

<p><u>Maths</u></p> <p>Place Value</p> <p>Addition and Subtraction</p> <p><i>See subject overview</i></p>	<p>Year 5</p> <p>Autumn 1</p> <p>BIRMINGHAM CITY STUDY</p>		<p><u>Science</u></p> <p>Animals Including Humans</p> <p>Describe the changes as humans develop into old age.</p> <p>Timeline to indicate changes in humans, learn about changes in puberty and research gestation periods of other animals and compare to humans.</p>
<p><u>PHSE & RSE</u></p> <p><i>See subject overview.</i></p>	<p><u>English</u></p> <p>Gorilla—Narrative</p> <p>Kick—Persuasive letter</p> <p>Emperor Penguins—Non-Chronological Report</p> <p>Key poem: Dear Brum by Casey Bailey</p>		<p><u>Music</u></p> <p>Interesting Time Signatures</p> <p><i>See subject overview.</i></p> <p>Key Piece of Music: UB40 Champion</p>
<p><u>MfL</u></p> <p>Presenting Myself</p> <p><i>See subject overview.</i></p>	<p><u>Geography</u></p> <p>Why is Birmingham known as ‘the second city’?</p> <p>To recognise how places fit into the wider geographical context and are interdependent</p> <p>To recognise key geographical features of the countries of the UK and understand how some of these aspects have changed over time.</p> <p>Identify how and why places have changed and how this might affect the people living there.</p> <p>Discuss how human activity has impacted on or changed the physical and/or human features of a place over time ie. types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use fieldwork to observe human features of a local area, using a range of methods, including sketch maps.</p>		<p><u>Art</u></p> <p>Architecture: Dream Big or Small</p> <p><i>See subject overview</i></p> <p>Key Piece of Art: Birmingham Central Library—Alexander Edwards</p>
<p><u>Physical Education</u></p> <p>MPCT</p> <p>Gymnastics</p> <p><i>See subject overview</i></p>	<p><u>Religious Studies</u></p> <p>Why care about the planet?</p> <p>Explore how we use up the earth’s resources or damage the fragile ecosystem.</p> <p>The planet -a small speck in space. Stewards or caretakers.</p> <p>Hinduism – the people who hugged the trees.</p> <p>What can we do that will make a difference?</p>		<p><u>Learning through Nature</u></p> <p>History</p> <p>Visit a historical building. (church) and the importance in community over time</p> <p>Explore a graveyard as a primary source to gather local historical information</p> <p>Collecting historical information from a primary source to test a hypothesis.</p> <p>Collect historical information from a primary source to conduct a focused study about one person.</p> <p>Use lichen as a primary source of time measurement.</p> <p>Collect historical information from a tree as a primary source.</p> <p>Use memory and recall skills.</p>
<p><u>Computing</u></p> <p>Coding</p> <p><i>See subject overview.</i></p>	<p><u>Enrichment Experience</u></p> <p>Birmingham City—Field Trip</p>		
<p><u>Culture, Diversity and Equality</u></p> <p>Jamelia</p> <p>Benjamin Zephaniah</p> <p>Diversity of Birmingham</p>			
<p><u>Mindful Moments</u></p> <p>Pupils will reflect in how one person can have a significant impact on the lives of many others and consider the impact they have on others.</p> <p>Pupils will understand how hobbies and other activities are rewarding and enjoyable.</p> <p>Pupils will learn that perseverance with an interest can have long</p>			

