

Year 5 GR THEMES		Autumn		Spring		Summer			
		RESPECT	RESPONSIBILITY	RESILIENCE	REFLECTION	RESOURCEFULNESS	RELATIONSHIPS		
Year 5	Reading	<p>Fiction</p> <p>How can I use a range of strategies to read for meaning?</p> <p>Y5/6 further exception words seek precise meanings of words summarise</p> <p>annotate key information</p> <p>Non-Fiction</p> <p>How can I describe, select or retrieve information, events or ideas from a text?</p> <p>skim, scan and re-read</p> <p>locate</p> <p>distinguish between fact and opinion</p> <p>annotate texts</p>	<p>Fiction</p> <p>How can I deduce, infer or interpret information, ideas or events from texts?</p> <p>Y5/6 further exception words</p> <p>anticipate events</p> <p>empathise</p> <p>infer character's attitudes and motives</p> <p>Poetry</p> <p>How can I explain and comment on the writer's use of language?</p> <p>identify and understand figurative language</p> <p>discuss impact on the reader</p> <p>compare themes in different texts</p>	<p>Fiction</p> <p>How can I deduce, infer or interpret information, ideas or events from texts?</p> <p>Y5/6 further exception words</p> <p>anticipate events</p> <p>empathise</p> <p>infer character's attitudes and motives</p> <p>Non-Fiction</p> <p>How can I deduce, infer or interpret information, ideas or events from texts?</p> <p>skim, scan and re-read</p> <p>locate</p> <p>key information</p> <p>distinguish between fact and opinion</p> <p>annotate texts</p>	<p>Fiction</p> <p>How can I explain and comment on the writer's use of language?</p> <p>identify and understand figurative language</p> <p>discuss impact on the reader</p> <p>compare themes in different texts</p>	<p>Fiction</p> <p>How can I deduce, infer or interpret information, ideas or events from texts?</p> <p>Y5/6 further exception words</p> <p>anticipate events</p> <p>empathise</p> <p>infer character's attitudes and motives</p> <p>Non-Fiction</p> <p>How can I identify and comment on the structure and organisation of texts?</p> <p>how graphics link with the text</p> <p>analyse engaging features</p> <p>use layout to locate information</p> <p>distinguish between fact and opinion</p>	<p>Fiction</p> <p>How can I deduce, infer or interpret information, ideas or events from texts?</p> <p>Y5/6 further exception words</p> <p>anticipate events</p> <p>empathise</p> <p>infer character's attitudes and motives</p> <p>Non-Fiction</p> <p>How can I identify and comment on the writer's purpose and viewpoint?</p> <p>locate key information</p> <p>link with the text</p> <p>subject-specific vocabulary</p> <p>impact of the layout</p>	<p>Fiction</p> <p>How can I relate texts to their themes?</p> <p>prefixes and suffixes</p> <p>compare predictions</p> <p>make links within the text</p> <p>Poetry</p> <p>How can I explain and comment on the writer's use of language?</p> <p>figurative language</p> <p>seek precise meanings of words</p> <p>discuss impact on reader</p> <p>compare themes in different texts</p>	
	Texts	Dangerous Reality by Malorie Blackman/ Kensuke's Kingdom by Michael Morpurgo		Macbeth by William Shakespeare/ The Highwayman		Twitch by M.G. Leonard/ Treason by Berlie Doherty			
	Writing	<p>Suspense Stories</p> <p>How can I use the features of a suspense story?</p> <p>Persuasion</p> <p>How can I use the features of an article to persuade?</p> <p>article</p>	<p>Beat-the-Monster Stories</p> <p>How can I use the features of a beating-the-monster story?</p> <p>action</p> <p>Information</p> <p>How can I use the features of a non-chronological report?</p> <p>non-chronological Reports</p>	<p>Meeting Tale</p> <p>How can I use the features of a meeting story?</p> <p>character</p> <p>Instructions</p> <p>How can I use the features of an instruction text?</p> <p>trapper's guide</p>	<p>Recount</p> <p>How can I use the features of a diary?</p> <p>diary</p>	<p>Character Flaw</p> <p>How can I use dialogue to develop a character flaw story?</p> <p>dialogue</p> <p>Discussion</p> <p>How can I use the features of a balanced argument to discuss?</p> <p>balanced argument</p>	<p>Warning Tale</p> <p>How can I use setting to develop a warning tale?</p> <p>settings</p>		
