

YEARLY ROLLING PROGRAMME FOR YEAR 5

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
	<u>Anglo Saxons</u>	<u>Vikings</u>	<u>The Early Age of Islam</u>
	<p>Anglo Saxons: How dark where the dark ages?</p> <p>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <p>What does the mystery of the empty gravetell us about Saxon Britain?</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>Alfred, just how 'Great' was he?</p> <p>How did the kingdom unite to for a new England?</p> <p>6. So how dark were the dark Ages, really?</p>	<p>Vikings: Why the bad reputation?</p> <ol style="list-style-type: none"> <li>1. Where did the Vikings come from and when did they arrive?</li> <li>2. Why have the Vikings gained such a bad reputation?</li> <li>3. How did the Vikings try to take over the country and how close did they get?</li> <li>4. How have recent excavations changed our view of the Vikings?</li> <li>5. Raiders or settlers: how should we remember the Vikings?</li> </ol>	<p>Early Islam: Was it a golden Age?</p> <ol style="list-style-type: none"> <li>1. Why should we learn about the Early Islamic civilization?</li> <li>2. How did the civilization spread so quickly?</li> <li>3. What can we learn about them from the way they set up their capital city?</li> <li>4. What was so special about Baghdad?</li> <li>5. How greater was life for the rich in society?</li> <li>6. Which achievement has been most effective for us today?</li> </ol>

Literacy	<p><b>Key texts:</b></p> <p>Anglo-Saxon Boy by Tony Bradman.</p>	<p><b>Key texts:</b></p> <p>The Golden Horseman of Baghdad by Saviour Pirotta</p>	<p><b>Key texts:</b></p> <p><u>Shakespeare's Macbeth – Child Edition</u></p>
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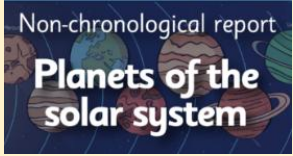





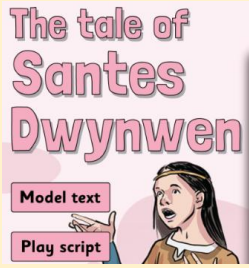


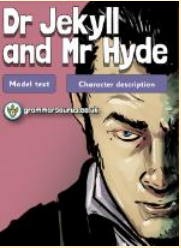
YEARLY ROLLING PROGRAMME FOR YEAR 5

	<p><b>Norse Myths and Norse Tales – Kevin Crossley</b></p> <p><b>Vipers: Retrieval Focus Texts</b></p> <p><b>The Moon</b></p> <p><b>Orbiting the sun</b></p>	<p><b>Collins Big Cat – The Golden Age of Baghdad</b></p> <p><b>Vipers: Inference focus</b></p>	<p><b><u>Divers' Daughter by Patrice Lawrence</u></b></p> <p><b>Vipers: Summarize focus</b></p> <p><b>Tudors Kings and Queens</b></p> <p><b>Tudor Food and Drink</b></p>			
	<p><b><u>Grammarsaurus- Place Value of Grammar</u></b></p> <p>1. Proper, common and Abstract Nouns.</p> <p>2. Being, regular and irregular action words.</p> <p>3. Verb phrases.</p> <p>4. Building Single clause sentence.</p> <p>5. Co-ordinating conjunctions.</p> <p><b><u>Writing to Inform</u></b></p> <p>Innovated: Non-chronological Report about Earth and Space.</p> <p>Invention:</p>	<p><b><u>Writing to inform</u></b></p>	<p><b>G'saurus model text – Baghdad Inventions</b></p> <p><b>Teacher Model Diary entry of Abbas ibn Firnass</b></p> <p><b><u>Writing to entertain</u></b></p> <p>Character description</p> <p>Setting description</p> <p><b><u>Writing to entertain</u></b></p> <p>Narrative – quest story linked the class text of The Golden Horsemen of Baghdad</p>	<p><b><u>Writing to persuade</u></b></p> <p>Persuasive speech for the Armies of the Islamic Empire.</p> <p>Leaflet – Come and live in Baghdad!</p>	<p><b><u>Writing to Entertain</u></b></p> <p>Playscript – Macbeth (child)</p> <p>Narrative – using speech to advance characters.</p> <p>Poetry – Sonnet 18 from</p>	<p><b><u>Writing to Discuss</u></b></p> <p>Was Elizabeth a good Queen?</p> <p>Which Golden Age was better: Baghdad or Elizabethan?</p>

Key Text:	Anglo-Saxon Boy by Tony Bradman		Boy in the Tower by Polly Ho-Yen	The Golden Horsemen of Baghdad by Saviour Pirota	Macbeth by William Shakespeare	Diver's Daughter by Patrice Lawrence
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YEARLY ROLLING PROGRAMME FOR YEAR 5