<p><u>Maths</u></p> <p>Multiplication and Division A</p> <p>Fractions A</p> <p><i>See subject overview.</i></p>	<p>Year 5</p> <p>Autumn 2</p> <p>CATASTROPHE</p>		<p><u>Science</u></p> <p>Forces</p> <p>Explain that unsupported objects fall towards the Earth.</p> <p>Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
<p><u>PHSE & RSE</u></p> <p><i>See subject overview.</i></p>	<p><u>English</u></p> <p>The Explorer - Narrative</p> <p>The Present—Narrative</p> <p>Newspaper report about a well-known climate disaster.</p> <p>Key Poem: Earthquake by Bharati</p>		<p><u>Music</u></p> <p>Combining Elements to Make Music</p> <p><i>See subject overview.</i></p> <p>Key Piece of Music: <i>Dance of the Earth from Rite of Spring – Igor Stravinsky</i></p>
<p><u>MfL</u></p> <p>What's the Weather?</p> <p><i>See subject overview.</i></p>	<p><u>Geography</u></p> <p>Sequence and explain geographical features such as the water cycle.</p> <p>Describe how the physical geography of a place has impacted on or changed the physical and/or human features over time i.e. rivers, mountains, earthquakes and volcanos.</p> <p>Locate geographical features on a map, OS maps, atlases and digital/computer mapping using a symbol key.</p>		<p><u>Design Technology</u></p> <p>Volcanoes</p> <p><i>See Subject Overview.</i></p> <p>Key piece of Art: <i>Great Day of His Wrath – John Martin</i></p>
<p><u>Physical Education</u></p> <p>MPCT</p> <p>Basketball</p> <p><i>See subject overview</i></p>	<p><u>Religious Studies</u></p> <p>Why do Christians celebrate Holy Communion?</p> <p>Bread as a metaphor.</p> <p>Something received which makes life possible.</p> <p>The feeding of the 5,000 – Jesus as the Bread of Life.</p> <p>The Body of Christ. Communion as what feeds a spiritual life.</p>		<p><u>Learning through Nature</u></p> <p>Art</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing with a range of materials.</p> <p>Learn about great artists in history and understand the historical and cultural development of their art forms.</p>
<p><u>Computing</u></p> <p>Databases</p> <p><i>See subject overview</i></p>	<p><u>Culture, Diversity and Equality</u></p> <p>The effects of earthquakes on developing communities.</p> <p>Work of the Disaster Emergency Committee.</p> <p>Displacement of people.</p>		
<p><u>Mindful Moments</u></p> <p>Pupils can discuss loss and bereavement in simple ways.</p> <p>Pupils can show an understanding of how people may be impacted by grief.</p> <p>Pupils will learn some simple and helpful ways to deal with death and how they can support others.</p>			

<p><u>Maths</u></p> <p>Multiplication and Division B</p> <p>Fractions B</p> <p><i>See subject overview.</i></p>	<p>Year 5</p> <p>Spring 1</p> <p>AMAZING ISLANDS</p>		<p><u>Science</u></p> <p>Living Things and Their Habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>
<p><u>PHSE & RSE</u></p> <p><i>See subject overview.</i></p>	<p><u>English</u></p> <p>Emperor Penguins— Non Chronological Report</p> <p>Plastic Pollution—Persuasive Pitch</p> <p>The fantastic Flying Books of Mr Morris Lessmore—Narrative</p> <p>Key Poem: <i>Invictus, Williams Ernest Henley</i></p>		<p><u>Music</u></p> <p>Introducing Chords</p> <p><i>See subject overview.</i></p> <p>Key Piece of Music: He's a Pirate, - Hans Zimmer and Claus Badelt</p>
<p><u>MfL</u></p> <p>Habitats</p> <p><i>See subject overview.</i></p>	<p><u>Geography</u></p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topography features and land use patterns, discussing how some of these aspects have changed over time.</p> <p>Explain how time zones including night and day affect the human and physical geography or a place.</p> <p>Appreciate the geographical similarities and differences of different places and how the physical and human.</p> <p>use maps, atlases, globes and digital computer mapping to locate countries and describe their geographical features.</p> <p>use 4 and 6 figure grid references, symbols and keys to accurately identify and locate geographical features, geography of places affects how people live.</p>		<p><u>Art</u></p> <p>Mixed Media: Land and City Scapes</p> <p><i>See subject overview</i></p> <p>Key Art Work: Moai Sculptures (Easter island Heads)</p>
<p><u>Physical Education</u></p> <p>MPCT</p> <p>Badminton</p> <p><i>See subject overview</i></p>	<p><u>Religious Studies</u></p> <p>Is getting your own back OK?</p> <p>Jesus' law of love – Love God and love one another. Avoiding conflict. Being a peacemaker. How to diffuse a situation. Controlling your anger. What does turning the other cheek mean? Revisit - Muhammad and the angry woman. Is getting your own back OK?</p> <p><u>Enrichment Experience</u></p> <p>Sycamore Adventure</p>		<p><u>Learning through Nature</u></p> <p>Outdoor Adventurous Activity</p> <p>Explore ways of communicating in a range of challenging activities.</p> <p>Communicate using code.</p> <p>Navigate and solve problems from memories</p> <p>Develop and use trust to complete the task and perform under pressure.</p> <p>Compare performance with previous performances.</p> <p>Apply a range of skills to complete a task.</p> <p>Practice using problem-solving skills.</p> <p>Work at a high intensity for a sustained period whilst completing a task.</p> <p>Explore and refine ways of communicating to best complete a task.</p>
<p><u>Computing</u></p> <p>Sharing Information</p> <p><i>See subject overview</i></p>			
<p><u>Culture, Diversity and Equality</u></p> <p>Text: Greta and the Giants</p> <p>Text: Journey to Jo'burg</p> <p>Text: Nelson Mandela: Long Walk to Freedom</p>			
<p><u>Mindful Moments</u></p> <p>Pupils will learn what climate change is and what the effects of that are. They will learn their role in the world and how they can help protect the earth.</p> <p>Pupils will learn how they can avoid overusing plastics and some natural materials. They will also explore how they can protect the plants and animals living on the earth.</p>			