	Maths	<p>Numbers to 1,000,000, Addition and Subtraction, Multiplication and Division</p> <p>How can I read, write and compare numbers to 1 million?</p> <p>How can I identify place value and round to nearest 100,000?</p> <p>place value</p> <p>rounding</p> <p>How can I add and subtract within 1 million using taught strategies?</p> <p>column method</p> <p>number</p> <p>counting</p> <p>bonds</p> <p>How can I multiply and divide a 4 digit number by a 2 digit number?</p> <p>column and bus stop method</p>	<p>Multiplication and division, Word Problems, graphs</p> <p>How can I multiply and divide by numbers 10,100 and 1000?</p> <p>How can I use prime, square and cubed numbers in questions?</p> <p>place value grid</p> <p>prime, square and cube numbers</p> <p>How can I solve multi-step and multi-operation questions?</p> <p>bar model</p> <p>applying known methods</p> <p>How can I read and interpret information from tables and line graphs?</p> <p>reading and interpreting data</p>	<p>Fractions/Decimals/Percentages</p> <p>How can I use mixed numbers and improper fractions when finding equivalents, comparing and ordering fractions?</p> <p>How can I add and subtract fractions with different denominators?</p> <p>How can I multiply fractions by whole and mixed numbers?</p> <p>character</p> <p>denominators</p> <p>common</p> <p>mixed numbers</p> <p>improper fractions</p> <p>How can I read, write, compare, add and subtract decimals?</p> <p>compare</p> <p>add and subtract</p> <p>rounding</p> <p>How can I understand percent and change it into a fraction?</p> <p>percentage</p> <p>fractions</p>	<p>Geometry, Position and Movement</p> <p>How can I measure and investigate angles at a point and along a line?</p> <p>How can I use angles to describe shapes?</p> <p>use a protractor</p> <p>problem solving</p> <p>How can I plot points and use these to translate and reflect shapes?</p> <p>plotting points</p> <p>translating</p> <p>reflecting</p>	<p>Measurement, Area and Perimeter</p> <p>How can I use my understanding of time, mass, length and temperature to solve problems?</p> <p>apply appropriate units</p> <p>How can I find the perimeter of polygons?</p> <p>How can I find the area of a given figure?</p> <p>arithmetic skills</p> <p>identify information needed</p>	<p>Volume, Roman Numerals</p> <p>How can I find the volume of a given figure?</p> <p>How can I solve word problems related to volume?</p> <p>Volume/capacity/LxHxD=V</p> <p>How can I write Roman Numerals to 1000? How can I write dates of birth in Roman Numerals?</p> <p>V/N/L/C/D/M</p> <p>relate numbers to Roman numerals</p>		
	Science	<p>Living things and their habitats</p> <p>How are the life cycles of living things different?</p> <p>plan an enquiry</p> <p>research</p> <p>findings</p> <p>explain</p>	<p>Earth and Space</p> <p>How does Earth fit into the solar system? Why do we have day and night?</p> <p>plan a scientific enquiry</p> <p>present an explanation</p>	<p>Properties and Changes of Materials</p> <p>How can we group materials? Is it possible to change the properties of a material?</p> <p>use</p> <p>results to make predictions</p> <p>report conclusions and causal relationships</p> <p>evaluate an enquiry</p>	<p>Forces</p> <p>Why does an object fall? How can we make an object move in a different direction?</p> <p>repeated measurements</p> <p>use test results to make predictions</p> <p>identify control variables</p>	<p>Animals Including Humans</p> <p>How do humans change from birth to old age?</p> <p>present conclusions</p> <p>use evidence to support or refute ideas</p> <p>record data in tables and line graphs</p>	<p>Revision</p> <p>How can I remember the scientific knowledge and skills I have learnt this year?</p> <p>recall information</p> <p>practise scientific enquiry skills</p>		
