Year 5 THEME	To infinity and Beyond	Home or Away – North America	Extreme Earth	The Mayans	Vikings	History on our Doorstep! Local Study
YEAR 5 T4W linked LINKED TEXTS	George's Secret Key to the Universe	North America, a fold out graphic novel	Escape from Pompeii	Chocolate Tree	Everything Vikings	TBC
YEAR 5 Extended Curriculum Reading List: authors	Eva Ibbotson		Michael Morpurgo		J.K Rowling	
	Throughout the year guided group reading: Christopher Paul Curtis, Celia C Perez (Strange Birds, The First Rule of Punk) Mr Chickee's Messy Misssion Mr Chickee's Funny Money The Journey of Little Charlie The Watson's go to Birmingham Christopher Paul Curtis: Children's Storytellers					
Unit theme	**Earth and Space**	**States of matter**	**Forces and Magnets**	**States of Matters**	**Animals including humans**	**Living things and their habitats**
Significant people	David Y.Oh	Spencer Silver (glue for sticky notes)	Isaac Newton	Ruth Benerito (wrinkle free cotton)	David Attenborough	Jane Goodall
NATIONAL CURRICULUM SCIENCE	• **Describe the movement of the Earth and other planets relative to the sun in the solar system** *Learn that the sun is a star at the centre of our solar system.*	• **Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity**	• **Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object** **WS - plan different types of scientific enquiry to answer questions, including recognizing**	• **Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating** **WS - record data and results of increasing complexity using**	• **Describe the changes as humans develop to old age** *Draw a timeline to indicate stages in the growth and development of humans.* *Learn about the changes experienced in puberty.*	• **Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird** *Study and raise questions about the local environment.*

	Learn that there are 8 planets. *Pupils should find out about the way that ideas about the solar system have developed (eg – geocentric and heliocentric model).* ● **Describe the movement of the moon relative to the Earth** *Understand that a moon is a celestial body that orbits a planet* ● **Describe the sun, Earth and moon as approximately spherical bodies** *It is not safe to look directly at the sun, even when wearing dark glasses.* ● **Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky** *Introduced to a model of the sun and*	**(electrical and thermal), and response to magnets** **WS -** *They should use and develop keys and other information records to identify, classify and describe materials and identify patterns that might be found in the natural environment.* *Build a more systematic understanding of materials by exploring and comparing a broader range of materials, including relating these to what they learned about magnetism in year 3 and electricity in year 4.* *Pupils are not required to make quantitative measurements about conductivity and insulation at this stage – observations are sufficient.* ● **Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution** **WS - plan different types of scientific enquiry to**	**and controlling variables where necessary.** *Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.* **WS - identify scientific evidence that has been used to support or refute ideas or arguments**. *They should use their results to identify when further tests and observations might be needed. recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.* *Explore falling objects and raise questions about the effects of air resistance.* *Find out how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.*	**scientific diagrams and labels.** *They should use their results to identify when further tests and observations might be needed. recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.* *Explore reversible changes including evaporating, filtering, sieving, melting and dissolving.* *Recognising that melting and dissolving are different process.* ● **Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic** **WS -** *They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have changed over time.* **WS - use test results to make predictions**		*Observe lifecycle changes in a variety of living thing (e.g. plants in the vegetable garden and animals in the local environment)* *Find out about the work of naturalists eg David Attenborough and Jane Goodall* ● **Describe the life process of reproduction in some plants and animals** *Pupils should find out about different reproduction including sexual and asexual reproduction in plants and sexual reproduction in animals (not sex education).*

	earth to explain day and night.	**answer questions, including recognising and controlling variables where necessary**. *Explore ideas and raise different types of questions, select and plan the most appropriate type of scientific enquiry to answer scientific questions. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.* ● **Demonstrate that dissolving, mixing and changes of state are reversible changes** ● **Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on**	● **Identify the effects of air resistance, water resistance and friction, that act between moving surfaces** **WS - report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.** *They should decide how to record data from a choice of familiar approaches, look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed. recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.* *Explore air resistance by observing how different objects (parachutes and sycamore seeds) fall.*	**to set up further comparative and fair tests.** *Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use their results to identify when further tests and observations might be needed. recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.*		

		bicarbonate of soda *Explore changes that are difficult to reverse: burning, rusting and other reactions (vinegar with bicarbonate of soda).* *Find out about how chemists make new materials – Spencer Silver, who invented the glue for sticky notes, Ruth Benerito, who invented wrinkle free cotton.*	*Explore the effects of friction on movement and find out how it slows or stops moving objects – (effects of a brake on a bicycle wheel).* • **Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect** *Experience forces that make things begin to move and get faster or slow down.*			
Curriculum linked texts:						
Significant people HISTORY			John Lloyd Stephens		Edward the Confessor Alfred the Great	William the Conqueror Hadleigh Castle
Black History	Mae C. Jemison					

NATIONAL CURRICULUM FOCUS HISTORY				A non-European society that provides contrasts with British history (The Mayan Civilization).	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor: *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* *Edward the Confessor and his death in 1066*	A local history study – an in depth study of the Battle of Benfleet and the impact of the Saxons and Vikings
Curriculum linked texts:				Hero Twins (fiction)	Explore Vikings! Discover the Vikings Viking Vik Viking Long ship Everything Vikings Vikings in 30 Seconds The Saga of Erik the Viking How to be a Viking Found Vikings	
Significant People GEOGRAPHY	Tim Peake				Christopher Columbus	

NATIONAL CURRICULUM FOCUS GEOGRAPHY **OUTCOMES**	Identify the position and the significance of The Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (Extreme Earth, space)	East of England vs Nevada Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region of North America Name and locate countries 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			(Vikings – look at European Countries) Describe and understand key aspects of human geography: types of settlement	LOCAL STUDY (Saxon and danish Viking impact on Benfleet) Use digital/computer mapping to locate countries and describe features studied Use four and six-figure grid references, symbols and key to build their knowledge of the wider world 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.

