

YEARLY ROLLING PROGRAMME FOR YEAR 5

	<p>Autumn 1</p> <p><u>Vikings</u></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>Autumn 2</p> <p><u>Anglo Saxons</u></p> <p>How did the Anglo-Saxons settle conflict?</p> <p>Where did the Saxons come from?</p> <p>How did they manage to take rule of much of Britain?</p> <p>Why was Alfred known as Alfred the Great?</p> <p>Were the Saxon times, really known as the dark ages?</p>	<p>Spring 1</p> <p><u>Earth and Space</u></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>Spring 2</p> <p><u>School of Witchcraft and Wizardry!</u></p> <p>In the past has witchcraft been considered real?</p>	<p>Summer 1</p> <p><u>The Amazon</u></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>Summer 2</p> <p><u>Islam</u></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	<p><u>Reading Stimuli:</u></p> <p>Big Cat Books (non-fiction)</p> <p>Norse Myths and Norse Tales – Kevin Crossley</p> <p>She wolf – Dan Smith</p> <p>Genre: Writing a letter from a Saxon Monk</p>	<p><u>Reading stimuli</u></p> <p>Anglo-Saxon Boy by Tony Bradman.</p> <p>Information Text</p> <p><u>Writing to Inform</u></p>	<p><u>Reading Stimuli</u></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><u>Reading Stimuli</u></p> <p>Key Text: Harry Potter and the Philosophers Stone.</p> <p><u>Writing to entertain</u></p> <p><u>VGP</u></p>	<p><u>Reading Stimuli</u></p> <p>Key Text: The Explorer by Katherine Rundel</p> <p><u>Writing to persuade</u></p> <p>Persuasive Letter writing</p>	<p><u>Reading Stimuli</u></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><u>Writing to Inform</u></p> <p>Writing an information text about Houses and Homes (Roman, Saxon, Viking).</p> <p><u>VGP: (Y4)</u></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>How did Christianity come to prominence in Britain?</p> <p>Who was Alfred the great?</p> <p><u>VGP: (Y4)</u></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><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>Introduce relative pronouns</i></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>Persuasive oral.</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 form the point of view of a spectator of Abbas Bin Firas' 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 	<p>Cause and Effect:</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. 	<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>

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Viking Long House?</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>
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Geography	<p><u>Mountains, volcanoes and Earthquakes</u></p> <p>During this unit Children will:</p> <ol style="list-style-type: none"> Locate countries around the world and understand that where some mountain ranges are (Himalayas, Andes, Alps etc). Use maps/ atlases and digital technologies to identify topographical features of UK. Describe Key Aspects of Mountains, Volcanoes and Earthquake. <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"> The location of The Amazon and its significance. The importance of the Amazon Basin and Rainforest. What the threats to the Amazon are. 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 	<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</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>of our solar 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 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> <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>PSST- "I can explain"- temperature cards</p>			
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<p>Art/DT</p>	<p><u>Art will link to historical enquiry skill and reading comprehension</u></p> <p>ART Colour mixing, textiles, dying techniques</p> <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas <p>Drawing skills, detail, light and shade</p> <p>Objects such as Lindisfarne chess men</p>	<p>Create Christmas stockings</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"> Many textile artists' work involves practices such as screen printing, repurposing found materials, embroidery, and much more Karen Rose Textiles (karen-rose-textiles.com) Karen Rose is a textile artist 	<p>Watercolour</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p> <p>Illustrative drawing for narratives</p>	<ul style="list-style-type: none"> Choose the best materials for a task, showing an understanding of their working characteristics. Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. Select appropriate methods of joining materials. Sticks can be joined using two-way joins, circles and four way cross joins. Willow can be bent and joined to create 3D structures. Willow, whilst flexible, can only be bent so far and the design of the lantern needs to sympathetic to the material's properties. 	<p>DT: Know that seasons may affect the food available.</p> <p>Summer</p> <p>Let's grow together - Seasonal Soup</p> <p>Cooking and Nutrition</p> <p>Skills</p> <ul style="list-style-type: none"> Use vocabulary relating to taste, smell, texture and feel Use an increasing range of preparation and cooking techniques to cook a seasonal soup. Describe what seasonality means and explain some of the reasons why it is beneficial. Work safely and hygienically when using tools and equipment such as knives, graters and ovens. 	<p>Technical drawing using tools. Architecture</p> <p>Symmetry and pattern in Islamic art</p> <p>Islamic architecture and tiles</p> <p>Photography and digital art</p> <p>Accurate colour mixing and matching</p> <p>Texturing surfaces</p>
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		<p>who lives in the UK. Her work is inspired by the universe.</p> <ul style="list-style-type: none"> • Appliqué is ornamental needlework in which pieces or patch of fabric in different shapes and patterns are sewn or stuck onto a larger piece to form a picture or pattern • 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. 		<ul style="list-style-type: none"> • The parade lanterns need access points for the candles and a method of hooking them to the poles. • The City of Lights Parade has a different theme each year and lanterns need to be in keeping with this. • Tissue paper and glue will form a stiff surface, when dry. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Seasonality is the time of year when the harvest or flavour of a type of food is at its best. Buying seasonal food is beneficial for many reasons: the food tastes better; it is fresher because it hasn't been transported thousands of miles; the nutritional value is higher; the carbon footprint is lower, due to reduced transport; it supports local growers and is usually cheaper. • Importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK. • Hygiene practices should be observed eg. surfaces cleaned down and wiped with antibacterial cleaner; a plastic table cover kept for 	
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					food activities and used to cover wooden/old tables; aprons provided for food preparation; access to handwashing and washing-up facilities and appropriate storage facilities for food.	
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	My School, My subject	Time in the city	<p>Healthy Eating</p> <ul style="list-style-type: none"> Shopping at the market Fruit 	Clothes, colours and fashion	<p>Out of this world</p> <ul style="list-style-type: none"> You can Play + sports Eat + 	Going to the seaside

