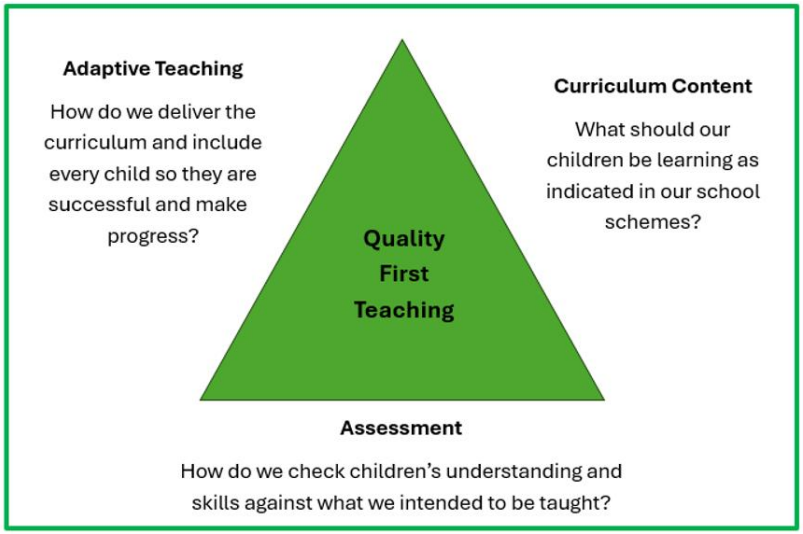
Long Term Scheme of Learning

Upper Key Stage 2 Year 5

2025 – 2026

At Barley Fields Primary School, our **Curriculum Promise** is a guarantee that we will provide every child with access to an aspirational, high-quality and sequenced curriculum where the needs of your child across a range of developmental areas – academic, social and emotional – will always be at the centre of our provision and planning. We will provide stimulating wider curriculum where all children will benefit from a diverse range of educational experiences and residential visits during their journey through our school.

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedogeological aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

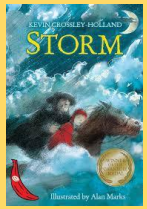
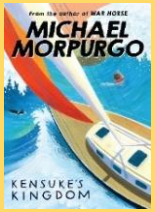
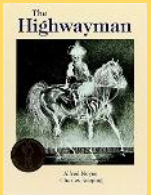
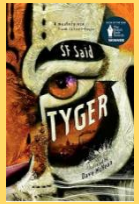


Subject content for each curriculum area is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.

We have successfully designed our curriculum to be ambitious and to meet the needs of all children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. As our children make progress; they know more, remember more and are able to do more.

All children study the full curriculum. We have carefully considered and analysed our curriculum with regard to equality and the possible implications for pupils with protected characteristics including Special Educational Needs. We do not narrow our curriculum offer to any child but may amend the curriculum to offer bespoke provision if necessary. Our curriculum promotes high standards and excellence in all areas and is based on practical and first-hand experiential learning. We embed the use of technology across the curriculum and have excellent resources in this area. In addition to the academic and creative subject teaching, we will promote learning through growth mindset and the enhance the development of personal skills in a fun, caring and mutually supportive environment. Barley Fields Primary is a Rights Respecting School and our ethos actively promotes British Values and Global Learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English – Writing	**Benchmark Task** Come To Space Advert Biography  **The Solar System** Non-Chronological Report  **Lost In Space** Speech  **Short Burst/ Choice** Advert Interview Biography	**Letters** Letter to complain Letter to persuade  **Ancient Egypt** Advert Instructions  **A Christmas Carol** Poetry Descriptions Biographies 	**The Highwayman** Description Dialogue Narrative Diaries  **Groovy Greeks** Myth (including dialogue) 	**The Storm** Description Narrative  **Extreme Earth** Non-chronological report  **Haiku Poetry** Haiku poetry 	**Discussion and Debate**  Speeches for and against Discussion text  **Romeo and Juliet** Narrative with dialogue News report Trip Advisor 	**Blog** Blog post (recount)  **Podcasts** Question and answer text Podcast script 
SPaG	**Nouns** Common nouns Collective nouns Proper nouns Collective nouns **Verbs** Review verbs The verb to be Auxiliary verbs Subject verb agreement Irregular verbs Subject verb object **Tense** Simple past, present and future	**Tense** Progressive tenses Perfect tense **Word Class** Adverbs **Sentence Composition** Independent clauses Co-ordinating conjunctions Subordinating conjunctions Phrases	**Cohesion** Nouns and pronouns Synonyms Antonyms Noun phrases **Punctuation** Parenthesis (brackets, dashes commas) Inverted commas Apostrophes for contraction Apostrophes for possession	**Punctuation** Apostrophes for plural possession Colons Semi-colons Dashes Hyphens **Clauses** Relative clauses **Word Class** Modal Verbs	**Word class** Determiners Prepositions **Punctuation** Commas for ambiguity **Sentence** Standard and non standard English	**Revision** Identifying word classes in sentences. Identifying clauses and phrases in sentences. Functions of sentences Verb forms/tense Punctuation Standard English and formality