Curriculum linked texts:			100 Facts Planet Earth Incredible Eco Systems Planet Earth Incredible Earth: Our Planets Most Spectacular Geography Planet Earth What on Earth: Creatures you've never heard of! Escape from Pompeii I survived: Earthquake, Wildfire Tsunamis			
Significant People DT		**Architect:** Antonio Gaudi	**Chef:** Ainsley Harriot	**Architect:** Michaelangelo Buonarroti		
NATIONAL CURRICULUM FOCUS DT		**Area: Structures** **Skill:** Use bracing and diagonal struts to build complex 3D structures from wood.	**Area: Nutrition** **Skill:** Select appropriate ingredients and use a wide range of techniques to combine them e.g. whisking, dicing, slicing, kneading.	**Area:** Sculpture **Skill:** Develop skills in using clay including slabs, coils and slips.		**Area:** Mechanisms **Skill:** Understand how to use more complex mechanical and electrical systems.
Significant People ART	**Artist**: Peter Thorpe				**Artist:** Georges-Pierre Seurat	**Artist**: Elon Musk
NATIONAL CURRICULUM FOCUS ART	**Area:** Collage **Skill:** Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Mix colours to express mood, divide foreground from				**Area:** Drawing and painting **Skill:** Use line, tone and shading.	

	background or demonstrate tones.											
Significant Person MUSIC	**Throughout the year:** Ludwig van Beethoven											
NATIONAL CURRICULUM FOCUS MUSIC	**Livin' On A Prayer (Charanga Unit 1)** Style: Rock		**Classroom Jazz 1 (Charanga Unit 2)** Style: Bossa Nova and Swing		**Make You Feel My Love (Charanga Unit 3)** Style: Pop Ballads		**The Fresh Prince of Bel-Air (Charanga Unit 4)** Style: Old school hip-hop		**Dancing in the Street (Charanga Unit 5)** Style: Motown		**Reflect, Rewind and Replay (Charanga Unit 6)** Style: Classical	
Significant People PE	Jonny Wilkinson	Michael Phelps	Kobe Bryant	Ellie Simmonds	Joe Wicks	Ellie Simmonds	Pele (Brazilian footballer)	Trischa Zorn	Kare Adenegan	Trischa Zorn	Andrew Flintoff	Ryan Lochte
NATIONAL CURRICULUM PE	**DF**- Tag rugby	**Class teacher**- Swimming	**DF**- Basketball	**Class teacher**- Swimming	**DF**- Fitness	**Class teacher**- Swimming	**DF**- Football	**Class teacher**- Swimming	**DF**- Athletics	**Class teacher**- Swimming	**DF**- Cricket	**Class teacher**- Swimming
SIGNIFICANT PEOPLE PSHE			Oprah Winfrey				Mark Zuckerberg				Jane Goodall	
NATIONAL CURRICULUM PSHE	What makes up a person's identity?		What decisions can people make with money?		How can we help in an accident or emergency?		How can friends communicate safely?		How can drugs common to everyday life effect health?		What jobs would we like?	
Significant People COMPUTING	Arthur C Clark - Predicting tech in film				YVONNE BRILL- Rocket scientist				Mark Zuckerberg - Facebook			

NATIONAL CURRICULUM COMPUTING	E safety PM 5.2 Include CEOP lessons	Coding PM 5.1 *-create a program that simulates a physical system* *-string and text variables*	Apply coding PM 5.1	Databases 5.4	MR P D.A.R.E.S unit - Trial units	
NATIONAL CURRICULUM RE	Initiation ceremonies in different religions	Initiation ceremonies in different religions Christmas Harvest	Scared writings in different religions	Christianity links to festivals/ day Easter Lent	Islam Ramadan	Islam Eid Al-Adha festival of sacrifice
SIGNIFICANT PERSON **FRENCH**	**Throughout the year:** Celine Dion (Musician)					
NATIONAL CURRICULUM **FRENCH**	**Bon appetite, bonne sante (Healthy eating)** ● Healthy and unhealthy foods/drinks	**Je suis le musician (I am the music man)** ● Musical tastes/ hobbies ● Musical instruments	**En route pour l'ecole (On the way to the school)** ● French alphabet ● Telling the time	**Scene de plage (Beach scene)** ● Describe beach scenes, nouns, verbs ● Adjectives of colour ● Position of adjectives	**Le retour du printemps (The return of spring)** ● Months, weather, colours in new context	**Les planets (The planets)** ● Describing planets ● Sentence structure ● Adjectives