		 <p>Norse Myths by Kevin Crossley-Holland</p>				
<p>Other texts - reading for pleasure/linked to our drivers.</p> <p>VIPERS</p> <p>*also a range of comprehensions including Grammarsaurus and SATs papers</p>	<p>After the Romans Anglo Saxons Space The Solar System</p>	<p>Vikings Christmas Forces Music History</p>	<p>Boy in the Tower Discussion Text Cornwall Powerful Monarchy The Silk Road Materials</p>	<p>The Golden Horsemen of Baghdad Discussion Text</p> <p>Rainforests</p> <p>Persuasive Texts Brazil Solids, Liquids and Gasses</p>	<p>The Tudors Shakespeare Reproduction and Change Animals</p>	<p>Diver's Daughter Discussion Text</p> <p>Living Things Down the Mines Natural Resources Human Development</p>

<p>Writing units and outcome</p>	<p><b>Expectations:</b> Letter formation Pencil grip Writing posture Baseline Assessment to check.</p>  <p><b>Non Chronological Report:</b></p>  <p><b>Final write:</b> <b>Houses and Homes of Vikings and Romans</b></p>	<p><b>Recount - Letter:</b></p>  <p><b>Final write:</b> Letter to inform fellow Saxons of the Lindisfarne raids.</p> <p><b>Instructions:</b></p>  <p><b>Final write:</b> How to defend against Vikings.</p>	<p><b>Narrative – setting description:</b></p>  <p><b>Final write:</b> New setting linked to topic (link to next unit on a persuasive advert).</p> <p><b>Recount – Diary:</b></p>  <p><b>Final write:</b> Diary entry of an onlooker watching Abbas ibn Firnass attempt to fly.</p>	<p><b>Persuasion - Advert</b></p>  <p><b>Final write:</b> Persuade people to visit Baghdad.</p> <p><b>Persuasion – Speech:</b> Persuasive speech for the Armies of the Islamic Empire.</p> <p><b>Final write:</b> Write a persuasive speech from a different perspective (Non-Islamic bias).</p>	<p><b>Narrative - Playscript:</b></p>  <p><b>Final write:</b> Child Macbeth script</p> <p><b>Narrative - Characterising Speech:</b> Raysha and Aashman</p>  <p><b>Final write:</b> Using speech to express emotions.</p>	<p><b>Discussion:</b></p>  <p><b>Final write:</b> Which Golden Age was better: Baghdad or Elizabethan?</p> <p><b>Narrative:</b></p>  <p><b>Final write:</b> Create a King/ Queen character with secret/ super powers and write a short narrative with a dilemma.</p>
<p>Grammar</p> <p>*there could be different grammar areas added during units in response to AfL</p>	<p><b>PVPG:</b> What is a sentence? Nouns – common, proper, abstract, collective. Verbs – 'to be' and action Singular and plural</p>	<p><b>Discussion:</b> Fronted adverbials for cohesion. Subordinate clause</p> <p><b>Instructions:</b> Imperative verbs Parenthesis</p>	<p>Rhetorical questions Adverbials Hyphenated words Sub/co-ordinating conjunctions Using an ellipsis Facts vs opinions Relative clause</p>	<p>Direct vs reported speech</p> <p>Semi colons and colons opinions (can be expert) exaggerated language emotive language deals and bargains</p>	<p>Semi colons and colons</p> <p>Relative clauses</p> <p>Inverted commas and correct use of commas</p>	<p>Formal language Subordinating conjunctions Rhetorical questions</p> <p>Use of a range of punctuation for effect. Short sentences. Ellipses</p>