	 Whole Class Reading	 Whole Class Reading	 Whole Class Reading	 Whole Class Reading	 Reciprocal Reading	 Reciprocal Reading
	Narrative / Historical narrative Group read: Flamma:the gladiator Independent read: The Legend of Boudicca **Non-chronological report (science)** Group read: Teeth Independent read: The Digestive System **Poetry** Nature poem Group Read Jabberwocky Independent read :The Walrus and the Carpenter	**Myth / Narrative** **Group read: Pandora's Box** Independent read: King Midas and the Golden Touch **Non-chronological report (geography)** Group read: River Trent Independent read: River Thames **Folk-tale narratives** Group read: The Good Ferryman and the Water Nymphs Independent read: An Old Dog's Trick	**Explanation / Non-chronological report** (science/geography) Group read: How are volcanoes formed? Independent read: How are rivers formed? **Poetry** Group read: The Car Trip Independent read: Chocolate Cake **Poetry** Nature poem Group read: A Water Drop's Adventure	**Narrative / Fantasy** Group read: The Legend of Ragnar Lothbrook Independent read: The Blood in the Snow **Dramatic text / Narrative extract** Group read: Romeo and Juliet Scene 4 Independent read: Romeo and Juliet Scene 5 **Recounts/interview style non-fiction** A Day in the Life of a Cardiologist / A Day in the Life of a Pharaoh	**Non-chronological report (geography)** Group read: Physical Features of North America Independent read: Biomes of N. America **Persuasive / Non-fiction** Group Read: Visit Chichén Itzá Independent Read: Visit Acropolis **Comprehension Crusher Question Types Revision** How can you tell? Give one Reason Why? What? According to the text? Find and copy a group of words	**Non-chronological / Science text** Group read: Space Tourism Independent Read: Astronauts grammarsaurus.co.uk **Poetry** Group Read: Refugee Indendent Read: Obn themove again from somewhere **Non Chronological (Science)** Group Read Plant Reproduction Indpendent read: Life Cycles **End of Year Reading Assessment**
	Initial Assessment C – Y4 (5 per week) D – Y5 (3 per week)	**Skills/tools focus** C – Y4 (5 stories a week) D – Y5 (3 per week) E – Y6 (2 per week)	**Mid-term assessment** C – Y4 (5 stories a week) D – Y5 (3 times a week) E – Y6 (2 times a week)	**Skills/tools focus** C – Y4 (5 stories a week) D – Y5 (3 per week) E – Y6 (2 per week)	**Skills/tools focus** C – Y4 (5 stories a week) D – Y5 (3 per week) E – Y6 (2 per week)	**Summative assessment** C – Y4 (5 stories a week) D – Y5 (3 times a week) E – Y6 (2 times a week)
Class Reader	           					

Year 5 Long Term Scheme of Learning 2025-26

Reading for Pleasure	**<u>Enhanced Reading Provision – reading for pleasure</u>** • Explanation texts • Horrible histories • Emma Carroll historical fiction	**<u>Enhanced Reading Provision – reading for pleasure</u>** • Horrible Histories • Poetry collections • Tom Gates	**<u>Enhanced Reading Provision – reading for pleasure</u>** • Playscripts • Narrative poetry • Highwaymen/Who Is Horrible In History	**<u>Enhanced Reading Provision – reading for pleasure</u>** • Setting descriptions • The Mousehole Cat • The Storm	**<u>Enhanced Reading Provision – reading for pleasure</u>** • Persuasive speeches • Blogs	**<u>Enhanced Reading Provision – reading for pleadure</u>** • Shakespeare for kids • Podcasts
Reading to Learn	**Enhanced Classroom provision Reading to learn** • Texts on Earth and Space • Texts on astronauts • Katherine Johnson • The internet • Gurdwara • Galileo • Egypt • Basketball • Rivers • Materials		**Enhanced Classroom provision Reading to learn** • Greeks • Online safety • Data • Earthquakes • Volcanoes • Badminton • Football • Cricket • Monet • Living things/ puberty		**Enhanced Classroom provision Reading to learn** • Forces • Scientist and inventors • Gaming • The Maya • Brazil • South America • Health • Frida Kahlo • Electricity • Money	

