

| Year 5 2023-24 |   |          |   |   |  |  |
|----------------|---|----------|---|---|--|--|
|                | Autumn 1  | Autumn 2 | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
| Topic          | The Industrial Era  |          | Mayans  |   | Yorkshire City and Coast   |  |
| Experiences    | A day in the life of a Victorian working child<br>Watch Harry Potter and the Philosopher's Stone  |          | Rocket launch   |   | Wath/Sheffield Visit<br>Scarborough Visit  |  |
| Texts          | Harry Potter and the Philosopher's Stone  |          | The Jamie Drake Equation  |   | Room 13  |  |
| Literacy       | Diary<br>Balanced argument<br>Setting description   |          | Setting description<br>Narrative<br>Non-chronological report  |   | Persuasive writing<br>Newspaper report <b>careers</b><br>Letter writing  |  |
| Maths          | Number and Place Value<br>Addition and Subtraction<br>Multiplication and Division<br>Fractions  |          | Multiplication and Division<br>Fractions<br>Decimals and Percentages<br>Perimeter and Area <b>careers</b><br>Statistics   |   | Shape<br>Position and Direction<br>Decimals<br>Negative Numbers<br>Converting Units<br>Volume  |  |
| Science        | <b>Properties and Changes of Materials</b> <ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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 bicarbonate of soda.</li> </ul>  |          | <b>Forces</b> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul> <b>careers – inventors</b>  | <b>Earth and Space</b> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the - Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</li> </ul> <b>careers - astronauts</b> | <b>Living Things and their Habitats</b> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul> | <b>Animals including Humans</b> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul> |
| History        | By the end of this unit pupils should <b>know</b> : <ul style="list-style-type: none"> <li>About the key milestones of the Industrial era both in terms of the steel industry in the locality and the wider industrial revolution</li> <li>About major achievements in technology, inventions and medicine</li> <li>About the roles within society during this time, major social reform and women's suffrage and abolishment of slavery</li> <li>How the industrial achievements widened/deepened the place of the British Empire in the world</li> </ul> <b>Historical disciplinary knowledge:</b> <ul style="list-style-type: none"> <li><b>Change and continuity</b>- exploring the pace of change within this period(technology) and its impact on life today</li> <li><b>Historical significance</b> – the importance of women's suffrage and abolishment of slavery in today's society</li> <li><b>Comparison</b>- experience of different groups within society at the time, what lessons can be learned from that time period</li> </ul> democracy/rule of law – suffragettes<br>individual liberty/tolerance/mutual respect – slavery<br><b>careers – inventors</b> |          | By the end of this unit pupils should <b>know</b> : <ul style="list-style-type: none"> <li>About the spread and growth of the Mayan civilisation across Mesoamerica</li> <li>About Mayan social hierarchy and governance inc K'inich Janaab Pakal</li> <li>About Mayan achievements such as the farming calendar, maths and astronomy</li> <li>That there was a sudden decline of this civilisation and about some of the varied views as to what happened to the ancient Mayans</li> <li>How key figures such as John Lloyd Stephens and Frederick Catherwood contributed to the understanding of the civilisation</li> </ul> <b>Historical disciplinary knowledge:</b> <ul style="list-style-type: none"> <li><b>Historical interpretation</b>- how primary/secondary sources give insight into the past and how our understanding comes from an interpretation of the evidence in line with the different views about the decline of the Mayans</li> <li><b>Comparison</b>- between historical periods</li> <li><b>Cause and consequence</b>- significant events may have a range of causes</li> </ul> democracy – Mayan social structure/hierarchy<br>cultural – food, lifestyle, beliefs<br><b>careers – archaeology</b> |   |  |  |

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| Geography        | <p>By the end of this unit pupils should <b>know</b>:</p> <ul style="list-style-type: none"> <li>About some key geographical regions, counties and cities which were important within the industrial era (key physical, human and topographical features)</li> <li>How land use of some traditional industrial cities has changed over time</li> <li>About what makes Sheffield a distinctive city (eg <b>human</b> impact- greenspaces, trams, retail, industry as well as <b>physical</b> features such as 7 hills, valleys, rivers)</li> </ul> <p>cultural – musical heritage, links to sport</p> |  | <p>By the end of this unit pupils should <b>know</b>:</p> <ul style="list-style-type: none"> <li>Some countries within North/South America in relation to Mesoamerica and key features of major cities</li> <li>About the physical environment that the Mayans inhabited (eg rainforest, savannah, lowlands, highlands, swamp, rivers)</li> <li>How the Mayans used the geography of their environment eg agriculture, trade routes, use of natural resources</li> <li>About the topical issues of deforestation and the overuse of natural resources within a historical context</li> </ul> |  | <p>By the end of this unit pupils should <b>know</b>:</p> <ul style="list-style-type: none"> <li>Where Sheffield and Scarborough are within Yorkshire and in relation to Brampton and Rotherham</li> <li>Where Yorkshire and Humber is in relation to other geographical regions/counties</li> <li>Some key human, physical and topographical features and land use patterns of Yorkshire and Humber region</li> <li>Some key similarities and differences between Sheffield and Scarborough through fieldwork</li> </ul> |   |
| Art              | <p>Drawing</p> <ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight)</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection</li> <li>Use lines to represent movement</li> </ul>  |  | <p>Digital media</p> <p>Enhance digital media by editing (including sound, video, animations, still images and instillations)</p>  |  | <p>Sculpture-sculptures of nature</p> <ul style="list-style-type: none"> <li>Use frameworks (such as wire or moulds) to provide stability and form</li> <li>Show precision in techniques</li> </ul>   | <p>Painting</p> <ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour</li> <li>Create a colour palette based upon colours observed in the natural or built world</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</li> <li>Combine colours, tones and tints to enhance the mood of a piece</li> <li>Develop a personal style of painting, drawing upon ideas from other artists</li> </ul> |
| Artists examples |  | <p>Dali (thicknesses, lines, shadow and light, perspective, abstract, <i>thought-provoking, Harry Potter</i>),</p> <p>Lowry- matchstick men<br/>Coal mining scenes<br/>careers – types of jobs in big cities</p> | <p>Nik Ainley (world of science graphics)</p> <p>Alberto Serveso (coloured clouds of ink- plant gases)</p>   |  | <p>Barbara Hepworth, Henry Moore (forms, texture, solid materials, precision)<br/>Andy Goldsworthy, David Nash (create, combine shapes, texture, detail, <i>nature, woodlands, leaves, plants</i>)<br/>David Nash</p>   | <p>Hockney (scenes, colours, movement, mood, natural world, <i>local area, countryside, outside</i>),</p>   |
| DT               | <p><b>Structures</b></p> <p>Frame structures</p> <p><b>Project:</b> Bird box<br/>Mutual Respect (working together)</p>   |  | <p><b>Food</b></p> <p>Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)</p> <p>cultural – traditional foods</p> <p><b>Project:</b> Cereal snack bar for their peers</p> <p>Bread – unleavened for religious consumer</p>  |  | <p><b>Mechanical Systems</b></p> <p>Cams</p> <p><b>Project:</b> toy with oscillating parts for younger children</p>   |   |

