis
Computing	<ul style="list-style-type: none"> E-Safety and Sharing information Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> Programming A design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> Video Editing Select, use and combine a variety of software (including internet services) on a range of digital. devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> Flat-file database Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> Vector drawing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> Selection in quizzes use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program

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<p>DRIVER 1</p> <p>To promote and celebrate <u>diversity</u> within the school culture and beyond.</p>	<p>Celebration of a child being unique and different during PSHE and comparative study of Judaism.</p>	<p>Links to Tim Peake and the women of NASA.</p> <p>Celebrating being different.</p>		<p>Islamic visitor</p> <p>Celebrating the golden age (architecture).</p>	<p>Links to Skellig.</p> <p>Pen-pals with French School.</p>	<p>Diversity in Bristol. Cultural experiences, food.</p>
<p>DRIVER 2</p> <p>To promote <u>mental health</u> for all with an emphasis on <u>outdoor learning</u> and immersion in natural environment.</p>	<p>Allotment- preparation for winter</p>		<p>Geography – Fieldwork.</p>			<p>Orienteering skills</p> <p>Sailing</p>
<p>DRIVER 3</p> <p>To ensure exposure for all to events and learning with high <u>cultural capital</u>, especially for the pupil premium cohort.</p>		<p>The dome people will be used as a stimuli for all children in the class.</p>	<p>Opportunity to learn a musical instrument in music lessons.</p>		<p>Exposure to stereotypically 'wealth sports' in the form of golf in P.E</p>	<p>Trip to Bristol/Bath/Stratford</p> <p>Theatre etiquette</p>