Mathematics

Number: Place Value

3 weeks

1. Roman Numerals to 1000
2. Numbers up to 10,000
3. Numbers up to 100,000
4. Numbers up to 1,000,000
5. Powers of 10
6. 10/100/1000/10,000/100,000 more or less
7. Partition numbers to 1,000,000
8. Number line to 1,000,000
9. Compare and order numbers to 100,000
10. Compare and order numbers to 1,000,000
11. Round to the nearest 10, 100 and 1000
12. Round within 100,000
13. Round within 1,000,000

Number: Addition and Subtraction

2 weeks

1. Mental strategies
2. Add whole numbers with more than four digits

Number Multiplication and Division

Part A

3 weeks

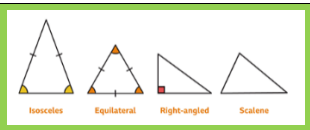
1. Multiples
2. Common multiples
3. Factors
4. Common factors
5. Prime Numbers
6. Square numbers
7. Cube numbers
8. Multiplying by 10, 100 and 1000
9. Dividing by 10, 100 and 1000
10. Multiples of 10, 100 and 1000

Measures Area and Perimeter

2 weeks

1. Perimeter of Rectangles
2. Perimeter of Rectilinear shapes
3. Perimeter of Polygons
4. Area of Rectangles
5. Area of Compound shapes
6. Estimate Area

Measurement
Negative numbers



Geometry Properties of Shape

3 Weeks

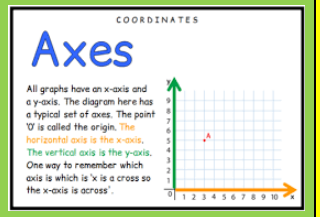
1. Understand and Use Degrees
2. Classify Angles
3. Estimate Angles
4. Measure Angles up to 180
5. Draw lines and angles accurately
6. Calculate angles around a point
7. Calculate angles on a straight line
8. Lengths and angles in shapes
9. Regular and irregular polygons
10. 3D shapes

Number Multiplication and Division

Part B

3 weeks

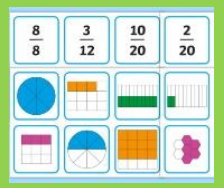
1. Multiply up to a 4-digit number by a 1-digit number
2. Multiply a 2-digit number by a 2-digit number (area model)
3. Multiply a 2-digit number by a 2-digit number



Geometry Position and Direction

2 weeks

1. Read and Plot Coordinates
2. Problem Solving with Coordinates
3. Translation
4. Translation with Coordinates
5. Lines of Symmetry
6. Reflection in horizonal and vertical lines



Number Fractions

Part A

4 weeks

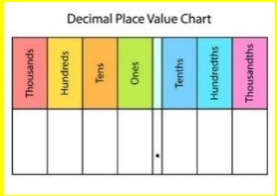
1. Find Fractions equivalent to a unit fraction
2. Find Fractions Equivalent to a Non-Unit Fraction
3. Recognise Equivalent Fractions

Number Fractions

Part B

2 weeks

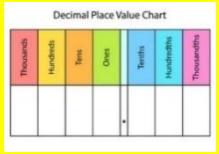
1. Multiply a unit fraction by an integer
2. Multiply a non-unit fraction by an integer
3. Multiply a mixed number by an integer
4. Calculate a fraction of quantity
5. Calculate the fraction of an amount
6. Find the Whole
7. Use Fractions as Operators



Number Decimals and Percentages

3 weeks

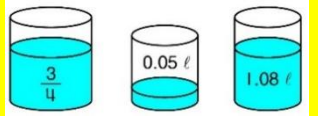
1. Decimals up to 2 decimal places
2. Equivalent fractions and decimals (tenths)
3. Equivalent fractions and decimals (hundredths)
4. Equivalent fractions and decimals
5. Thousandths as Fractions
6. Thousandths as decimals
7. Thousandths on a place value chart



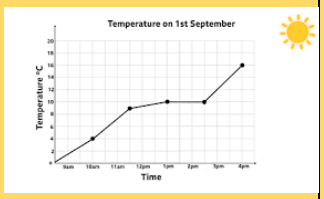
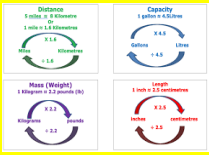
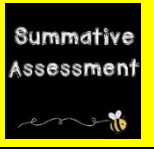
Number: Decimals

