

YEARLY ROLLING PROGRAMME FOR YEAR 5

	Autumn 1		Spring 1	Spring 2	Summer 1	Summer 2
	<u>Anglo Saxons & Vikings</u>		<u>Earth and Space</u>	<u>School of Witchcraft and Wizardry!</u>	<u>The Amazon</u>	<u>Islam</u>
	<p>What happened after the decline of the Roman empire?</p> <p>Were the Vikings Savages?</p> <p>Why was the period after the Roman Empire labelled 'The Dark Ages'?</p> <p>How did the Anglo- Saxons settle conflict?</p> <p>Where did the Saxons come from?</p> <p>Why was Alfred known as Alfred the Great?</p> <p>Were the Saxon times, really known as the dark ages?</p>		<p>Why do we have Night and Day?</p> <p>How does the moon affect life on Earth?</p> <p>How has our perception of space changed?</p> <p>What features exist in our solar system?</p> <p>How are we exploring our solar system?</p>	<p>In the past has witchcraft been considered real?</p>	<p>Who are the people of the amazon?</p> <p>Do all creatures have lifecycles?</p> <p>What is Oral history and how information and story passed from generation to generation.</p>	<p>Golden age of Islam and "The House of Wisdom"</p> <p>What happened after the Roman Empire and what was happening in the middle east?</p> <p>History of Mathematics</p>
Literacy	<u>Reading stimuli</u>	<u>Reading Stimuli:</u>	<u>Reading Stimuli</u>	<u>Reading Stimuli</u>	<u>Reading Stimuli</u>	<u>Reading Stimuli</u>
	<p>Anglo-Saxon Boy by Tony Bradman.</p> <p>Information Text</p> <p><u>Writing to Inform</u></p> <p>How did Christianity come to prominence in Britain?</p>	<p>Big Cat Books (non-fiction)</p> <p>Norse Myths and Norse Tales – Kevin Crossley</p> <p>She wolf – Dan Smith</p>	<p>Key Text: Iron Man</p> <p><u>Writing to entertain</u></p> <p>Descriptive writing</p> <p>Writing character and setting descriptions from our class text.</p>	<p>Key Text: Harry Potter and the Philosophers Stone.</p> <p><u>Writing to entertain</u></p> <p><u>VGP</u></p> <p><i>Introduce relative pronouns</i></p>	<p>Key Text: The Explorer by Katherine Rundel</p> <p><u>Writing to persuade</u></p> <p>Persuasive Letter writing</p> <p>Persuasive oral.</p>	<p>Daily Life in the Islamic Golden Age – Don Nardo</p> <p>The Golden Horseman of Baghdad – Saviour Pirotta</p>

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<p>Who was Alfred the great?</p> <p>Using fronted adverbials</p> <p>Difference between plural and possessive s</p> <p>Expanded noun phrase</p> <p>Convert nouns and adjectives into verbs</p> <p>Relative clauses</p> <p>Using commas to clarify meaning/ avoid ambiguity</p> <p>Use commas and dashes to indicate parenthesis</p> <p>Modal verbs</p> <p>Use semi colons to separate MC</p>	<p>Genre: Writing a letter from a Saxon Monk</p> <p><u>Writing to Inform</u></p> <p>Writing an information text about Houses and Homes (Roman, Saxon, Viking).</p> <p><u>VGP:</u></p> <p>Using fronted adverbials</p> <p>Difference between plural and possessive</p> <p>Expanded noun phrase</p> <p>Convert nouns and adjectives into verbs</p>	<p><u>Narrative:</u></p> <p>writing an alternative Iron Man story.</p> <p>Discussion of different techniques used by authors: JK Rowling, Ted Hughes and P. Pullman.</p> <p>Relative clauses</p> <p>Using commas to clarify meaning/ avoid ambiguity</p> <p>Use commas and dashes to indicate parenthesis</p> <p>Modal verbs</p> <p>Use semi colons to separate MC</p> <p>Using semi colons and colons in a list.</p>	<p><i>The use of relative clauses</i></p> <p><i>Cohesive devices including adverbials</i></p> <p>Narrative</p> <p>Descriptive writing</p> <p><u>VGP</u></p> <p>Relative clauses with a focus on essential and non-essential relative clauses.</p> <p>Using commas to clarify meaning/ avoid ambiguity</p> <p>Use commas and dashes to indicate parenthesis</p> <p>Modal verbs</p> <p>Use semi colons to separate MC</p> <p>Using semi colons and colons in a list.</p>	<p><u>Information Text:</u></p> <p>People of the amazon</p> <p><u>VGP</u></p> <p>Using brackets to indicate parenthesis</p> <p>Using dashes to indicate parenthesis</p> <p>Modal verbs</p> <p>Relative clauses</p> <p>Colons in a sentence</p>	<p>Non chronological report</p> <p><u>Diary Writing</u></p> <p>Diary Entry from the point of view of a spectator of Abbas Bin Firmas' leap from Cordoba Tower.</p> <p><u>Narrative</u></p> <p><i>Story writing based on the ideas of 'One Thousand and One Nights – Scheherazade'</i></p> <p><u>VGP</u></p> <p>Using brackets to indicate parenthesis</p> <p>Using dashes to indicate parenthesis</p> <p>Using semi colons and colons</p> <p>Writing with varied sentence structures</p>
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						Using cohesive devices to link ideas across paragraphs.
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.
History	<p>Chronology</p> <p>Recap periods studied</p> <p>Stone age, Bronze age, Iron age, Ancient times. Egypt, Greece and Rome.</p> <p>Put the new period in context: What happened after the decline of the Roman empire?</p> <p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • Scots invasions from Ireland to north • Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life and culture • Viking raids and invasion • further Viking invasions and Danegeld <p>Cause and Effect:</p>		<p>Key Figures:</p> <p>Women of NASA -place events within a period of history on a timeline</p> <p>Compare technology and its impact on periods studied and changes in human lifestyles.</p> <p>Compare recounts of events from different sources</p>	<p>How do we explore the past?</p> <p>Can there be magical artefacts in a museum?</p> <p>Boscastle museum of witchcraft... did people truly believe in witchcraft in the past? What evidence do we have for this?</p> <p>How have maps developed overtime? How do maps show religious belief, scientific developments and narratives?</p>	<p>How have places changed over time?</p> <p>Local history project.</p>	<p>Use historical maps as a source of evidence how areas have changed over time.</p> <p>Understand global timelines overlap and empires why they rise and fall (how and why).</p> <p>Order time periods from Pre-history to Victorian period.</p> <p>Use relevant terms and period Labels (circa,</p>