	History	<p>Baghdad c.900 CE</p> <p>What led Baghdad 'City of Peace' to be known as a significant city c.900 CE?</p> <p>power</p> <p>religion</p> <p>civilisation</p> <p>conflict</p> <p>Link: Su 1 RE Islam &amp; Au 2 ART Islamic Art</p>	<p>The Early British Empire</p> <p>What motivated Britain to build an empire?</p> <p>empire</p> <p>trade</p> <p>migration</p> <p>power</p> <p>war</p> <p>Link: Sp 2 GEOGRAPHY Australia &amp; Su 1 GEOGRAPHY New Zealand</p>	<p>The French Revolution</p> <p>What were the causes and consequences of the French Revolution?</p> <p>society</p> <p>social hierarchy</p> <p>monarchy</p> <p>empire</p> <p>conflict</p> <p>war</p>	<p>The Transatlantic Slave Trade</p> <p>What were the causes and consequences of the Transatlantic Slave Trade?</p> <p>slavery</p> <p>empire</p> <p>migration</p> <p>resistance</p> <p>revolt</p>	<p>The Industrial Revolution</p> <p>What impact did the Industrial Revolution have on society?</p> <p>society</p> <p>urbanisation</p> <p>industrialisation</p>	<p>The Victorian Age</p> <p>What was life like for Victorians?</p> <p>monarchy</p> <p>industrialisation</p> <p>urbanisation</p> <p>empire</p> <p>imperialism</p> <p>poverty</p>		
	Geography	<p>Spatial Sense</p> <p>How do I use different features on a range of maps?</p> <p>scale</p> <p>environment</p>	<p>Mountains</p> <p>What are mountains and how are they formed?</p> <p>environment</p> <p>place</p>	<p>UK Geography: East Anglia, The Midlands, Yorkshire and Humber</p> <p>How does the landscape in East Anglia, The Midlands, Yorkshire and Humber affect its use?</p> <p>environment</p> <p>sustainability</p> <p>change</p> <p>place</p>	<p>Australia</p> <p>How does the climate and landscape in Australia affect its use?</p> <p>interconnection</p> <p>environment</p> <p>sustainability</p> <p>place</p> <p>space</p> <p>Link: Au 2 HISTORY The Early British Empire</p>	<p>New Zealand and the South Pacific</p> <p>Why is New Zealand a popular destination for tourists?</p> <p>sustainability</p> <p>change</p> <p>place</p> <p>Link: Au 2 HISTORY The Early British Empire</p>	<p>Local Study</p> <p>What do you think needs improving in your local area and why?</p> <p>space</p> <p>scale</p>		
	Computing	<p>Sharing Information</p> <p>Does technology help us to work collaboratively?</p> <p>manage programs for specific goals</p> <p>sequence, selection, and repetition in programs</p> <p>computer networks</p> <p>software</p> <p>appropriate use of technology</p>	<p>Video Editing</p> <p>How can video enhance a story?</p> <p>search technologies</p> <p>software</p> <p>appropriate use of technology</p>	<p>Selection in Physical Computing</p> <p>In what ways can computing affect the physical world?</p> <p>manage programs for specific goals</p> <p>sequence, selection, and repetition in programs</p> <p>algorithms</p> <p>software</p>	<p>Flat-file Databases</p> <p>How are flat-file databases useful in real-life situations?</p> <p>search technologies</p> <p>software</p>	<p>Vector Drawing</p> <p>Is digital art authentic art?</p> <p>software</p>	<p>Selection in quizzes</p> <p>What are the wider possibilities for programming with conditions?</p> <p>manage programs for specific goals</p> <p>sequence, selection, and repetition in programs</p> <p>algorithms</p> <p>software</p>		
	Digital Literacy	<p>PRIVACY &amp; SECURITY</p> <p>Private and Personal Information</p> <p>What information about you is OK to share online?</p>	<p>CYBERBULLYING, DIGITAL DRAMA &amp; HATE SPEECH</p> <p>Be a Super Digital Citizen</p> <p>How can we be upstanders when we see cyberbullying?</p>	<p>MEDIA BALANCE &amp; WELL-BEING</p> <p>My Media Choices</p> <p>What makes a healthy media choice?</p>	<p>NEWS &amp; MEDIA LITERACY</p> <p>A Creator's Rights and Responsibilities</p> <p>What rights and responsibilities do you have as a creator?</p>	<p>DIGITAL FOOTPRINT &amp; IDENTITY</p> <p>Our Online Tracks</p> <p>How does our online activity affect the digital footprints of ourselves and others?</p>	<p>RELATIONSHIPS &amp; COMMUNICATION</p> <p>Keeping Games Fun and Friendly</p> <p>How can I help myself and others be positive and have fun while playing online games?</p>		