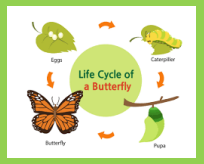
3 weeks

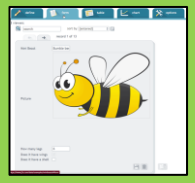
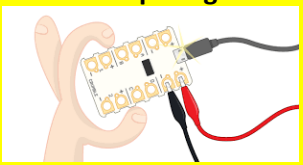
1. Use known facts to add and subtract decimals within 1
2. Complements to 1
3. Add and subtract decimals across 1
4. Add decimals with the same number of decimal places
5. Subtract decimals with the same number of decimal places
6. Add decimals with different numbers of decimal places
7. Subtract decimals with different numbers of decimal places
8. Efficient Strategies for adding and subtracting decimals
9. Decimal Sequences
10. Multiply by 10,100 and 1000
11. Divide by 10, 100 and 1000
12. Multiply and Divide Decimals – missing values



Measurement Volume and Capacity

	3. Subtract whole numbers with more than four digits 4. Round to check answers 5. Inverse operations (addition and subtraction) 6. Multi-step addition and subtraction problems 7. Compare calculations 8. Find missing numbers  **Statistics** **2 weeks** 1. Draw Line Graphs 2. Read and Interpret Data in Line Graphs 3. Read and Interpret tables 4. Two way tables 5. Read and Interpret Timetables	**1 week**  1. Understand Negative Numbers 2. Count through zero in 1s 3. Count through zero in multiples 4. Compare and order negative numbers 5. Find the difference  	4. Multiply a 3-digit number by a 2-digit number 5. Multiply a 4-digit number by a 2-digit number 6. Solve Problems with Multiliplication 7. Short Division 8. Divide a 4-digit number by a 1-digit number 9. Divide with remainders 10. Efficient Division 11. Solve Problems with Multiplication and Division	4. Convert improper fractions to mixed numbers 5. Convert mixed numbers to improper fractions 6. Compare fractions less than 1 7. Order fractions less than 1 8. Compare and order fractions greater than 1 9. Add and subtract fractions with the same denominator 10. Add fractions within 1 11. Add fractions with a total greater than 1 12. Add to a mixed number 13. Add two mixed numbers 14. Subtract fractions 15. Subtract from a mixed number 16. Subtract from a mixed number breaking the whole 17. Subtract two mixed numbers  	8. Order and compare decimals (with the same number of decimal places) 9. Order and compare decimals with up to 3 decimal places 10. Round to the nearest whole number 11. Round to 1 decimal place 12. Understand percentages 13. Percentages as fractions 14. Percentages as decimals 15. Equivalent Fractions, decimals and percentages	**1 week** 1. Cubic centimetres 2. Compare Volume 3. Estimate Volume 4. Estimate Capacity  **Measurement Converting Units** **2 weeks** 1. Kilograms and Kilometres 2. Millimetres and Millilitres 3. Convert Units of Length 4. Convert between metric and imperial units 5. Convert units of time 6. Calculating with Timetables 

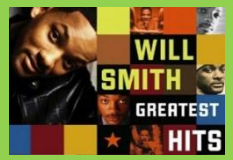
Science	 **Earth and Space**	**Materials Properties and Changes of Materials** 	**Living Things and their Habitats Life Cycles** 	**Animals, including Humans Changes and Reproduction** 	**Forces Forces in Action** 	**Scientists and Inventors** 
	1. What is the Solar System? 2. What do we know about the planets? 3. How do the planets move around the sun? 4. How have ideas about the Solar system changed over time? 5. What do we know about Planet Earth? 6. Why do we have night and day? 7. What do we know about the moon?	1. What happens when we mix materials with water? 2. Can we reverse the process of dissolving materials in water? 3. Are all material changes reversible? 4. Can heating and cooling change materials? 5. What happens when something burns? 6. How can we group different materials? Investigating Materials	1. What are the stages in the life cycle of a human? 2. What is the gestation period? 3. How do babies develop in their first year? 4. What happens as we get older? 5. What is the lifecycle of a mammal? **Include here lessons from the RSE curriculum**	1. What is the lifecycle of an amphibian? 2. What is the lifecycle of an insect? 3. What is the lifecycle of a bird? 4. How do animals reproduce? 5. How do flowering plants reproduce? What is Pollination	1. What is Gravity? 2. What is Friction 3. What is Air resistance? 4. What is water resistance? 5. How to levers and pulleys work? 6. What are gears and how do they work?	1. How can we use science to solve crimes? 2. Who is Sir David Attenborough and what is he known for? 3. Who is Tim Peak and how did he survive living in Space?