YEARLY ROLLING PROGRAMME FOR YEAR 5

	Coordinating conjunctions Clauses – single and multi clause, commas Subject and verb agreement.					
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Maths	Place Value Addition and subtraction Multiplication	Multiplication and division Statistics Solving problems with multiplication and division.	Fractions and problem solving using fractions and 4 operations.	Decimal and percentages Geometry: calculation of angles	Geometry – properties of shape Geometry – position and movement Measures – length and mass	Measures – Time, temperature, perimeter, area and volume.
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History	<p><b><u>Were they really dark Ages?</u></b> <b><u>(c.450 AD - 1066)</u></b></p> <p>Recap periods studied and use an overlapping/ layered timeline to show understanding that civilization coexisted during the same period e.g. Islam, Saxons and Vikings. Put the new period in context: What happened after the decline of the Roman empire? Learn of the push and pull factors of Saxon invasion.</p> <p>Explore the evidence which suggests historians can tell where the Anglo Saxons eventually settled.</p> <p>Children discover and reason with clues of a pagan burial to better understand the roll of 'Bretwalda'</p> <p>Children will learn the significance of Rome and the rise of Christianity during this time and introduce St Cuthbert.</p> <p>Children will be using evidence to understand that the first invasion of Lindisfarne 9793 AD was seen as an act of god by many monks.</p> <p>Children will create a living timeline to show their understanding of the power struggle between the Vikings and Kingdoms.</p>		<p><b><u>Why was it known as the Golden Age of Islam?</u></b> <b><u>(c.610 AD – 1258 AD)</u></b></p> <p>Use historical maps as a source of evidence how areas have changed over time.</p> <p>Place events within a period on a timeline with accuracy.</p> <p>Children will understand how the Age of Islam began.</p> <p>Celebrate non-western development (Baghdad) and influence on technology and mathematics.</p> <p>Compare technology and its impact on periods studied and changes in human lifestyles.</p> <p>Children will understand that cultural differences effect how people lived e.g. whilst the Vikings lived with cattle in their homes, people of Islam would show wealth with grand fountains and orangeries etc in their homes.</p> <p>Children will understand that this civilization ended predominantly due to two reasons: The Mongols sacking of Baghdad and the culture of items being made by hand meant that they couldn't keep up with demand unlike other areas such as Europe.</p>			
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YEARLY ROLLING PROGRAMME FOR YEAR 5

	<p>Children will understand that Alfred brought peace and united England by creating the Danelaw.</p> <p>How have recent excavations changed historians thoughts of Vikings.</p> <p>Children will explore why historians used to refer to them as dark Ages.</p> <p><b>Key Figure:</b> Resistance by Alfred the Great and Athelstan, first king of England.</p> <p><b>Houses and Homes:</b> How is a Roman Villa different to a Saxon home?</p>	<p>Children will understand that the spread of their culture was due to smart military tactics growing the empire and the locations of large Islamic cities acting as key trading points on trade routes.</p> <p>Children will understand how advanced cities like Cordoba and Baghdad were in their time.</p> <p>Children will view modern-day Baghdad and compare it to the artists impressions of the past.</p>	
<p>Geography</p>	<p><b>Topography: Mountains and volcanoes.</b></p> <p>Where are the Mountains of the UK?</p> <p>How are mountains formed?</p> <p>Where are the mountains of the world?</p> <p>What are the features of a mountain?</p> <p>What is it like to climb a mountain?</p> <p>How does the topography of our locality compare to the UK?</p> <p>Where are the world's volcanoes?</p> <p>What are the features of a volcano?</p> <p>Do all volcanoes erupt?</p> <p>Why do people live near volcanoes?</p>	<p><b>Comparative Study: My region and Brazil</b></p> <p>What are the key features of the UK and my region? (recap)</p> <p>Where is Brazil?</p> <p>What are the geographical features of Brazil? (Regions, states, cities, landmarks, biomes)</p> <p>What is the main economic activity of the North Region of Brazil?</p> <p>What is the water cycle?</p> <p>What are rivers? (including comparison case study in the North Region of Brazil and the local region)</p> <p>What are the biomes and climate zones of the North Region of Brazil?</p> <p>What are the vegetation belts of the North Region of Brazil?</p> <p>What are the key settlements in the North Region of Brazil, and how do they compare to my region?</p>	<p><b>Biomes (field work)</b></p> <p>What biomes and ecosystems are found in the UK?</p> <p>What can I learn about ecosystems by studying the New Forest?</p> <p>How can I use six-figure grid references?</p> <p>What data can I collect from my local woodland ecosystem?</p> <p>How can I present the data collected from my local ecosystem?</p>

YEARLY ROLLING PROGRAMME FOR YEAR 5

What are the similarities and differences between my region and the North Region of Brazil?

<p>Science</p>	<p><u>Earth and Space</u></p> <p>Independently change a variable and restrict the exploration to test particularly elements</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs, bar and line graphs. Think sensibly about the scales to use.</p> <p>Make predictions that relate to past learning and give reasons for their prediction.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between</p>	<p><u>Forces</u></p> <p>Independently change a variable and restrict the exploration to test particularly elements</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs, bar and line graphs. Think sensibly about the scales to use.</p> <p>Make predictions that relate to past learning and give reasons for their predictions.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some</p>	<p><u>Properties and changes of Materials</u></p> <p>Independently change a variable and restrict the exploration to test particularly elements</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs, bar and line graphs. Think sensibly about the scales to use.</p> <p>Make predictions that relate to past learning and give reasons for their predictions</p> <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be</p>	<p><u>Animals inc humans</u></p> <p>Describe the changes as humans develop to old age.</p> <p>What scientific advances were made during the Islam golden age?</p> <p>How have they benefited the western cultures (medicine, scientific practice, measures)</p> <p>Instruments to measure scientifically</p>	<p><u>Living things and their habitats</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>
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YEARLY ROLLING PROGRAMME FOR YEAR 5

