

Year 5

LTP

*Animals including humans – covered in SRE

Theme	Ancient Egypt	From Manor to Metropolis: A History of Leeds		Whitby
Dates	Autumn term	Spring term		Summer term
Wow experiences	Jodrell Bank; Egyptian Day	The Big City (Owl Walk, Art Gallery, the Wharves, Middleton Park Railway) The Great Outdoors (Swinsty, Ilkley, Brimham Rocks)		Whitby residential (Captain Cook Museum, Pannett Park Museum, RNLI, Abbey)
Science	The Earth and Beyond	Forces	Properties and changing materials	Living things and their habitats (review spring units)
Science skills				
DT	Bridges	Mechanics (winches, pulleys, mining etc)		Textiles
DT skills	To be covered continuously throughout the year:			
	<ul style="list-style-type: none"> •Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). •Make products through stages of prototypes, making continual refinements. •Ensure products have a high quality finish, using art skills where appropriate. •Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. •Create innovative designs that improve upon existing products. •Evaluate the design of products so as to suggest improvements to the user experience. 	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).	
Cooking and nutrition	North African food	Ready Steady Cook Challenge (Health Week)		Fisherman's pie with fish preserved in different ways (fresh, vacuum packed, pickled, salted, smoked, frozen, tinned)

Cooking and nutrition skills	<ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 		<ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 		<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	
Art and Design	Painting/sketching (ancient Egypt scenes) Clay (amulets and shabtis)		Collage (Man-made materials for cityscapes, natural materials for landscapes)		Textiles (DT) Digital media (Take One Picture Week)	
Art and Design skills	Ongoing throughout the year: <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 					
	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Combine visual and tactile qualities. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back-stitch. (Yr 3/4 skills) 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 		
Computing	Basic skills, word processing, saving and retrieving, internet searching	Cracking codes	Fusing geometry and art	Interactive games	Sharing experiences and opinions Creating a web page Creating a virtual space	
Computing skills	See Switched On Computing					
Geography	Egypt – linking Africa and Europe		City of Leeds and the local area		Comparing Leeds and Whitby	
To be covered continuously throughout the year:						

<p>Geography skills</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Identify and describe how the physical features affect the human activity within a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 		
	<ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
<p>History</p>	<p>Achievements of Early Civilisations – Ancient Egypt</p>		<p>History of Whitby</p>
<p>History skills</p>	<p>To be covered continuously throughout the year:</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 		
	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: dates time period era chronology continuity change century decade • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events.

<p>Music - weekly singing</p>	<p>Performance skills Beginnings of notation</p> <p>PS - review</p>		<p>Orchestra Notation</p>		<p>Composition - seascapes</p>	
<p>Music skills</p>	<p>See Jenny Lee's planning</p>		<p>See Jenny Lee's planning</p>		<p>See Jenny Lee's planning</p>	
<p>PE</p> <p>PE skills</p>	<p>Invasion games (Tag rugby Autumn 2) OAA</p> <p>To be covered throughout the year:</p> <ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 		<p>Dance/gymnastics Invasion games (football/netball)</p>		<p>Athletics (track and field) Fielding games</p>	
<p>SMSC</p> <p>SMSC skills</p>	<p>Learning to be me: What does it mean to welcome and belong?</p> <ul style="list-style-type: none"> Understanding the role of self. Do you change in order to fit in? What situations 	<p>Learning to know my neighbour: What matters to most believers?</p> <ul style="list-style-type: none"> Key practices and beliefs of all faiths Recognizing my own worth and the worth 	<p>Learning to identify the communities in which I belong: Why are some places and journeys special?</p> <ul style="list-style-type: none"> Revisit key practices and beliefs of all faiths What is the 	<p>Learning to listen: Should we forgive each other?</p> <ul style="list-style-type: none"> How do religious and secular teachings inform us of a need to forgive? 	<p>Learning to live together in our wonderful world: What is compassion?</p> <ul style="list-style-type: none"> Living in a diverse world – explore and challenge stereotypical ideas 	<p>Learning to do: Can we influence what happens in our community?</p> <p>Plan and deliver a community project</p>

	<ul style="list-style-type: none"> might this happen? Individual freedom and responsibilities which come with having freedom within British society Key beliefs and actions of the faiths which demonstrate welcoming and show a sense of belonging 	<ul style="list-style-type: none"> of others. How can I learn to be non-judgmental? Understanding MY role within a community/communities which I belong to 	<ul style="list-style-type: none"> importance of pilgrimage to each of the faiths? Develop an understanding of the effect a pilgrimage would have on an individual 	<ul style="list-style-type: none"> Moral choices and ethical dilemmas How do our rights and responsibilities help us to understand this concept? Explore conflict resolution (restorative practice) by looking at how we manage conflict in school, in our community, in our country, globally 	<ul style="list-style-type: none"> and prejudices within our society What is the work and effect of charities which have key principles linked to different faith groups? Explore Fairtrade and their ideology about caring for the world Explore how we are all connected 	
French	PS					
French skills						