<p><u>Maths</u></p> <p>Decimals and Percentages</p> <p>Perimeter and Area</p> <p>Statistics</p> <p><i>See subject overview</i></p>	<p>Year 5</p> <p>Spring 2</p> <p>MUMMIFIED</p>		<p><u>Science</u></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p>
<p><u>PHSE & RSE</u></p> <p><i>See subject overview.</i></p>	<p><u>English</u></p> <p>Egypt -Hatshepsut—Biography</p> <p>Zoo—Narrative</p> <p>Should Children be Allowed to Stay in at Break Times?—Balanced argument.</p> <p>Key poem: ‘Egyptian Afterlife’ by Roger Stevens and ‘Pyramid’ by Dave Culder</p>		<p><u>Music</u></p> <p>Emotions and Musical Styles</p> <p><i>See subject overview.</i></p> <p>Key Piece of Music: ‘Pharaoh’s Story’ from Joseph and his Technicoloured Dreamcoat.</p>
<p><u>MfL</u></p> <p>The Date</p> <p><i>See subject overview.</i></p>	<p><u>History</u></p> <p>How did the Egyptian Civilizations was and wane?</p> <p>Apply historical vocabulary to a range of contexts, time periods and historical concepts.</p> <p>Establish a broad chronological overview adding depth and detail, remembering key facts and dates and checking for accuracy.</p> <p>Note the connection, contrast an trends over time in two or more periods of history.</p> <p>Appreciate bias in source materials and understand the importance of interpreting source information.</p> <p>-Investigate complex historical periods presenting conclusions through thoughtful selection and organisation of historical information .</p>		<p><u>Design Technology</u></p> <p>Shadufs</p> <p><i>See Subject Overview</i></p> <p>Key art work: Nefertiti – Bust Thutmose I</p>
<p><u>Physical Education</u></p> <p>MPCT</p> <p>Athletics</p> <p><i>See subject overview</i></p>	<p><u>Religious Studies</u></p> <p>Who was Jesus?</p> <p>Jesus as Lord and Saviour – what does this mean? Something had gone wrong – humans were flawed.</p> <p>The world was corrupt. What could save humans? God entered into the world to put right what had gone wrong. The incarnation. The Word was made flesh.</p>		<p><u>Learning through Nature</u></p> <p>Geography</p> <p>Identify points on a map.</p> <p>Identify control points on a map.</p> <p>Follow a map to collect names of countries from anywhere in the world.</p> <p>Learning to follow a cross-country trial to locate thing based on symbols.</p> <p>Working as a team using compass points.</p> <p>Learning to make our own map using compass directions and symbols.</p>
<p><u>Computing</u></p> <p>3D Modelling</p> <p><i>See subject overview.</i></p>	<p><u>Culture, Diversity and Equality</u></p> <p>Text: Donovan’s Big Day</p> <p>Pride events</p> <p>Text: Kids who Dare to be Different</p>		
<p><u>Mindful Moments</u></p> <p>Understand that there is a normal range of emotions and scale of emotions that all humans experience in relation to differennce experiences and situations.</p> <p>How to recognise and talk ab out their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p>			