	PSHE	<p>Being My Best</p> <p>How can I be the best that I can be?</p> <p>Different Skills</p> <p>Independence and Responsibility</p> <p>Star Qualities</p> <p>setting goals</p> <p>media awareness</p> <p>safety</p>	<p>Valuing Differences</p> <p>How can I develop my understanding of diversity?</p> <p>Qualities of Friendship</p> <p>Happy Being Me</p> <p>It Could Happen To Anyone</p> <p>equality</p> <p>injustice</p>	<p>Keeping Myself Safe</p> <p>How can I keep myself safe?</p> <p>Decision Dilemmas</p> <p>online safety</p> <p>managing risk</p> <p>decision making</p>	<p>Rights and Responsibilities</p> <p>How can I develop an understanding of my rights and responsibilities?</p> <p>Spending Wisely</p> <p>Lend Us A Fiver!</p> <p>lending , borrowing and spending money</p>	<p>Me and My Relationships</p> <p>How can I manage my relationships with different people?</p> <p>Give and Take</p> <p>Relationship Cake Recipe</p> <p>Our Emotional Needs</p> <p>compromise</p> <p>assertiveness</p> <p>cooperation</p>	<p>Growing and Changing</p> <p>How do we cope with how we change over time?</p> <p>Taking notice of our feelings</p> <p>Dear Ash</p> <p>Help! I'm a teenager get me out of here!</p> <p>managing difficult feelings</p> <p>body changes</p>		
Art	<p>Style in Art</p> <p>How do colour combinations affect our feelings?</p> <p>style, features of Rococo art and design, modernist art and comparing styles</p> <p>Link - This unit considers style in art referred to in other units throughout the course of study by first considering how artists can use different techniques to alter their style</p>	<p>Islamic Art and Architecture</p> <p>How has Islamic art and architecture influenced art throughout history?</p> <p>features of Islamic art and design-geometric patterns, vegetal patterns, calligraphy, tilework</p> <p>Link: Autumn 1 HISTORY Baghdad &amp; Summer 1 RE Islam</p>	<p>Art from Western Africa</p> <p>How can I create a sculpture in relief?</p> <p>spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork</p> <p>Link - Year 3 Summer 1 Architecture</p>	<p>Chinese Painting and Ceramics</p> <p>What are the main features of Chinese paintings?</p> <p>Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain</p>	<p>Print Making</p> <p>How are prints made?</p> <p>an indirect art form: blocks, plates, silk screens, positive (relief), negative (intaglio) or stencil process, multiple versions of the same design</p> <p>Link Autumn 1 The Great Wave in the unit on Line in year 3.</p>	<p>History of Photography</p> <p>How can a photograph tell a story?</p> <p>development of photography</p> <p>-Victorian portraiture, documentary photography, abstract photography</p>			

<b>DT</b>	<b>Build- Cams</b> <b>can I make a toy for a KS1 pupil which moves up and down using a cams mechanism?</b> Process of design Mechanical systems: cams, followers, sliders, camshaft, rotary motion, linear motion, cam profiles. Everyday examples and purpose of cams mechanisms. <a href="#">Link History: Autumn ; Baghdad 900C.E.; The Islamic Golden Age</a>	<b>How</b>	<b>Bake- Honey Cake</b> <b>are the natural benefits of honey in a balanced diet?</b> Sweet/Savoury Honey production and history Health benefits of honey Cooking from different cultures Baking <a href="#">Link Year 5 Science: Spring A; Living Things and their Habitats; Life Cycle of a Bumblebee</a>	<b>What</b>	<b>Sew-Can I make a bag decorated with the appliqué/embroidery with a plaited handle for their own/a family member's/a friend's use at home?</b> How fabrics are made—weaving Features of a bag—Process of design Making products with fabric Types of fabric—natural/synthetic Properties and suitability of fabric size, materials, fastenings, shape, joining, decoration, handles. Decoration—appliqué, embroidery <a href="#">Link Year 3 History: Autumn B; Ancient Egypt; Tutankhamun Year 4 Art: Summer B; Needlework, Embroidery and Weaving; Embroidery</a>	