Computing	**Computer Science** **- Computing Systems and Networks** **Computer Networks** 	**Computer Science** **Creating Media 1** **Vector Drawing** 	**Computer Science** **Creating Media 2** **Video Editing** 	**Information Technology** **Data and Information** **Flat-File Databases** 	**Computer Science** **Programming A** **Selection In Physical Computing** 	**Computer Science** **Programming B** **Selection in Quizzes** 
	1. What is a system? 2. How can systems help us? 3. How does a search engine work? 4. How do search engines select results? 5. How are results ranked? 1. How are searches influenced?	1. How do different drawing tools produce different outcomes? In class 2. Can I create a vector drawing by combining shapes? – IPad/Computer 3. Can I use a range of drawing tools to create an effective drawing?- In class 4. Do I understand that vector drawings consist of layers? IPad/Computer 5. How can I group objects when drawing to make it easier to draw? IPads/Computers 6. Create a Vector Drawing – IT Project	1. What is a Video?- In class 2. What happens when we change the order of instructions? - In class 3. Can I use different techniques to capture images?- In class 4. Creating a video storyboard - In class 5. Can improve my video with reshooting and editing? - In class 6. Can I evaluate my video? - In class	1. How can I use a form to record information?- 2. What is the difference between a computer and a paper-based database? 3. Why and how do we use a database to answer questions?- 4. How do we use tools to search for data? 5. Can I write an algorithm? 6. Can I use a database in real life?	1. How can I control a simple circuit connected to a computer?- 2. Can I write a program that includes count-controlled loops? 3. Can I understand that a loop in a program stops when a condition is met?- 4. How are loops used? 5. Can I design a physical project that includes selection? 6. Can I create a program to control a physical computing project?	1. What are conditions? 2. Can I select outcomes in a program? 3. Can I ask questions in a program? 4. Can I plan a quiz program? 5. Can I test my program? 1. Can I evaluate my program?

History	**What can we find out about life in Ancient Egypt?** 	**Who were the Ancient Greeks?** 	**Who were the Maya?** 
	1. What is the Chronology of Ancient Egypt. 2. What was lifelike in early Egypt? 3. Did the Ancient Egyptians write anything down? 4. Who were the Egyptian gods? 5. What did the Ancient Egyptians believe about the afterlife? 6. How were the pyramids built?	1. What can we find out about daily life in Ancient Greece? 2. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? 3. Why was Athens so strong at this time? 4. History mystery - Why did tiny Athens defeat mighty Persia at the battle of Marathon? 5. What was so special about life in 5th Century BC Athens that makes us study it? 6. In what ways have the Ancient Greeks influenced our lives today?	1. Who were the ancient Maya People? 2. How do we know the Maya existed? 3. How did the Mayan civilisation develop? 4. What did the Maya believe? 5. Why did the Maya believe in Human Sacrifice? 6. How did the Maya live? 7. How did the Maya write? 8. Why did Mayan civilisation end?
Geogarphy	**Physical Geography** **Earthquakes** 	**Physical Geography** **Local Area Study - Investigating Rivers** 	**Location and Place - Contrasting Locality** **Brazil** 
	1. How does the earth's crust behave? 2. What causes an earthquake? 3. What are the five deadly features of an earthquake? 4. What information do we use to work out which earthquakes are the biggest? 5. Where are the world's biggest earthquakes located? 6. What have I learned about earthquakes?	1. What is the Water Cycle and why is it important? 2. Where are the UK's major rivers? 3. What are the main features of a river system? 4. What are the 3 stages of a river? 5. How do we use water? 6. What can I discover about the river Tees?	1. What are the countries and capitals of South America? 2. How can I locate the cities of Brazil? 3. What are the human and physical features of Brazil? 4. What can I find out about Brazil's ecosystems? 5. What is Brazil's weather and climate like? 6. How does Sao Paulo differ to Stockton?

