

YEARLY ROLLING PROGRAMME FOR YEAR 5

	<u><b>Autumn Term</b></u> <u><b>Anglo Saxons &amp; Vikings</b></u>	<u><b>Spring Term</b></u> <u><b>The Early Age of Islam</b></u>	<u><b>Summer Term</b></u> <u><b>Tudors – Elizabethan</b></u>
	<u><b>Autumn Term</b></u> <u><b>Anglo Saxons &amp; Vikings</b></u> <p>The Dark Ages: was it really dark?</p> <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>	<u><b>Spring Term</b></u> <u><b>The Early Age of Islam</b></u> <p>Mesopotamia</p> <p>How was life in the West and East different during this time?</p> <p>How has the culture and lifestyle of this time affected our lives today?</p> <p>What was significant about the Golden Age?</p>	<u><b>Summer Term</b></u> <u><b>Tudors – Elizabethan</b></u> <p>How did the Tudor reign begin?</p> <p>What can we tell about Henry VIII?</p> <p>How did the religious landscape of Britain change during Henry VIII's reign?</p> <p>What was the lifestyles of people living in Tudor Britain?</p> <p>Who was Elizabeth 1 and how was she portrayed?</p> <p>How did Elizabeth 1 defeat the Amada and were Cornwall at a threat?</p> <p>How did life for people change during Elizabethan England?</p> <p>How were Tudor homes different to those studied so far?</p> <p>How can we identify a Tudor stately home/ prodigy house?</p>

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

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><b><u>Where they really dark Ages?</u></b></p> <p><b><u>(c.450 AD - 1066)</u></b></p> <p><i>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.</i></p> <p><i>Put the new period in context: What happened after the decline of the Roman empire?</i></p> <p><i>Learn of the push and pull factors of Saxon invasion.</i></p> <p><i>Explore the evidence which suggests historians can tell where the Anglo Saxons eventually settled.</i></p> <p><i>Children discover and reason with clues of a pagan burial to better understand the roll of 'Bretwalda'</i></p> <p><i>Children will learn the significance of Rome and the rise of Christianity during this time and introduce St Cuthbert.</i></p> <p><i>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.</i></p>		<p><b><u>Why was it known as the Golden Age of Islam?</u></b></p> <p><b><u>(c.610 AD – 1258 AD)</u></b></p> <p><i>Use historical maps as a source of evidence how areas have changed over time.</i></p> <p><i>Place events within a period on a timeline with accuracy.</i></p> <p><i>Children will understand how the Age of Islam began.</i></p> <p><i>Celebrate non-western development (Baghdad) and influence on technology and mathematics.</i></p> <p><i>Compare technology and its impact on periods studied and changes in human lifestyles.</i></p> <p><i>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.</i></p> <p><i>Children will understand that this civilization ended predominantly due to two reasons: The Mongols</i></p>		<p><b><u>Tudors – and Elizabethan England</u></b></p> <p><i>How did the Tudor reign begin?</i></p> <p><i>What can we tell about Henry VIII?</i></p> <p><i>How did the religious landscape of Britain change during Henry VIII's reign?</i></p> <p><i>What was the lifestyles of people living in Tudor Britain?</i></p> <p><i>Who was Elizabeth 1 and how was she portrayed?</i></p> <p><i>How did Elizabeth 1 defeat the Amada and were Cornwall at a threat?</i></p> <p><i>How did life for people change during Elizabethan England?</i></p> <p><i>How were Tudor homes different to those studied so far?</i></p>	

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	<p>Children will create a living timeline to show their understanding of the power struggle between the Vikings and Kingdoms.</p> <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></p> <p>Resistance by Alfred the Great and Athelstan, first king of England.</p> <p><b>Houses and Homes:</b></p> <p>How is a Roman Villa different to a Saxon home?</p>	<p>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> <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>How can we identify a Tudor stately home/ prodigy house?</p>
Geography	<p><b><u>Mountains, volcanoes and Earthquakes</u></b></p> <p>During this unit Children will:</p> <ol style="list-style-type: none"> <li>1. Locate countries around the world and understand that where some mountain ranges are (Himalayas, Andes, Alps etc).</li> <li>2. Use maps/ atlases and digital technologies to identify topographical features of UK.</li> <li>3. Describe Key Aspects of Mountains, Volcanoes and Earthquake.</li> <li>4. Understand that the movement of tectonic plates can result in mountains, earthquakes.</li> <li>5. Understand that the ring of fire is a zone of high volcanic density.</li> <li>6. Understand why some people live near volcanoes.</li> <li>7. Understand the effects of natural disasters.</li> </ol> <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <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><b><u>The Amazon</u></b></p> <p>During this unit, children will:</p> <ol style="list-style-type: none"> <li>1. The location of The Amazon and its significance.</li> <li>2. The importance of the Amazon Basin and Rainforest.</li> <li>3. What the threats to the Amazon are.</li> <li>4. The human and physical features of Manaus.</li> <li>5. Similarities and differences between the Amazon Basin, south east Brazil and where we live.</li> </ol>