	<p>Living timeline of how axon power and control of Britain changed overtime.</p> <p>Key Figure:</p> <p>Egbert of Wessex</p> <ul style="list-style-type: none"> - Use relevant terms - place events within a period of history on a timeline - Understand that Britain has had invaders and settlers. Migration and immigration. - resistance by Alfred the Great and Athelstan, first king of England - Anglo-Saxon laws and justice <p>Edward the Confessor and his death in 1066</p> <p>Houses and Homes:</p> <p>How is a Roman Villa different to a Saxon home?</p> <p>Are you surprised by the differing technologies used by the Romans, hundreds of years before Vikings settled in Britain?</p>				<p>century, decade, period).</p> <p>Understand our perceptions are related to British history.</p> <p>Place events within a period on a timeline with accuracy.</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>Geography</p>	<p><u>Mountains, volcanoes and Earthquakes</u></p> <p>During this unit Children will:</p> <ol style="list-style-type: none"> 1. Locate countries around the world and understand that where some mountain ranges are (Himalayas, Andes, Alps etc). 2. Use maps/ atlases and digital technologies to identify topographical features of UK. 3. Describe Key Aspects of Mountains, Volcanoes and Earthquake. 4. <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>			<p><u>The Amazon</u></p> <p>During this unit, children will:</p> <ol style="list-style-type: none"> 1. The location of The Amazon and its significance. 2. The importance of the Amazon Basin and Rainforest. 3. What the threats to the Amazon are. 4. The human and physical features of Manaus. 	

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	<p>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wate.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.</p>				<p>5. Similarities and differences between the Amazon Basin, south east Brazil and where we live.</p>	
<p>Science</p>	<p><u>Forces</u></p> <ul style="list-style-type: none"> Independently change a variable and restrict the exploration to test particularly elements 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. Make predictions that relate to past learning and give reasons for their predictions Explain that unsupported objects fall towards the Earth because of the force of gravity acting 	<p><u>Earth and Space</u></p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <ul style="list-style-type: none"> 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. Recognise that scientific ideas change and develop over time for example the knowledge of our solar 	<p><u>Properties of Materials</u></p> <ul style="list-style-type: none"> Independently change a variable and restrict the exploration to test particularly elements 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. Make predictions that relate to past learning and give reasons for their predictions <p>Compare and group together everyday materials on the basis of their properties, including</p>	<p><u>Animals inc humans</u></p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <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> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals <p>PSTT- "I can explain"- habitat pictures</p>	<p>Origins of scientific words</p>

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	<p>between the Earth and the falling object</p> <ul style="list-style-type: none"> identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>PSST- "I can explain" - floating and sinking pictures</p> <p>(Ogden resources)</p>	<p>system</p> <ul style="list-style-type: none"> Make predictions that relate to past learning and give reasons for their predictions Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>PSST- Standing on the Shoulder of Giants- Galileo Galilei – Pop Music Pendulums</p>	<p>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> <ul style="list-style-type: none"> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses <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>Local Study</p> <p><u>Fashion Design</u></p>	<p>Create Christmas stockings.</p>	<p><u>DT Food Tech</u></p>	<p><u>Drawing and Sketching</u></p> <p><u>Typography & Maps</u></p>	<p><u>Surfaces and colour</u></p>	<p><u>Working in 3D</u></p>