<b>Music</b>	Ukulele <b>How do I use the ukulele?</b> technique holding and using the ukulele understand context of music	Ukulele <b>How do I play different notes and chords on the ukulele?</b> pitch notation finger placement	Ukulele <b>How are the different lengths of notes represented?</b> beat values finger placement tempo	Ukulele <b>What is the impact of varying the dynamics and tempo of a piece of music?</b> time signature relate chords to atmosphere	Ukulele <b>How can I understand written notation to play music?</b> following staff notation chord changes time signatures	Ukulele <b>How can we vary the way we perform a piece of music?</b> solo/ duet/ ensemble improvise a short piece
<b>MFL</b>	<b>On mange! the cost of a food item?</b> partitive article	<b>Can I ask about food?</b> person	<b>Can I describe items of clothing?</b> describe items of clothing	<b>Can I greet someone? Can I describe my family?</b> Salut, Gustav! ask and answer questions plural forms À L'école <b>Can I describe school?</b> definite article use correct intonation	<b>Can I describe food and give an opinion?</b> La nourriture au/à la/à l' w, give instructions in the vous form negatives	<b>Can I ask for directions and the time? Can I describe a holiday and give an opinion?</b> En ville En vacances use le /la l' and au/à la /à l' with places use au/à la /à correctly with places, recognise patterns apply knowledge of rules, use je vais + infinitive
<b>RE</b>	Hinduism Response from a believer <b>What does it mean to be a Hindu in Britain today?</b> understanding the influence of the influence of faiths on individuals and societies	Christianity Response from a believer <b>What is significant to Christians about Jesus' life and teachings?</b> evaluation and promoting the ability to make reasoned moral judgements	Judaism Teachings <b>How do sacred scriptures inform religious beliefs?</b> learn from different world religions provide opportunities to explore and express their own responses	Christianity Response from a believer <b>How does Holy Communion build a Christian community?</b> developing personal learning and thinking skills	Islam Response from a believer <b>What happens in the mosque?</b> acquire and develop knowledge and understanding of Islam	Beliefs and Values <b>Religious faiths and worldviews, are they a matter of choice?</b> questioning
<b>PE</b>	Football <b>How can I use skills, strategies and tactics to outwit the opposition in a football match?</b> dribbling, passing, ball control, tracking/jockeying, turning, goalkeeping, receiving	Netball <b>How can I use skills, strategies and tactics to outwit the opposition in a netball match?</b> passing, catching, footwork, intercepting, shooting, dodging	Outdoor Adventurous Activities <b>How can we work as a team to complete challenges?</b> stamina, running, Planning, map reading, decision making, problem solving	Dance <b>How can I create and perform my own dance?</b> performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transition	Athletics <b>How can we collaborate and reflect to improve our athletics skills?</b> pacing, sprinting technique, relay changeovers, jumping for distance, push and pull, throwing for distance	Cricket <b>How can I understand and play the different roles within a cricket team?</b> underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting
<b>Swimming</b>	Swimming <b>How can I develop my swimming skills?</b> swim confidently (at least 25m), use a range of strokes, perform safe self-rescue in different water-based situations					
<b>Trips</b>	Northwood Synagogue : RE, SMSC, core values National Coding Week	History Remembered at Hillside Carol Service	Numeracy: Maths Day Natural History Museum of Westminster Internet Safety Day	Whole School Science Week (March) English: World Book Day Geography Fieldwork	Residential- HMS BELFAST Natural History Museum: PE- OAA, SMSC, core values - Arts Week Computational Thinking Days	Sports Day, Sports Week, History: Chiltern Open air Museum Ruislip Lido: core values, SMSC Rock Steady Workshop Whole School Arts Week