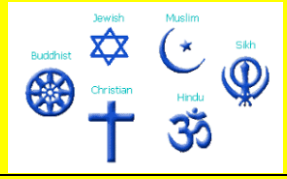
Physical Education	 **Outdoor Adventurous Activities** Leadership 1. Understanding what makes an effective leader 2. Communicating as a leader 3. Introducing the STEP principle: Space 4. Exploring the STEP principle: Focusing on the task 5. Continuing to explore the STEP principle: 6. Organising 'people' assigning equipment to adapt a task	 **Games** Invasion – Tag Rugby 1. Develop skills in passing, moving and creating space 2. Extend learning into 3v3 mini games 3. Develop defending 4. Develop defending in game situations 5. Combine passing and moving to create an attack and score. 6. Level 1 tournament	 **Games** Invasion – Netball 1. Refine passing and receiving skills 2. Develop passing and creating space 3. Develop passing, moving and shooting skills 4. Refine passing and shooting skills 5. Develop footwork 6. Level 1 tournament	 **Gymnastics** Counter Tension and Counter Balance 1. Introduction to Counter Balances. 2. Application of counter balance learning onto apparatus. 3. Sequence formation. 4. Introduction to Counter tension. 5. Sequence completion. 6. Performance.	 **Games - Striking and Fielding** Rounders 1. Understanding the concept of rounders 2. Developing fielding: Bowling and backstop 3. Introduce batting: How? 4. Develop batting: Where and why? 5. Introduce and apply basic fielding tactics 6. Level 1 Tournament	 **Games - Net and Wall** Tennis 1. Consolidate sequence of learning from year 4, recap how to outwit an opponent. 2. Introduce a Volley 3. Develop the Volley 4. Control the game from the serve. 5. Doubles: Understanding and applying tactics to win a point. 6. Level 1 Tournament.
	 **Athletics** Cross Country Sports Hall Athletics 1. Develop Running for distance. 2. Running for distance competition – Cross Country 3. Sprinting: My personal Best 4. Introducing Hurdles 5. Running at speed over obstacles 6. Level 1 competition – Sports hall Athletics	 **Dance and Movement** Enrichment – S Jones 1. Using movement to create Street Artists' 'Tags' 2. Creating movements that represent street art. 3. Extending our movements that represent 'Street Art. 4. Using a variety of concepts/relationships to change and develop our Street Art movements. 5. Extending our Street Art movements: 6. Combining Breakdance with Street Art.	 **Games** Invasion - Football 1. Recap and refine dribbling and passing to maintain possession 2. Introduce defending 3. Develop defending 4. Develop shooting 5. Refine attacking skills passing, dribbling and shooting, introduce officiating 6. Level 1 tournament	 **Health Related Exercise** 1. Initial Fitness Assessment 2. Cardio Fitness 1 3. Flexibility 4. Strength 5. Cardio Fitness 2 6. Fitness Assessment	 **Athletics** Outdoor Athletics Competitions – My Personal Best 1. Level 1 - Running 2. Level 1 – Throwing 3. Level 1 - Jumping 4. Athletics competition – Part 1 5. Athletics competition – part 2 6. Sports day	 **Games** Invasion – Hockey 1. Develop dribbling 2. Refine passing: Long and short 3. Develop shooting: Combine passing and dribbling to create shooting opportunities 4. Develop passing and dribbling creating space for attacking opportunities 5. Introduce defending: Blocking and tackling 6. Level 1 tournament

MFL	Do You Have A Pet? **(As-Tu Un Animal?)** Intermediate Language Unit 	**What Is The Date?** **(Quelle Est La Date?)** Intermediate Language Unit 	**What is the weather?** **(Quel Temps Fait-Il?)** Intermediate Language Unit 	**Habitats** **(Les Habitats)** Intermediate Language Unit 	**Olympic Games** **(Les Jeux Olympique)** Intermediate Language Unit 	**Clothes** **(Les Vetements)** Intermediate Language Unit 
	1. Can you name 8 common animals with their matching article? 2. Which pets do you have? 3. Can you tell me the name of your pet(s)? 4. Which pets don't you have? 5. Can I link all my new vocabulary together? 6. What have you learnt in the unit, *As-Tu Un Animal?*	1. What are the months of the year in French? 2. What are the months of the year in French (2)? 3. What is the date today? 4. When is your birthday? 5. Can you complete a reading and writing challenge to consolidate your learning from this unit so far? 6. What have you learnt in the unit?	1. Quel temps fait-il? What weather is it? Part 1 2. Quel temps fait-il? What weather is it? Part 2 3. Use and apply knowledge of weather phrases 4. La Meteo (The weather forecast) What is the weather like in different parts of France? 5. La Meteo – Can I be a French weather presenter? 6. What have you learnt in the unit, Quel temps fait-il?	**1.** What do plants and animals need in order to survive? **2.** Can you identify different habitats plants and animals can be found in? **3.** Can you identify which plants are found in particular habitats? **4.** Can you identify which animals live within a given environment and how they are adapted to thrive and survive? **5.** What have you learnt from the unit Les Habitats?	1. What do we know about the history of the ancient Olympic Games? 2. How did the modern Olympic Games begin? 3. Can I name some modern Olympic sports? 4. When is the verb 'faire' (to do) used? 5. What are the Olympic events? 6. What have you learnt in the unit, Les Jeux Olympiques?	1. What items of clothing can name? Part 1 2. What items of clothing can name? Part 2 3. Can I add the verb 'je porte' to the clothing items? 4. Can I use adjectival agreement to clothing items in terms of colours of clothes? 5. Can I use possessive adjectives accurately (mon, ma, mes - my)? 6. Can I complete an end of unit assessment on Les vêtements?