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	<p>Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.</p> <p>Vikings Topic</p>	<p>Embroidery</p> <p>Materials for purpose</p> <p>Skills</p> <ul style="list-style-type: none"> • Measure, mark out, cut, shape fabrics for appliqué design • Join fabrics using a variety of stitches- such as oversewing, back stitch, cross stitch or machine stitching. • Decorate fabrics with buttons, beads, sequins, braids, ribbons. <p>Knowledge</p> <ul style="list-style-type: none"> • Karen Rose Textiles (karen-rose-textiles.com) Karen Rose is a textile artist who lives in the UK. Her work is inspired by the • Running stitch is a simple needlework stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping. Overstitch to sew together (two pieces of material) by passing small, close stitches 	<p><u>Making a seasonal soup.</u></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>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><u>Mixed Media Land & City Scapes</u></p> <p>Explore how artists use a variety of media to capture spirit of the place.</p> <p>Amazon Topic</p>	<p><u>Architecture: Dream Big or Small?</u></p> <p>Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p> <p>Baghdad Topic</p> <p>DT Food Tech</p> <ul style="list-style-type: none"> - Making a seasonal soup. <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</p>
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		over their coinciding edges; sew overhand. Backstitching produces a thin line of stitches, perfect for outlining in almost all embroidery patterns.				ingredients are grown, reared, caught and processed.
Music	<p>Living on a Prayer</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>Classroom Jazz</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>Make you Feel my Love</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>	<p>Harry Potter</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>Dancing in the street</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>Reflect and Rewind</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	<p>As-tu un animal? (Do you have a pet?)</p> <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. 	<p>La date (The date)</p> <ul style="list-style-type: none"> Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. 	<p>Chez moi (My home)</p> <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for 	<p>Les vêtements... (clothes)</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders 	<p>Les jeux olympiques (The Olympics)</p> <ul style="list-style-type: none"> Tell somebody in French the key facts of the history of the Olympics. Tell somebody in French the key 	<p>Les Romains (The Romans)</p> <ul style="list-style-type: none"> Tell somebody in French the key facts and key people involved in the history of the Roman Empire.

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	<ul style="list-style-type: none"> • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. <ul style="list-style-type: none"> • Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but"). 	<ul style="list-style-type: none"> • Say the date in French. • Create a French calendar. <ul style="list-style-type: none"> • Recognise key dates in the French calendar. 	<p>each) for the rooms of the house in French.</p> <ul style="list-style-type: none"> • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). 	<p>and articles for these clothes.</p> <ul style="list-style-type: none"> • Use the verb porter in French with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. 	<p>facts of the modern Olympic games.</p> <ul style="list-style-type: none"> • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. • Say the nouns in French for key sports in the current Olympic games. • Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. • Understand the concept of de la, de l' and du when you say you play a sport in French. 	<ul style="list-style-type: none"> • Say the days of the week in French and learn how these are related to the Roman gods and goddesses. • Tell somebody in French what the most famous Roman inventions were. • Learn what life was like for a rich and a poor child in Roman times. • Introduce pupils to the concept of the negative form in French.
RE	<p>PEOPLE of GOD</p> <p>How do Christians decide how to live?</p>	<p>Judaism</p> <p>What is the Tora and why is it significant for Jewish community</p>	<p>SALVATION</p> <p>What does it mean for Christians to believe God is holy and loving?</p>	<p>Islam</p> <p>What does it mean to be Muslim in Britain today?</p>	<p>GOSPEL</p> <p>What do Christians believe Jesus did to save people?</p>	<p>Faith</p> <p>How does faith help people when times get hard?</p>