	<p>moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses</p> <p>PSST- Standing on the Shoulders of Giants- Spencer Silver/Arthur Fry (Sticky things)</p> <p>PSTT- "I can explain"- temperature cards</p>			
Art/DT	<p><b><u>Fashion Design</u></b></p> <p>Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.</p>	<p><b><u>Creating Christmas stockings.</u></b> Embroidery Materials for purpose Skills</p> <ul style="list-style-type: none"> <li>• Measure, mark out, cut, shape fabrics for appliqué design</li> <li>• Join fabrics using a variety of stitches- such as oversewing, back stitch, cross stitch or machine stitching.</li> <li>• Decorate fabrics with buttons, beads, sequins, braids, ribbons. Knowledge</li> <li>• Karen Rose Textiles (karen-rose-textiles.com) Karen Rose is a textile artist who lives in the UK. Her work is inspired by the</li> <li>• Running stitch is a simple needlework stitch consisting of a line of small even stitches which run</li> </ul>	<p><b><u>DT Food Tech</u></b></p> <p><i>Making a seasonal soup.</i></p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b><u>Drawing and Sketching</u></b> <b><u>Typography &amp; Maps</u></b></p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> <p>Harry Potter Topic</p>	<p><b><u>Surfaces and colour</u></b></p> <p><b><u>Mixed Media Land &amp; City Scapes</u></b> Explore how artists use a variety of media to capture spirit of the place.</p> <p>Amazon Topic</p>	<p><b><u>Portrait Sketching</u></b></p> <p><b>Creating a proportion sketch.</b></p> <p><b>Use pencil shading to develop tone.</b></p> <p><b>Use a range of techniques to form textures including cross hatching.</b></p>



YEARLY ROLLING PROGRAMME FOR YEAR 5

		back and forth through the cloth without overlapping. Overstitch to sew together (two pieces of material) by passing small, close stitches over their coinciding edges; sew overhand. Backstitching produces a thin line of stitches, perfect for outlining in almost all embroidery patterns.				
Music	<p><b>Living on a Prayer</b></p> <p>To identify and move to the pulse with ease.</p> <p>Talking about the Musical and discuss how it makes you feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p><b>Classroom Jazz</b></p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</p>	<p><b>Make you Feel my Love</b></p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>	<p><b>Fresh Prince of Bel Air</b></p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p><b>Dancing in the street</b></p> <p>To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p>	<p><b>Reflect and Rewind</b></p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader</p>
MFL	La date (The date)	Chez moi (My home)	As-tu un animal? (Do you have a pet?)	Les vêtements... (clothes)	Traditions and celebrations	The History of Tudors

YEARLY ROLLING PROGRAMME FOR YEAR 5

RE	<p><b>SALVATION</b></p> <p>What does it mean for Christians to believe God is holy and loving?</p>	<p><b>Judaism</b></p> <p>What is the Tora and why is it significant for Jewish community</p>	<p><b>Islam</b></p> <p>What does it mean to be Muslim in Britain today?</p>	<p><b>PEOPLE of GOD</b></p> <p>How do Christians decide how to live?</p>	<p><b>GOSPEL</b></p> <p>What do Christians believe Jesus did to save people?</p>	<p><b>Faith</b></p> <p>How does faith help people when times get hard?</p>
PSHE	<p>Being Me</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> <li>1. My year ahead</li> <li>2. Being a citizen</li> <li>3. Responsibilities</li> <li>4. Rewards and consequences</li> </ol>	<p>Celebrating difference</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> <li>1. Different cultures</li> <li>2. Racism</li> <li>3. Rumours and name calling</li> <li>4. Types of bullying</li> <li>5. Does money matter?</li> <li>6. Celebrating our differences.</li> </ol>	<p>Dreams and Goals</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> <li>1. When I grow up...</li> <li>2. Investigate careers</li> <li>3. My dream job</li> <li>4. Goals of people from other cultures.</li> <li>5. How can we support others to achieve goals?</li> </ol>	<p>Healthy Me</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> <li>1. Smoking</li> <li>2. Alcohol</li> <li>3. Emergency Aid</li> <li>4. Body image</li> <li>5. My relationship with foods</li> <li>6. Inner strength</li> </ol>	<p>Relationships</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> <li>1. Safety when online</li> <li>2. Being a member of an online community</li> <li>3. Online gaming</li> <li>4. Managing screen time</li> <li>5. Resisting pressures online</li> </ol>	<p>Changing Me</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> <li>1. Self Image</li> <li>2. Puberty</li> <li>3. Looking ahead</li> <li>4. Sun safety</li> </ol>
PE	<p><b>PE for fitness</b> – increasing stamina through running.</p> <p><b>Tag Rugby</b></p>	<p><b>Dance</b></p> <p><i>Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely</i></p> <p><b>Gymnastics – floor</b></p> <p><i>Create complex and well executed sequences containing a variety of gymnastic components.</i></p>	<p><b>Gymnastics</b></p> <p><b>Vault and Apparatus</b></p> <p><i>Create complex and well executed sequences containing a variety of gymnastic components.</i></p> <p><b>Badminton</b></p> <p>Under arm clear</p> <p>Overhead clear.</p>	<p><b>Hockey</b></p> <p><b>OAA</b></p>	<p><b>PE for wellbeing</b></p> <p><b>(Sailing)</b></p> <p><b>Athletics</b></p> <p><b>Volleyball</b></p>	<p><b>Cricket</b></p> <p><b>Basketball</b></p>