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	<ul style="list-style-type: none"> Asking and answering what school subjects we learn <p>Expressing a simple opinion Likes and dislikes</p> <ul style="list-style-type: none"> Asking and answering information about the day and subjects Adjectives to give opinion Places around the school 	<ul style="list-style-type: none"> Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50 	<p>Vegetables</p> <p>Transactional language at the shops Numbers 0-50/ Euros</p> <p>Instructions to make a healthy dish</p>	<ul style="list-style-type: none"> Personal information at passport control Countries Ways to travel Asking /answering simple weather phrases Weather questions and statements Weather forecasts 	<p>foods Wear +beach clothes</p>	
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>
PSHE	<p>Being Me</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> My year ahead Being a citizen Responsibilities Rewards and consequences 	<p>Celebrating difference</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> Different cultures Racism Rumours and name calling Types of bullying 	<p>Dreams and Goals</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> When I grow up... Investigate careers My dream job Goals of people from other cultures. 	<p>Healthy Me</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> Smoking Alcohol Emergency Aid Body image My relationship with foods 	<p>Relationships</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> Safety when online Being a member of an online community Online gaming 	<p>Changing Me</p> <p>Children will focus on areas such as:</p> <ol style="list-style-type: none"> Self Image Puberty Looking ahead Sun safety

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		5. Does money matter? 6. Celebrating our differences.	5. How can we support others to achieve goals?	6. Inner strength	4. Managing screen time 5. Resisting pressures online	
PE	PE for fitness – increasing stamina through running. Net and wall games - badminton	Dance – <i>Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely .</i> 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 convey mood and feeling. Gymnastics – floor <i>Create complex and well executed sequences containing</i>	PE for wellbeing Capoeira Gymnastics - higher level (As Y3/4 with) <i>Create complex and well executed sequences containing a variety of gymnastic components</i> Handstands: Lunge into handstand, lunge into cartwheel, lunge into round-off. Vault or apparatus box: Squat through vault Jumps: Stag jump and split leap	Invasion games – hockey and rugby skill <i>Display an understanding of fair play, working well with others and leading a medium sized group</i> <i>Field, defend and attack tactically by anticipating the direction of play.</i> <i>Utilise new skills in competitive situations, as an individual or part of a team</i> OAA	PE for wellbeing (Sailing) Striking and fielding	Athletics – developing running including hurdles and jumping (static high jump and long jump) <i>Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run</i> Striking and fielding – cricket/rounders

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		<p>a variety of gymnastic components</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>				
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 problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables</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 content that accomplish given</p> <p>goals, including collecting, analysing, evaluating and presenting data and information</p>	<ul style="list-style-type: none"> • E-Safety and Sharing information <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> • Selection in quizzes <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</p> <p>errors in algorithms and program</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> <p>devices to design and create a range of programs, systems and content that accomplish given</p> <p>goals, including collecting, analysing,</p>

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		and various forms of input and output				evaluating and presenting data and information
<p>DRIVER 1</p> <p>To promote and celebrate <u>diversity</u> 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>
<p>DRIVER 2</p> <p>To promote <u>mental health</u> for all with an emphasis on <u>outdoor</u></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?</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</p>

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<p>learning and immersion in natural environment.</p>				<p>What can be improved?</p>	<p>Residential in River Dart to support confidence, growth and independence.</p>	<p>confidence and self esteem.</p>
<p>DRIVER 3 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>Dance project</p>	<p>Cultural experiences with Islamic culture as a focus.</p>