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PSHE	Being Me	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	<p>PE for fitness – increasing stamina through running.</p> <p>Net and wall games - badminton</p>	<p>Dance –</p> <p><i>Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely .</i></p> <p>Perform dances using a range of movement patterns Skills--explore and improvise ideas for dances using different styles - perform specific skills and movement patterns with greater accuracy using a range of performance skills in order to</p>	<p>PE for wellbeing</p> <p>Capoeira</p> <p>Gymnastics - higher level (As Y3/4 with)</p> <p><i>Create complex and well executed sequences containing a variety of gymnastic components</i></p> <p>Handstands: Lunge into handstand, lunge into cartwheel, lunge into round-off.</p> <p>Vault or apparatus box: Squat through vault</p>	<p>Invasion games – hockey and rugby skill</p> <p><i>Display an understanding of fair play, working well with others and leading a medium sized group</i></p> <p><i>Field, defend and attack tactically by anticipating the direction of play.</i></p> <p><i>Utilise new skills in competitive situations, as an individual or part of a team</i></p> <p>OAA</p>	<p>PE for wellbeing (Sailing)</p> <p>Striking and fielding</p>	<p>Athletics – developing running including hurdles and jumping (static high jump and long jump)</p> <p><i>Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run</i></p> <p>Striking and fielding – cricket/rounders</p>
	<p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> 1. My year ahead 2. Being a citizen 3. Responsibilities 4. Rewards and consequences 	<p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> 1. Different cultures 2. Racism 3. Rumours and name calling 4. Types of bullying 5. Does money matter? 6. Celebrating our differences. 	<p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> 1. When I grow up... 2. Investigate careers 3. My dream job 4. Goals of people from other cultures. 5. How can we support others to achieve goals? 	<p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> 1. Smoking 2. Alcohol 3. Emergency Aid 4. Body image 5. My relationship with foods 6. Inner strength 	<p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> 1. Safety when online 2. Being a member of an online community 3. Online gaming 4. Managing screen time 5. Resisting pressures online 	<p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> 1. Self Image 2. Puberty 3. Looking ahead 4. Sun safety

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		<p>convey mood and feeling.</p> <p>Gymnastics – floor</p> <p><i>Create complex and well executed sequences containing a variety of gymnastic components</i></p> <p>As Y4 but also with:</p> <p>Rolls: Pike forward roll</p> <p>Jumps: Stag jump and Split leap</p> <p>Locomotion: as Y3/4</p> <p>Balances: Part body weight partner balances</p>	<p>Jumps: Stag jump and split leap</p>			
Computing	<ul style="list-style-type: none"> • Flat-file database <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> • Programming A <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve</p>	<ul style="list-style-type: none"> • Video Editing <p>Select, use and combine a variety of software (including internet services) on a range of digital.</p> <p>devices to design and create a range of programs, systems and</p>	<ul style="list-style-type: none"> • E-Safety and Sharing information • Design, write and debug programs that accomplish specific goals, including controlling or 	<ul style="list-style-type: none"> • Selection in quizzes <p>use sequence, selection, and repetition in programs; work with variables and various</p>	<ul style="list-style-type: none"> • Vector drawing <p>Select, use and combine a variety of software (including internet services) on a range of digital</p>

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		<p>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>content that accomplish given</p> <p>goals, including collecting, analysing, evaluating and presenting data and information</p>	<ul style="list-style-type: none"> simulating physical systems; solve problems by decomposing them into smaller parts 	<p>forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct</p> <p>errors in algorithms and program</p>	<p>devices to design and create a range of programs, systems and content that accomplish given</p> <p>goals, including collecting, analysing, evaluating and presenting data and information</p>
<p>DRIVER 1</p> <p>To promote and celebrate diversity within the school culture and beyond.</p>	<p>Celebration of a child being unique and different during PSHE and comparative study of Judaism.</p> <p>Understanding the word "stereotype" and how history can re-examine evidence and draw different conclusions.</p>	<p>Celebrating difference through our Jigsaw topic.</p>	<p>Links to Tim Peake and the women of NASA.</p> <p>Celebrating difference and access to employment in STEM industries.</p>	<p>The development of maps from alternative view pints to the western view.</p> <p>Perception of women in the past and unfair assumptions linking them to witchcraft.</p> <p>Exploration of female characters in traditional tales? Fairy tales. How do modern authors challenge the stereotypes?</p>	<p>Links to Skellig.</p> <p>Protection issues for Native peoples</p> <p>Pen-pals with School also studying Amazon topic.</p> <p>Study and learn how norms are different for people in differing cultures.</p>	<p>The acceptance of female on acting profession in contrast to previous eras and societies.</p> <p>Celebrating the golden age (architecture).</p>

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<p>DRIVER 2</p> <p>To promote mental health for all with an emphasis on outdoor learning and immersion in natural environment.</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>Water colour painting indoors and out</p>	<p>Building safe places and sacred spaces. How can architecture support mental health? What spaces in school are enjoyed? What can be improved?</p>	<p>Reading for pleasure and storytelling for health.</p> <p>Orienteering skills for pleasure and skills.</p> <p>Residential in River Dart to support confidence, growth and independence.</p>	<p>Orienteering skills for pleasure and skills.</p> <p>Sailing on the Purcuil river to build confidence and self esteem.</p>
<p>DRIVER 3</p> <p>To ensure exposure for all to events and learning with high cultural capital, especially for the pupil premium cohort.</p>	<p>Participation in Aspirational futures projects and Tec girls club.</p>	<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>	<p>Link with Spaceport Cornwall to learn of TEM future for the children of Cornwall.</p>	<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>Cultural experiences with Islamic culture as a focus.</p>

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