YEARLY ROLLING PROGRAMME FOR YEAR 5

Computing	<p><b>E-Safety and Sharing information</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> <li>solve problems by decomposing them into smaller parts</li> </ul>	<p><b>Programming A</b></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p><b>Vector drawing</b></p> <p>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</p>	<p><b>Flat-file database</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>Selection in quizzes</b></p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program</p>	<p><b>Video Editing</b></p> <p>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</p>
DRIVER 1 To promote and celebrate	Celebration of a child being unique and different during PSHE	Celebrating difference through our Jigsaw topic.	How is life different in other continents: Understand how life can be different from	Celebrating the golden age of Islam (architecture).	Protection issues for Native peoples	The acceptance of female on acting profession in contrast to

YEARLY ROLLING PROGRAMME FOR YEAR 5

<p><b><u>diversity</u></b> within the school culture and beyond.</p>	<p>Understanding the word “stereotype” and how history can re-examine evidence and draw different conclusions.</p> <p>Why did the Vikings have a bad reputation? Looking at perception of evidence and how people view others through their perceptions..</p> <p>Celebrating difference and access to employment in STEM industries.</p>		<p>SA farmers comparative to local.</p> <p>Are all important forests in the South American and Africa? Do we need to look closer to home to be able to make an impact on capturing carbon and global warming?</p> <p>(Geography)</p> <p>RE – Studying the Islamic faith and how that fits in British society.</p>	<p>Investigating how people can live at the same time but live with very different cultural traditions.</p>	<p>Study and learn how norms are different for people in differing cultures.</p>	<p>previous eras and societies.</p>
<p>DRIVER 2</p> <p>To promote <b><u>mental health</u></b> for all with an emphasis on <b><u>outdoor learning</u></b> and</p>	<p>Outdoor connections with our Science topic.</p> <p>Local river trip for the boat race, analyse weather condition for launching a rocket/ parachute.</p>	<p>Understanding art as a therapeutic activity.</p> <p>Allotment preparation for planting.</p>	<p>Geography – Fieldwork outdoor experiences</p>	<p>Building safe places and sacred spaces. How can architecture support mental health? What spaces in school are</p>	<p>Reading for pleasure and storytelling for health.</p> <p>Orienteering skills for pleasure and skills.</p>	<p>Orienteering skills for pleasure and skills.</p> <p>Sailing on the Purcuil river to build confidence and self esteem.</p>

YEARLY ROLLING PROGRAMME FOR YEAR 5

immersion in natural environment.				enjoyed? What can be improved?	Residential in River Dart to support confidence, growth and independence.	.
<p>DRIVER 3</p> <p>To ensure exposure for all to events and learning with high <b><u>cultural capital</u></b>, especially for the pupil premium cohort.</p>	Participation in Aspirational futures projects and Tec girls club.	<p>The dome people will be used as a stimuli for all children in the class.</p> <p>Participation in Aspirational futures projects and Tec girls club.</p>	Link with Spaceport Cornwall to learn of TEM future for the children of Cornwall.	<p>Vocabulary development.</p> <p>Access to high quality novels and extension of experiences through reading</p>	<p>Exposure to stereotypically 'wealth sports' in the form of golf in P.E</p> <p>Residential experience building knowledge of other places beyond Cornwall.</p> <p>Study of the Yokohama tribe of the Amazon Basin.</p> <p>Dance project</p>	