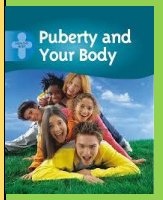
Music	**Living on a Prayer**  	**Classroom Jazz**  	**Make you feel my love**  	**The French Prince of Bel-Air**  	**Dancing in the Street**  	**Reflect, Rewind and Replay**  **Celebration Performance**
	1. Have you heard the song 'Livin' on a Prayer' by Bon Jovi? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Jonny B Goode' by Chuck Berry? Consolidation of composition of musical sections. 6. Do you know the song 'I saw her standing there' by The Beatles 7. Consolidation of composition of musical sections and performance.	1. Have you heard 'Three Note Bossa' by Ian Gray? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Have you heard 'Five Note Swing' by Ian Gray? 5. Do you know 'Perdido' by Tizol? Can you improvise? 6. Do you know 'Things Ain't What They Used To Be' by Ellington and Parsons? Can you perform you piece?	1. Have you heard the song 'Make You Feel My Love' by Adele? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'The Way You Look Tonight' by Tony Bennett? Consolidation of composition of musical sections. 6. Do you know the song 'Love Me Tender' by Elvis Presley 7. Consolidation of composition of musical sections.	1. Have you heard the song 'The Fresh Prince of Bel-Air?' 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'U Can't Touch This' by MC Hammer? Consolidation of composition of musical sections. 6. Do you know the song 'It's Like That' by RUN-DMC 7. Consolidation of composition of musical sections..	1. Have you heard the song 'Dancing in the Street?' 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'You are the sunshine of my life' sung by Stevie Wonder? Consolidation of composition of musical sections. 6. Do you know the song 'The Tracks Of My Tears' sung by Smokey Robinson And The Miracles 7. Consolidation of composition of musical sections.	1. What is a production? How will this production look different from your end of year production in Year 4? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform?
	TVMS Ukulele Tuition					

Art and Design	**Egyptian Art Sculpture** 	**Monet and Impressionism Painting** 	**Frida Kahlo and Vivienne Westward** 
	1. What do you already know about Ancient Egyptian Art? 2. Did you know that art is a form of communication? 3. Can you create a sculpture with a purpose? 4. What are tertiary colours? 5. Can you decorate your Canopic Jar?	1. What is Impressionism and how did it begin? 2. Who is Claude Monet? 3. How did Monet paint his landscapes? 4. How did Monet and the Impressionists use complementary colours? 5. What do we know about local landscapes/landmarks? 6. Planning a painting 7. Create a painting in the style of Monet	1. Who is Frida Kahlo? 2. What is a sugar skull? 3. Who is Vivienne Westward? 4. Print – Stencil Prints

DT	**Mechanisms Moving Toys** 	**Food and Nutrition - Bread** 	**Electrical systems Programming Pioneers** 
	1. What are we learning in DT? 2. What is a cam mechanism? 3. How can I create a cam mechanism? 4. How can I strengthen a structure? 5. Can I design a moving toy for a specific purpose and audience? 6. Can I make a sturdy moving toy with a functioning cam mechanism? 7. Can I evaluate my finished product?	1. What are we learning in DT? 2. Can you successfully investigate a range of bread products in order to establish your favourite? 3. How is bread included as part of our balanced diet? 4. How is bread made? How can recipes be altered? 5. Can you create a new bread recipe for a specific purpose and market? 6. Can you make your final bread product by following a recipe? 7. Can you evaluate your finished product?	1. What are we learning in DT? 2. What do we know about fairgrounds? 3. How do I use a motor to make something rotate? 4. Can I create a prototype structure? 5. Can I design a fairground ride ? 6. Can I make a fairground ride? 7. How did my fairground ride turn out?

