

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cultural Capital Opportunities	Breadmaking – children would not have experienced different types of breads or even making bread. Also, could be an opportunity to get a baker in and explain the process.	Sustainability and Climate change – children could attend workshop which teaches to be more sustainable in their day to day lives. https://www.keepbritain tidy.org/recycle-your-community	Reading, PSHE and Art – reach out to real-life refugees and explain their experiences to children. They could receive first hand accounts of other people’s experiences. Tudors – Eastbury Manor House Visit.	Earth and Space – children to experience planetarium or science museum. Fashion and Textiles - https://www.arts.ac.uk/colleges/london-college-of-fashion/cultural-programme/making-more-mischief	Rivers – children to visit River Beam and explore features of rivers. Building Bridges – children to visit Tower Bridge and attend workshop of bridge building. Tennis – School visit to Wimbledon https://www.wimbledon.co.uk/en_GB/atoz/school_visits.html	Dagenham Park Trip – children attend musical and taster day at DP. Painting – visit national gallery or Tate Modern to experience first-hand how light and dark colours affect the paintings.
Texts	Viking Boy by Tony Bradman <i>(Fiction)</i> Viking Voyages by Jack Tite <i>(Non-fiction)</i>	The Highwayman by Alfred Noyes <i>(Narrative Poetry)</i>	The Cosmic Diary of our Incredible Universe by Tim Peak <i>(Non-Fiction)</i> Children’s Encyclopaedia of Space by Giles Sparrow <i>(Non-Fiction)</i>	Clockwork by Phillip Pullman <i>(Fiction)</i>	The Dam by David Almond <i>(Fiction: Picture book)</i> Finding out about Hydropower <i>(Non-Fiction)</i>	Oranges in No Man’s Land by Elizabeth Laird <i>(Fiction)</i> The day the war came <i>(Poem)</i>
Shared Reading	<ul style="list-style-type: none"> Developing vocabulary Retrieval Evaluate Author’s choice of language 	<ul style="list-style-type: none"> Choice of vocabulary Summarising skills Prediction skills 	<ul style="list-style-type: none"> Discussing the use of language and structure in a text Ask questions Distinguish between fact and opinion 	<ul style="list-style-type: none"> Inference Summarising Vocabulary focus 	<ul style="list-style-type: none"> Inference skills Comparing and contrasting texts Discussion of themes 	<ul style="list-style-type: none"> Retrieval Inference Choice of vocabulary Themes
English Writing Genre	<ul style="list-style-type: none"> Descriptive writing <i>(Fiction)</i> Note-taking Non-chronological report writing <i>(Non-Fiction)</i> Newspaper report <i>(Non-Fiction)</i> 	<ul style="list-style-type: none"> Character description <i>(Fiction)</i> Narrative writing including Speech/monologue (Story from another perspective) <i>(Fiction)</i> Poetry Instructions (Christmas themed) <i>(Non-Fiction)</i> 	<ul style="list-style-type: none"> Dairy writing <i>(Non-Fiction/Fictional)</i> Letter writing <i>(Non-fiction)</i> Newspaper report <i>(Non-Fiction)</i> 	<ul style="list-style-type: none"> Narrative writing <i>(Fiction)</i> Persuasive writing (travel brochure) <i>(Non-Fiction/Fictional)</i> 	<ul style="list-style-type: none"> Balanced argument <i>(Non-Fiction)</i> Persuasive writing -formal letter <i>(Non-Fiction)</i> 	<ul style="list-style-type: none"> Diary writing <i>(Non-Fiction/Fictional)</i> Explanation writing <i>(Non-fiction)</i> Poetry
Curriculum Links	History – Vikings Vs Anglo-Saxons		Science – Earth and Space		Geography - Rivers	

