

ST MEWAN Yearly Planning Overview

Year 5

	Autumn 1 Greeks	Autumn 2 The Big Freeze	Spring 1 Earth and Space	Spring 2 Victorians and Inventors	Summer 1 Vikings	Summer 2 Raging Rivers			
Science Skills	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ♣ using test results to make predictions to set up further comparative and fair tests ♣ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ♣ identifying scientific evidence that has been used to support or refute ideas or arguments.</p>								
SCIENCE Skills	<p>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>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>Properties and Changes of Materials</p> <p>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</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> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>		<p>Forces</p> <p>explain that unsupported objects fall towards the 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>Animals including humans</p> <p>describe the changes as humans develop to old age</p>

<p>History Skills</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrast and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should contrast informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key Vocabulary - AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Causation Century Change Church Christianity Chronology Colony Conquest Continuity Court Crusades Dark Ages Decade Democracy Discovery Diversity Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses Heresy Hunter-gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation Nomad Oral history Parliament Past Peasant Pope Prehistory Present Primary evidence Rebellion Republic Revolt Sacrifice Secondary evidence Settler Significance Slave Stone Age Torture Traitor Treason Yesterday</p>					
<p>HISTORY</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world e.g. Democracy</p>			<p>Victorian Cornwall</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Visit/Visitor:</u> Cornwall Record Office – Victorian Schools in Cornwall</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	
<p>Geography KS2 Skills</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <ul style="list-style-type: none"> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography 187 ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technology 					

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<p>GEOGRAPHY</p>	<p>Greece</p> <p>Understand Geographical similarities and differences through the study of a region in a European Country- Greece</p> <p>Atlas work – identify where Greece is in the world.</p> <p>Compare to other places that they have previously learned about – e.g. India, London, contrasting UK locality</p> <p>Map work – identify key topographical features of the country, study of human geography – settlement – cities.</p> <p>Compare to maps of Ancient Greece</p> <p>Modern Greece – look at conflict/economics/Greece in the news (refugees etc)</p>	<p>Climate Change</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Analyse human impact on the environment. Link to Literacy – discussion/debate/report on global warming.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>				<p>Rivers</p> <p>Describe and understand aspects of physical geography including rivers and vegetation belts – including key topographical vocabulary</p> <p>Identify the journey a river from source to mouth and link to water cycle.</p> <p>Identify main rivers in the UK and the world to consolidate prior atlas work</p> <p>Analyse the impact of humans on river and how rivers have caused the growth of settlements</p> <p>Fieldwork - trip – use Ordnance Survey maps – 4 figure grid references, use keys and symbols.</p> <p>Observe, measure and record through sketches, plans and graphs</p> <p>Use Excel to map the river bed and calculate speed of river</p>
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DT Skills

Design ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products. **Cooking and Nutrition** understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

<p style="text-align: center;">DT</p>	<p>Cooking –Greek food. Humus dips and Greek flat bread</p> <p>Pupils know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source.</p> <p>Pupils know how to use a range of techniques such as peeling, chopping, slicing, grating mixing, spreading, kneading and baking.</p> <p>Pupils know that recipes can be adapted to change the appearance, taste, texture and aroma.</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>			<p>Textiles - cushion making. William Morris designs.</p> <p>That materials have both functional and aesthetic qualities.</p> <p>That a 3D textile product can be made from a combination of fabric shapes.</p> <ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces. ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Resistant Materials –making boats (Science air and water resistance link and Geography rivers link)</p> <p>How to reinforce and strengthen a 3D framework.</p> <p>How to use learning from science to help design and make products that work.</p> <p>That materials have both functional and aesthetic qualities.</p> <ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ● investigate and analyse a range of existing products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● understand how key events and individuals in design and technology have helped shape the world <p>strengthen, stiffen and reinforce more complex structures</p>	
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<p>ICT For detailed progression see ICT progression document</p>	<p>DL – ‘e’ safety – create an e-safety log Research – Use Google to research efficiently Word Processing - Know how to use the basic features of a word processing package to edit a document. Spreadsheets and Databases – Create costings spreadsheet for a Greek feast.</p>	<p>Data-Handling – Charts and Graphs</p>	<p>Movies and Animation Use Zu3D and Photostory to create animations combining a range of mediums for a specific purpose and audience.</p>	<p>Multimedia Powerpoint – Link to history. Combine text, sound, graphic, music, video, hyperlinks to create a presentation about the Victorians. Computer Networks Publish and Email</p>	<p>Coding – Introducing Scratch (Unit 1) Coding - developing coding principles</p>	<p>Graphics – Link to Geography. Anti-Plastic Pollution Poster. Databases – using an online database Charts and Graphs – Science in context</p>
<p>Art Skills</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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] ♣ about great artists, architects and designers in history.</p> <p>Use the progression skills as a focus.</p>					

