

HEALEY FOUNDATION PRIMARY SCHOOL

YEAR 5 - YEARLY PLAN..

	AUTUMN		SPRING		SUMMER	
	1 ST HALF TERM	2 ND HALF TERM	1 ST HALF TERM	2 ND HALFTERM	1 ST HALF TERM	2 ND HALF TERM
NUMERACY	ONE SESSION EACH DAY following the National Curriculum 2014					
LITERACY	ONE SESSION EACH DAY following the National Curriculum 2014 (WITH ADDITIONAL HANDWRITING, SPELLING AND EXTENDED WRITING SESSIONS)					
SCIENCE	<u>Forces</u> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. 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. 	<u>Earth and Space</u> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. 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. 	<u>Properties & changes of materials</u> <ul style="list-style-type: none"> 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 	<u>Properties & changes of materials</u> <ul style="list-style-type: none"> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning + the action of acid on bicarbonate of soda. 	<u>Living things and their habitat</u> <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. 	<u>Animals incl humans</u> <ul style="list-style-type: none"> Describe the changes as humans develop to old age.
COMPUTING	P. Mash Unit 5.2 Online safety	P. Mash Unit 5.3 Spreadsheets	P. Mash Unit 5.4 Data bases	Unit 5.1 Coding	Unit 5.8 Word processing	Unit 5.7 Concept maps Unit 5.5-Game Creator
RELIGION	<u>Believing</u> Why do some people think God exists? Christianity/Islam		<u>Expressing</u> If God is everywhere, why go to a place of worship? Christianity/Islam		<u>Living</u> What does it mean to be a Muslim in Britain today? Islam	
PSHCE	<u>Aiming High</u> Aspirations, Jobs, Stereotypes	<u>Safety First</u> Keeping safe in and outside the home, roads, railways, Fireworks	<u>TEAM – RSE</u> Team work, sharing responsibilities, working together	<u>Think Positive</u> Regulating thoughts, feeling and emotions, strengthening mindset	<u>Be Yourself – RSE</u> Peer pressure, building confidence, making positive choices	<u>One World</u> Looking after the environment, the impact of global warming
HISTORY	<u>Ancient Greece</u> Who were the Ancient Greeks?		<u>The 2nd World War</u> What was it like for children during the 2 nd World War?		<u>A significant period in British history –</u> The Changing role of women	

GEOGRAPHY		<u>Volcanoes</u> What is a volcano and how do they affect people's lives?		<u>Land-Use in the UK</u> What are the geographical features of the UK?		<u>North America</u> What are the physical and human features of N. America?
MUSIC	<u>Composition notation</u> (Theme: Ancient Egypt) Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	<u>Blues</u> Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	<u>South and West Africa</u> Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	<u>Composition to represent the festival of colour</u> (Theme: Holi festival) Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	<u>Learning to play a musical instrument-recorder</u> Learning how to read musical notes on a stave and play short pieces of music on a recorder.	<u>Looping and remixing</u> Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.
ART AND DESIGN	History Link Art inspired by Ancient Greece	Portraits Painting and mixed media Portraits Kapow Unit	Drawing I need space Kapow Unit	Craft and Design Architecture Kapow Unit Themed Art Week		
DT					<u>Bread making</u> Can I design and make a loaf of bread?	<u>Anderson Shelters</u> To include a parent workshop
MODERN FOREIGN LANGUAGES	Getting to know you	All about ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
PE	Competing—Tag Rugby Competing—Basketball	Gymnastics Target Games	Dance Dodgeball	Lacrosse Badminton	Cricket Rounders	Competing—JagTag Competing Edstart Athletics
EDUCATIONAL VISITS	Hollingworth lake – June PE Outdoor adventurous activities					