Mathematics	Number: Place value (up to a million; rounding; comparing and ordering numbers; negative numbers, Roman numerals to 1000) Addition and subtraction (+/- two 4-digit numbers; round to estimate; multi-step word problems)	Multiplication and division (multiples, factors, prime, square and cube numbers; X/÷ by 10, 100, 1000)	Multiplication and division (cont.) Fractions (visit https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-5-Spring-block-2-Fractions.pdf for content)	Fractions (cont.), decimals and percentages	Fractions, decimals and percentages (cont.) Statistics Properties of shape.	Geometry: Properties of shape (cont.) Position and direction Measurement including converting units and calculating volume
Science	Forces <i>(linked to PE – Gymnastics)</i>		Earth and Space <i>(linked to Art and Design)</i>	Properties and changes of materials	Living things and their habitats/Animals including Humans <i>(linked to Science - habitats in South America- and DT)</i>	
History	Ancient Greece <i>(linked to English non-chronological report: mythical beast)</i>	N/A	<i>The Tudors</i>	N/A	N/A	<i>Vikings Vs Anglo Saxons</i>
Geography	N/A	<i>Climate Change + Sustainability (linked to Earth Day- April)</i>	N/A	<i>South America (linked to DT)</i>	<i>Rivers (linked to DT)</i>	N/A
Art and Design	N/A	<u>Drawing</u> Typography and Maps	<u>Printing</u> <i>Use colour and floral patterns to create a print.</i> <i>Use polystyrene tiles and create a print that can be repeated using several colours.</i>	N/A	N/A	<u>Painting</u> <i>Use paints to create art that will show how light is used in painting</i> <i>Explosive art - paint solar system</i> <i>Artist: Chesley Bonestell</i>

			Artist: Althea McNish <i>(linked to History: Tudor decorations and PSHE Stereotypes)</i>			<i>(Linked to Science Spring 1 and French)</i>
Design and Technology	Bread making – Mix, knead, plait, roll and twist dough and make bread. <i>(linked to History and Ancient Greek Bread)</i>	N/A	N/A	Fashion and Textiles – Using batik. Children are to design a piece of clothing which has a South American design. <i>(linked to Science: South American designs)</i>	Building bridges - Sketch bridges, explore diagrams, use saws/straws to build bridges <i>(linked to Geography)</i>	
Music	Week 1 and 2: Cultural music appreciation (class country) CMS - Fife	CMS - Fife	CMS - Fife	CMS - Fife	CMS - Fife	BBC Ten Pieces Composing and performing (based on fifes)
PSHE	Mental health and emotional wellbeing: Dealing with feelings <i>(linked to RE)</i>	Physical Health in the Media (how the media can be misleading)	Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia) <i>(Links with Art and English)</i>	Drug, alcohol and tobacco education: Different influences	Keeping safe and managing risks: When things go wrong (including keeping safe online) First Aid: Bleeding	Careers, financial capability and economic wellbeing Borrowing and earning money
Computing	Computing systems and networks: Sharing information – How information is transferred between systems and devices E-Safety	Creating Media: Video editing – planning, capturing, editing and manipulating video <i>(linked to PSHE)</i>	Programming A: Selection in physical computing	Programming B: Selection in quizzes – planning, creating and testing a quiz <i>(linked to Science and DT)</i>	Data and information: Flat-file databases – order and answer questions about data, create graphs and charts <i>(linked to Maths)</i>	Creating media: Vector drawing – use different drawing tools and create images in layers <i>(linked to DT)</i>
PE I = Indoor O = Outdoor	Dance (I) OAA (O)	Gymnastics(I) Athletics (O)	Swimming (I) Hockey (O)	Swimming (I) Football (O)	Fitness (I) Tennis (O)	Handball (I) Rounders (O)

RE Big question: How do beliefs influence actions?	What inner forces affect how we think and behave?	How is Christmas celebrated around the world?	Why is Muhammad and the Qur'an important to Muslims?	How do Christians try to follow Jesus's example? Stories about Jesus and his importance to Christians	Should all creatures be treated equally?	What do religions believe about God?
French	Week 1: French awareness week Bon appetite, bonne sante (Healthy Eating) (Links with DT)	Je suis le musician (I am the music man)	En route pour l'école (On the way to school)	Scene de plage (At the beach)	Le retour du printemps (The return of spring)	Les planets (The planets)