<p><u>Maths</u></p> <p>Shape</p> <p>Position and Direction</p> <p><i>See subject overview.</i></p>	<p>Year 5</p> <p>SUMMER 1</p> <p>GALAXY QUEST</p>		<p><u>Science</u></p> <p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p>
<p><u>PHSE & RSE</u></p> <p><i>See subject overview.</i></p>	<p><u>English</u></p> <p>One Small Step – Narrative/Adventure</p> <p>Cosmic – Narrative</p> <p>Mars Transmission – journals</p> <p>Key Poem: The Light of Stars, Henry Wadsworth Longfellow</p>		
<p><u>MfL</u></p> <p>The Olympics</p> <p>See subject overview.</p>	<p><u>History</u></p> <p>Establish a broad chronological overview adding depth and detail, remembering key facts and dates and checking for accuracy.</p> <p>Appreciate bias in source materials and understand the importance of interpreting source information.</p> <p>Investigate complex historical periods presenting conclusions through thoughtful selection and organisation of historical information.</p> <p>Explain how the lives of significant individuals or significant historical events have contributed to national and international.</p>		<p><u>Music</u></p> <p>Drums—Dudley Performing Arts</p> <p><i>See subject overview.</i></p> <p>Key Piece of Music: <i>Ground Control to Major Tom, David Bowie</i></p>
<p><u>Physical Education</u></p> <p>MPCT</p> <p>Dance</p> <p><i>See subject overview</i></p>			<p><u>Art</u></p> <p>Exploring Identity</p> <p><i>See Subject Overview</i></p> <p>Key Piece of Art: <i>Starry Night</i> by Vincent Van Gogh</p>
<p><u>Computing</u></p> <p>Video Editing</p> <p><i>See subject overview.</i></p>			
<p><u>Culture, Diversity and Equality</u></p> <p>Astronauts:</p> <p>(Russian) Arnaldo Tamayo Mendez</p> <p>(American) Guion Bluford, May Jemson</p> <p>Text: <i>Voices of the Future</i></p>	<p><u>Religious Studies</u></p> <p>Why do Jews celebrate the Passover?</p> <p>Revisit earlier work on Judaism.</p> <p>The story of Moses and the escape out of captivity.</p> <p>The idea that God will send a saviour and will act in history.</p> <p>Revisit - the light that wouldn’t go out.</p> <p>Celebrating the Passover.</p> <p>Unleavened bread.</p>		<p><u>Learning through Nature</u></p> <p>DT</p> <p>Investigate and analyse a range of existing products used for cooking in the outdoors.</p> <p>Explore how to cook on direct heat (fire) and understand (and manage) the risks involved.</p> <p>Explore how to use hot water for cooking and understand the risks involved (making raita, gnocchi, noodles) .</p> <p>Use and apply learning to create product to satisfy a cooking and nutritional brief in preparation for a great campfire cook-off.</p>
<p><u>Mindful Moments</u></p> <p>Pupils link their learning on the seasons to how they cope with change. They will learn coping strategies for instance when they must deal with change in their lives.</p> <p>Pupils reflect on the space race and how competition can be healthy and a way to motivate, stretch and challenge ourselves.</p>	<p><u>Enrichment Experience</u></p> <p>Synagogue</p>		

Maths

Negative Numbers

Converting Units

Measuring Volume

See subject overview

PHSE & RSE

See subject overview.

MfL

Clothes

See subject overview.

Physical Education

MPCT

Dance

See subject overview

Computing

Game Creator

See subject overview

Culture, Diversity and Equality

Text: Follow the Drinking Gourd

Text: The Deepest Breath

Mindful Moments

Pupils will look at childhood in Victorian times, particularly the labour many poorer children were expected to carry out.

They will consider how this created a class divide, as the children of rich parents were able to enjoy their upbringing in the way most children do in modern-day Britain

Pupils will study the different jobs children had to carry out, such as mining, factory work and chimney sweeping, and conduct a hot-seat activity where they ask questions to a Victorian child.

Year 5

SUMMER 2

WHAT THE DICKENS?

English

David Attenborough—Biography

One Small Step—Narrative

The Highwayman—Poetry

Key Poem: 'Jabberwocky' by Lewis Car-

History

Apply historical vocabulary to a range of contexts, time periods and historical concepts.

Note the connection, contrast and trends over time in two or more periods of history.

Ask valid questions about the cause and consequences of events.

Describe the positive and negative impacts of an individual event or period of history on modern society.

Appreciate bias in source materials and understand the importance of interpreting source information.

Explain how the lives of significant individuals or significant historical events have contributed to national and international.

Religious Studies

Why do Muslims worship?

Revisit earlier work on Islam.

Islamic worship - bowing and prostration. What does it express?

Staying on the straight path.

Not forgetting God.

Muslims as brothers and sisters.

The Ummah.

Enrichment Experience

Residential (unconfirmed)

Science

Properties and Changes of Materials

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

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 and the action of acid on bicarbonate of soda.

Music

Drums—Dudley Performing Arts

See subject overview.

Key Piece of Music: 'Nimrod' from Elgar's

Design Technology

Bridge Building

See Subject Overview

Key Piece of Art: 'A Village Street' by Helen Allingham

Learning through Nature

Maths

Know that angles are measured in degrees.

Estimate and compare acute, obtuse and reflex angles.

Use the properties of rectangles to deduce related facts and find missing lengths and angles.

Distinguish between regular and irregular polygons, based on reasoning about equal sides and angles.

Draw given angles and measure them in degrees.

Identify angles in one whole turn, half turn and other multiples of 90 degrees.