

Year 5 National Curriculum Coverage

	Autumn	Spring	Summer
History	<p>Anglo Saxons and Scots</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	<p>Vikings and Anglo Saxons</p> <ul style="list-style-type: none"> The Viking and Anglo Saxons struggles for the kingdom of England to the time of Edward the Confessor 	<p>The Change in Power of the Monarchs</p> <ul style="list-style-type: none"> Changing Power of the Monarchs. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Geography	<p>Climate around the world</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their: environmental regions, key physical and human characteristics, countries, major cities. 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><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom a region in a European country and a region in North or South America Human and <u>Physical Geography</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Geographical <u>Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area 	<p>Energy</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of 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. Geographical Skills and <u>Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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>Coasts</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including, coasts), and land-use patterns; and understand how some of these aspects have changed over time. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Year 5 National Curriculum Coverage

	using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Computing	<p>Coding – retro games PacMan</p> <ul style="list-style-type: none"> 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 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>What is a computer?</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 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 	<p>Digital Literacy and Online Safety</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Design Technology	<p>Structures - Shelters.</p> <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, 	<p>Mechanical systems- pulley, gears or cam. Design a moving toy.</p> <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 	<p>Food Technology Home grown produce - potato salad</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown,

Year 5 National Curriculum Coverage

	<p>pattern pieces and computer-aided design.</p> <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • 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. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. 	<p>computer-aided design.</p> <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • 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. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. • Apply their understanding of computing to program, monitor and control their products. 	<p>reared, caught and processed.</p> <ul style="list-style-type: none"> • Understand the nutritional value of ingredients.
--	--	--	---

Year 5 National Curriculum Coverage

Art	<p>Drawing Artist Study – Frida Khalo Still life</p> <ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, with a range of material, To develop a wide range of art and design techniques in using colour, pattern and texture. Make creative choices around colour and design and be able to discuss these. To know how light, shade and tone can contribute to perspective. 		<p>3D Sculptures/printing/textiles Viking art</p> <ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and sculpture, with a range of material, paint and clay. To manipulate malleable materials to a desired form and shape. Make creative choices around colour and design and be able to discuss these. 		<p>Painting/ drawing – Traditional and impressionism Landscapes - Coastal and seascapes. Various artists including JW Turner and Ivan Lindsay.</p> <ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal and paint] Make creative choices around colour and design and be able to discuss these. About great artists, architects and designers in history. To know how light, shade and tone can contribute to perspective. To how definition and size contribute to perspective in a composition. Background/middle ground/foreground. 	
Music	<p>A study of The Planet Suite – Holst</p> <p><u>Listen with Concentration and Understanding</u></p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality and recorded music drawn from great composers. Develop an understanding of the history of music. 		<p>Charanga – Oceans, Rivers and Seas</p> <p><u>Use of Voice</u></p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices. <p><u>Listen with Concentration and Understanding</u></p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. 		<p>Djembe drums</p> <p><u>Listen with Concentration and Understanding</u></p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality and recorded music drawn from great composers. <p><u>Play Instruments</u></p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p>	
PE	<p>Net and wall games</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching 	<p>Dance</p> <ul style="list-style-type: none"> Perform dances using a range of movement patterns. 	<p>Invasion games</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate - apply basic principles 	<p>Gymnastics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. 	<p>Striking and fielding</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in 	<p>Athletics (Track and Field)</p>

Year 5 National Curriculum Coverage

	<p>in isolation and in combination.</p> <p><u>Swimming</u></p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	<p>suitable for attacking and defending.</p> <p><u>Swimming</u></p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	<p>isolation and in combination / competitive games.</p> <p><u>OAA</u></p> <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. <p><u>Invasion games</u></p> <ul style="list-style-type: none"> play competitive games, modified where appropriate - apply basic principles suitable for attacking and defending.
PSHE	Health and Wellbeing – Healthy Lifestyles, Growing and Changing, Keeping		Relationships – Feelings and Emotions, Healthy Relationships, Valuing Difference		Living in the Wider World – Rights and Responsibilities, Environment, Money.	
MFL	<p>Unit 6 Le Monde</p> <ul style="list-style-type: none"> Identify and pronounce accurately the names of some countries and towns. Be able to describe where they are today and where they are going tomorrow. Read and understand a postcard or email from a friend on holiday. Write 2 or 3 sentences describing the geographical location of different towns/ the weather in different places. Write a simple postcard with some support. 		<p>Unit 7 Mon Ecole et Moi</p> <ul style="list-style-type: none"> Ask and tell the time. Speak about subjects they study at school. Say which ones they like/dislike and why. Write a brief description of what they like at school. Listen to a piece of text and select keywords and phrases. Read and understand a short text. Devise and perform a short sketch in groups of 2 or 3, using structures learnt in the unit. 		<p>Unit 8 A manger et a boire</p> <ul style="list-style-type: none"> Ask for/order drinks, ice-creams, bread and snacks. Perform a short sketch, in groups of two or three. Understand how to work out prices in Euros. Plan their own party. Make a shopping list. Design a menu. Talk about healthy and unhealthy foods. 	



Year 5 National Curriculum Coverage

			Use a dictionary to support with spelling, grammar and translation work.
--	--	--	--