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| Computing | <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>▪ Highlighting text and using the mouse to change its format (B,U, I).</li> <li>▪ Changing the font style, format and size by using the icons.</li> <li>▪ Using the automatic spell checker to edit spellings.</li> <li>▪ Using the tools to format texts in all ways e.g. changing font/colour/size/bold, italic, and underline.</li> <li>▪ Using the shift key to type characters, such as question marks and exclamation marks.</li> <li>▪ Using the shift key and caps lock to create a capital letter.</li> <li>▪ Using the mouse to copy and paste images from other sources, such as Google images and websites.</li> <li>▪ Copy graphics from a range of sources (e.g. Google/other documents) and paste it into a document for a purpose.</li> <li>▪ Using the shape tools to draw a variety of objects and pictures.</li> <li>▪ To be able to align my text using the left, right and centre tools within the word package independently.</li> <li>▪ Choose and enter bullet points/ numbered points where appropriate.</li> <li>▪ Using the increase/decrease indent buttons to format work appropriately</li> <li>▪ Using the 'Ctrl + [ or ]' key to resize text.</li> <li>▪ Regularly using 'Ctrl + S' keys to frequently save a document.</li> <li>▪ Using 'Ctrl + C' to copy highlighted text/images.</li> <li>▪ Using 'Ctrl + V' to paste text/images.</li> <li>▪ Using 'Ctrl + Z' to undo the previous action.</li> </ul> <p>careers – any computer based work</p> | <p><b>Website design</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>▪ 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</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> | <p><b>Scratch</b></p> <ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul> <p>careers – coding, computer/games design</p> | <p><b>Audacity</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>▪ 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</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> |   |   |
| PE        | <p><b>Quidditch Athletic/Tennis</b></p> <ul style="list-style-type: none"> <li>▪ use running, jumping, throwing and catching in isolation and in combination</li> <li>▪ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>   | <p><b>Dance Tag Rugby</b></p> <ul style="list-style-type: none"> <li>▪ use running, jumping, throwing and catching in isolation and in combination</li> <li>▪ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>▪ perform dances using a range of movement patterns</li> <li>▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>  | <p><b>Gymnastics Hockey</b></p> <ul style="list-style-type: none"> <li>▪ develop flexibility, strength, technique, control and balance</li> <li>▪ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>   | <p><b>Astronaut Training Orienteering</b></p> <ul style="list-style-type: none"> <li>▪ take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>   | <p><b>Gymnastics Athletics/Tennis</b></p> <ul style="list-style-type: none"> <li>▪ develop flexibility, strength, technique, control and balance</li> <li>▪ use running, jumping, throwing and catching in isolation and in combination</li> <li>▪ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <p><b>Dance Cricket</b></p> <ul style="list-style-type: none"> <li>▪ use running, jumping, throwing and catching in isolation and in combination</li> <li>▪ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>▪ perform dances using a range of movement patterns</li> <li>▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> |

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| RE        | Understanding Christianity<br>Unit 2B.3 - <b>People of God: How can following God bring Freedom and Justice?</b>  | Islam                  | Understanding Christianity<br>Unit 2B.5— <b>Gospel. What would Jesus do?</b> | Understanding Christianity<br>Unit 2B.4— <b>Incarnation. Was Jesus the Messiah?</b> | Unit 2A.6—Kingdom Of God. When Jesus left, what was the impact of Pentecost? |  |
| Music     | As per Charanga scheme<br>Tolerance – listen to other viewpoints  |                        |  |   |  |  |
| Languages | Me Presento (Presenting Myself)<br>Cultural<br>British Values   | Mi Familia (My Family) | Mi Casa (My Home)  | La Clase (The Classroom)  | La Fecha (The Date)  | Tienes Una Mascota? – Do you have a pet? |
| PSHE      | As per Jigsaw scheme<br>British Values<br>Tolerance – learning about diversity and cultural difference<br>Individual Liberty – rights and responsibilities<br>The Rule of Law – understanding rules and why they are important<br>Mutual Respect – respect for each other<br>Democracy – making decision together |                        |  |   |  |  |