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Science	Earth and Space	Forces	Properties and changes of Materials	Animals inc humans	Living things and their habitats
	<ul style="list-style-type: none"> <li>Independently change a variable and restrict the exploration to test particularly elements</li> <li>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.</li> <li>Make predictions that relate to past learning and give reasons for their predictions</li> <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> </ul>	<ul style="list-style-type: none"> <li>Independently change a variable and restrict the exploration to test particularly elements</li> <li>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.</li> <li>Make predictions that relate to past learning and give reasons for their predictions</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>Independently change a variable and restrict the exploration to test particularly elements</li> <li>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.</li> <li>Make predictions that relate to past learning and give reasons for their predictions</li> <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               <ul style="list-style-type: none"> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul> </li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses</li> </ul> <p><b>PSST- Standing on the Shoulders of Giants- Spencer Silver/Arthur Fry (Sticky things)</b></p> <p><b>PSTT- "I can explain"- temperature cards</b></p>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> <li>What scientific advances were made during the Islam golden age?</li> <li>How have they benefited the western cultures (medicine, scientific practice, measures)</li> <li>Instruments to measure scientifically</li> </ul>	<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>

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	<ul style="list-style-type: none"> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p>between moving surfaces</p> <ul style="list-style-type: none"> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>				
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>Vikings Topic</p>	<p><b><u>Creating Christmas stockings.</u></b></p> <p>Embroidery</p> <p>Materials for purpose</p> <p>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.</li> </ul> <p>Knowledge</p>	<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></p> <p><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></p> <p>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>Creating a proportion sketch.</p> <p>Use pencil shading to develop tone.</p> <p>Use a range of techniques to form textures including cross hatching.</p>

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		<p>•Karen Rose Textiles (karen-rose-textiles.com) Karen Rose is a textile artist who lives in the UK. Her work is inspired by the</p> <ul style="list-style-type: none"> <li>• 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 over their coinciding edges; sew overhand. Backstitching produces a thin line of stitches, perfect for outlining in almost all embroidery patterns.</li> </ul>				
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><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>

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				Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).		
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
RE	<b>PEOPLE of GOD</b>  How do Christians decide how to live?	<b>Judaism</b>  What is the Tora and why is it significant for Jewish community	<b>Islam</b>  What does it mean to be Muslim in Britain today?	<b>SALVATION</b>  What does it mean for Christians to believe God is holy and loving?	<b>GOSPEL</b>  What do Christians believe Jesus did to save people?	<b>Faith</b>  How does faith help people when times get hard?
PSHE	Being Me  Children will focus on areas such as:  <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>	Celebrating difference  Children will focus on areas such as:  <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>	Dreams and Goals  Children will focus on areas such as:  <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>	Healthy Me  Children will focus on areas such as:  <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>	Relationships  Children will focus on areas such as:  <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>	Changing Me  Children will focus on areas such as:  <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>



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PE	<p><b><u>PE for fitness</u></b> – increasing stamina through running.</p> <p><b><u>Tag Rugby</u></b></p>	<p><b><u>Dance</u></b></p> <p><i>Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely</i></p> <p><b><u>Gymnastics – floor</u></b></p> <p><i>Create complex and well executed sequences containing a variety of gymnastic components.</i></p>	<p><b><u>Gymnastics</u></b></p> <p><b><u>Vault and Apparatus</u></b></p> <p><i>Create complex and well executed sequences containing a variety of gymnastic components.</i></p> <p><b><u>Badminton</u></b></p> <p>Under arm clear</p> <p>Overhead clear.</p>	<p><b><u>Hockey</u></b></p> <p><b><u>OAA</u></b></p>	<p><b><u>PE for wellbeing (Sailing)</u></b></p> <p><b><u>Athletics</u></b></p> <p><b><u>Volleyball</u></b></p>	<p><b><u>Cricket</u></b></p> <p><b><u>Basketball</u></b></p>
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</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><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.</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>

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<p>DRIVER 1</p> <p>To promote and celebrate <b><u>diversity</u></b> within the school culture and beyond.</p>	<p>Celebration of a child being unique and different during PSHE</p> <p>Understanding the word "stereotype" and how history can re-examine evidence and draw different conclusions.</p> <p>Links to Tim Peake and the women of NASA.</p> <p>Celebrating difference and access to employment in STEM industries.</p>	<p>Celebrating difference through our Jigsaw topic.</p>	<p>The development of maps from alternative view points to the western view.</p> <p>.</p>	<p>Cultural experiences with Islamic culture as a focus.</p> <p>Celebrating the golden age (architecture).</p>	<p>Protection issues for Native peoples</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>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 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,</p>	<p>Orienteering skills for pleasure and skills.</p> <p>Sailing on the Purcuil river to build confidence and self esteem.</p> <p>.</p>

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					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>	<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>Dance project</p>	