

YEAR 5	Autumn Vikings & Anglo-Saxons		Spring Space		Summer The Mayans	
	1	2	1	2	1	2
Special Events	Black History Week	Arts Week Assessment week Children in Need Remembrance Day Antibullying Week Christmas Performance	National Space Centre Trip Well being week Year 5 Internet Safety	STEM Week Assessment week Sports Relief Mothers Day World Book Day Class Assembly	Aspirations Week Poetry Week	Humanities Week Assessment week Fathers Day Sports Day
English <i>Power of Reading</i>	'Mega City' from Literacy Shed 'Street Child' by Berlie Doherty Piano from Literacy Shed	'Skellig' by David Almond	'The Highwayman'- Alfred Noyes 'A Monster Calls' by Patrick Ness	'Shackleton's Journey' by William Grill 'Titanium' from Literacy Shed	'The Journey' by Francesca Sanna 'Road's End' from Literacy Shed	'There's a Boy in the Girls' Bathroom' by Louis Sachar Bedd Gelert Valerie Bloom
Maths <i>Maths no Problem</i>	Number and place-value Addition and subtraction Multiplication and division Statistics		Area and Perimeter Fractions, decimals and percentages		Properties of Shape Position and Direction Measurement Volume Roman Numerals	
Science	Properties and Changing of Materials	Plants and Living Things	Earth and Space	Forces	Living Things and their habitats	Animals, including humans
Geography	The Vikings and Anglo-Saxons Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time To understand four and six-figure grid references Consider how the location of these geographical features has shaped life and consider how these have changed over time. Make enquiry cards and ask geographical questions.		Space		Mayans Locate the world's countries, focussing on South America. Concentrate on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts	

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History	<p>The Vikings and Anglo-Saxons To recognise, identify and explain where the Vikings and Anglo-Saxons are placed on a timeline in relation to other civilisations and time periods studied.</p> <p>To be able to explain, sequence and date key events of the Vikings and Anglo-Saxons in their struggle for the Kingdom of Britain.</p> <p>To recognise, explain, draw an informed conclusion and reasoned judgement about how the Vikings and Anglo-Saxons competed and struggled for the Kingdom of Britain and to recall the dates of this time period.</p> <p>To describe, explain, justify and empathise about how Vikings and Anglo-Saxons raided and invaded areas of England.</p> <p>To recognise and recall who Alfred the Great, Athelstan and Edward the Confessor were and explain how their lives impacted England.</p> <p>To describe and summarise Anglo-Saxon laws and justice.</p> <p>To explain about a significant person in Black History and be able to give an informed conclusion as to why they are important.</p>		<p>Space To describe the difference between a primary and secondary source.</p>		<p>Mayans To recognise, identify and explain where the Maya civilisation are placed on a timeline in relation to other civilisations and time periods studied.</p> <p>To be able to explain, sequence and date key events of the Maya civilisation.</p> <p>To compare, summarise, synthesise and explain the differences between different civilisations studied (e.g. Maya and Anglo Saxons)</p> <p>To describe and reason how and when the Maya civilisation lived and compare this is to Britain.</p> <p>To describe how the local area has changed and explain how this has affected people through an informed conclusion.</p> <p>To describe how sources can be reliable or not and to explain how this leads to different versions of the same event.</p> <p>To explain how the evidence and sources available describe what life was like in the time studied.</p>	
Art	Printing/ collage	Drawing/ painting - portraits	3D form	Drawing/ collage	Drawing/ painting	3D form - clay
DT	Food	Shields & Longboats	Mechanical solar system		Mayans head dress	Hot chocolate, guacamole.
Computing	Online Safety	Online Safety	Programming Use Logo to create patterns and shapes	Programming Use Logo to create patterns and shapes	Multimedia Create a news broadcast	Data Handling Creating and using spreadsheets
French	All about ourselves	Family and friends	That's Tasty	School Life	Getting to know You	Time Travelling
Music <i>Charanga</i>	Livin' on a Prayer	Christmas Songs and Carols	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay
R.E <i>WCC SACRE</i>	Why do some people think God exists?	If God is everywhere, why go to a place of worship?	What does it mean to be a Sikh in Britain today?	What would Jesus do?	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?
PE	Netball Football	Tag Rugby Hockey	Basketball Dance	Tennis Gymnastics	Athletics Archery/Dodg eball	Rounders Cricket
PSHE <i>Jigsaw</i>	Being in My World	Celebrating Difference	Dreams & Goals	Healthy Me Protective Behaviours	Relationships	Changing Me