	Places of Worship/ Sacred Texts: What is the Gurdwara and why is it important?	Festivals/Beliefs and Practices: Is Christmas too commercial?	Beliefs and Practices: What are religious rules for?	Festivals/Beliefs and Practices: **Who was responsible for Jesus' death?**	Belonging/ Founders and Leaders: Does everyone have a faith?	Beliefs and Practices: What is a puzzling question?
						
RE	1. What are the features of the 6 major religions? 2. What places of worship are in our local area? 3. What are the features of a Gurdwara? 4. School Visit to Local Gurdwara 5. What is the Guru Granth Sahib? 6. What journeys do Sikhs take as part of their faith?	1. What is Christmas? 2. What does Christmas mean to different people? 3. How do Christian's help others at Christmas? 4. What do we mean by the commercial part of Christmas? 5. Compare and contrast the commercial and moral features of Christmas	1. What are rules and why are they important? 2. Where do Christians get their rules from? 3. What rules does the Jewish community follow? 4. What rules do Muslims follow with their diet? 5. Why do Muslims fast? 6. What is temptation?	1. What is meant by betrayal and loyalty? 2. Who supported and who betrayed Jesus in the Easter story? 3. Who was Mary Magdalene? 4. Who was Judas Iscariot? 5. Who was responsible for Jesus' death? 6. Why is Jesus' death important to Christians?	1. Does everyone have Faith? 2. What is a humanist? 3. What do Humanists believe? 4. How do Humanists find happiness and meaning? 5. How do Humanists celebrate? 6. What is a moral dilemma?	1. What is a puzzling question? 2. What is a puzzling question? 3. How can we answer puzzling questions? 4. What do I think about puzzling questions? **5.** What is a Religion?

PSHE	 **Health and Wellbeing It's My Body**	**Health and Wellbeing – Aiming High** 	**Relationships – Be Yourself** 	**Relationships - Team** 	**Living in the Wider World – Britain Rights** 	**Living in the Wider World Money Matters** 
	1. Why is looking after our bodies so important and what is autonomy and what is consent? 2. How can we get a good night's sleep and what are the effects of not getting enough sleep? 3. What are drugs, alcohol and tobacco and what are the effects of using them? What are the risks of taking harmful substances? 4. What choices do we have about keeping our bodies and minds healthy and what influences our choices about our bodies and our physical and mental health?	1. What have we achieved and learnt since we started school and what skills and attributes have we used to make that happen? 2. How do successful learners overcome challenges and do positive learning strategies help us? 3. Can some jobs only be done by certain kinds of people and are some jobs for men and some for women? 4. What skills might we need in the world of work and what is enterprise and why is it important?	1. Is it OK to think and feel differently to other people? What does 'being an individual' mean and why is this a good thing? 2. Why is it important to share our thoughts and feelings with those around us and h ow can we communicate our thoughts and feelings to others. 3. What are some of the uncomfortable feelings that people can feel and what can we do to manage them? 4. How can we know when we might have to make a different choice to those around us and how can we do the right thing even if others do not?	1. How can we make our views heard without falling out with others and how can we respond respectfully to other people's feelings and opinions? 2. How can we recognise what is safe and not safe online and know what is an age appropriate use of technology? 3. Can I recognise when it is healthy to be part of an online community and when it is not healthy 4. Do I Know what makes a good relationship and can I recognise a bad relationship?	**1.** What kind of people live in our Nation and how can we show respect for people whose faith or ethnicity is different to our own? **2.** What is a community and who makes it what it is and how can we contribute to our community? **3.** How does the law help us and What could happen if laws are broken? **4.** What is 'local government' and what does it do and how does local government work? **5.** What is 'national government' and what does it do and how does national government work?	**1.** How do manufacturers and retailers try to influence the way we spend our money and how can we be 'critical consumers'? **2.** What choices do we have when spending money and what is the impact of our spending choices?

RSE		 **Talking about Puberty** **The Reproduction System and Menstruation**	 **Puberty – Help and Support**
		1. Understand what puberty is. 2. Explore the emotional and physical changes occurring in puberty. 3. Explain the main physical and emotional changes that happen during puberty 4. Ask questions about puberty with confidence 1. To understand male and female puberty changes in more detail 2. Understand how puberty affects the reproductive organs 3. Describe what happens during menstruation and sperm production	1. To explore the impact of puberty on the body and the importance of physical hygiene 2. To explore ways to get support during puberty