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<p>ART Drawing through the year</p> <p>effect of light on objects and people from different directions</p> <ul style="list-style-type: none"> – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective 		<p>SCULPTURE/FORM St Austell Festival of Light lanterns</p> <p>plan and develop ideas – Shape, form, model and join</p> <ul style="list-style-type: none"> – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors 	<p>Drawing effect of light on objects and people from different directions</p> <ul style="list-style-type: none"> – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective 	<p>TEXTILES Victorian Art - William Morris. use stories, music, poems as stimuli</p> <ul style="list-style-type: none"> – Select and use materials – embellish work – fabric making – artists using textiles 	<p>Painting</p> <ul style="list-style-type: none"> – hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes 	<p>DRAWING River trip sketches</p> <ul style="list-style-type: none"> - Use a variety of techniques to add interesting effects (reflection, shadows, direction of sunlight) - Techniques and lines to depict movement <p>NC: create sketch books to record their observations and use them to review and revisit ideas</p> <p>Printing combining prints – design prints – make connections – discuss and evaluate own work and that of others</p> <p>Pattern Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes</p>
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MUSIC For detailed progression see music progression document	Charanga Living on a Prayer	Charanga Classroom Jazz 1	Charanga Make you feel my love	Charanga The Fresh Prince of Bel Air	Charanga Dancing in the Street	Charanga Reflect, Rewind and Replay
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<p style="text-align: center;">PE</p>	<p>Hockey – We are learning to:</p> <ul style="list-style-type: none"> - dribble the ball through cones keeping the ball under control. - pass the ball and receive the ball when travelling. - look for space to travel into when dribbling with the ball and pass accurately to a team mate. - actively seek to defend oncoming attacking players. - control the ball whilst moving and pass and receive it in a game situation. <p>Swimming We are learning to:</p> <ul style="list-style-type: none"> - continue to build towards being able to swim competently, confidently and proficiently. -use a range of strokes effectively 	<p>Tag Rugby – We are learning to:</p> <ul style="list-style-type: none"> -throw a rugby ball with a sideways arm swing action - accurately pass the ball to a player whilst the team is moving forward. - change position in response to the other team. - run forward with the ball. - look for passes and run forward with the ball. I can backward pass when tagged. - look for passes and running forward with the ball. I can backward pass when tagged. 	<p>Netball – We are learning to:</p> <ul style="list-style-type: none"> - beginning to understand and apply the footwork rule. - pass the ball in 3 different ways and attempt a netball shot - dodge an opponent to move into a space. I can evaluate my performance and the performance of others - beginning to show understanding of defensive skills. - demonstrate early understanding of the role of most of the High 5 positions. -play a game of High 5 Netball applying some of the skills such as: footwork, accurate passing and shooting, moving into a space, positions and roles. <p>Dance – We are learning to:</p> <ul style="list-style-type: none"> -perform a dance motif with a partner using different number movements. - perform a dance motif using a visual stimulus. - develop and perform a dance using a narrative stimulus. - perform a dance using body shapes and gesture. - practise and refine a dance for performance. 	<p>Basketball – We are learning to:</p> <ul style="list-style-type: none"> - move into space to receive a pass - pass in two different ways - sometimes adapt my body position to defend an opponent - recall some of the features of a successful basketball shot - play in a 5 V 5 game <p>Gym – We are learning to:</p> <ul style="list-style-type: none"> -recognise a counterbalance and sometimes work with a partner to show 2 counter-balances on the floor and apparatus. - recognise balances showing counter tension and sometimes work with a partner to show them on the floor and apparatus - link 2 balances showing counter balance / tension and recognise some good performances. - practise ways of moving in and out of balances and show 2 different ways of travelling - work with a partner to perform a sequence of 8-10 actions on the floor and apparatus. 	<p>Athletics – We are learning to:</p> <ul style="list-style-type: none"> -pass the baton on successfully and run using a good knee lift - keep on running even though I feel tired - run and hurdle lifting the trailing leg as it goes over the hurdle - throw a variety of different implements with increasing distances - long jump by taking off on one foot and land with both -apply these skills during our Upper KS2 Sports Day <p>Striking & Fielding – We are learning to:</p> <ul style="list-style-type: none"> -hit the ball a range of distances. - bowl a ball underarm consistently into a designated area, allowing the ball to bounce once. - stop the ball and throw overarm towards the stumps. - be part of a competitive striking game and throw underarm at chest height. - occasionally hit a moving ball. 	<p>OAA – (All year) We are learning to:</p> <ul style="list-style-type: none"> -explore and navigate outdoor terrain during school camp and our whole school Outdoor adventure day. -continue to improve our orienteering skills and use of maps within our Geography learning. <p>Tennis We are learning to:</p> <ul style="list-style-type: none"> -control an object (bean bag) on a racket both when stationary and moving. - pass an object to a partner using the racket - hit a ball in a given direction with a level of accuracy. - aim a ball at a given target
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<p>RE New RE curriculum to be launched in Feb 2019</p>	<p>How the Bible is used in Christian worship in local churches</p>	<p>The Christian Year</p>	<p>Introducing Sikhs (Sikh Feast Day)</p>	<p>The Importance of the Gurdwara</p>	<p>Methodism Gwennap Pit?</p>	<p>The Holy Spirit and the Fruits of the Spirit</p>
<p>PSHE & Citizenship</p>	<p>http://jubileecentre.ac.uk/1635/character-education Character Learning: Caring, Helpfulness, Co-operation, Courage, Kindness (P4C lesson) Reflection.</p>		<p>http://jubileecentre.ac.uk/1635/character-education Cleanliness, Fairness (P4C lesson), Friendliness, Service Project, Patience, Respect.</p>		<p>http://jubileecentre.ac.uk/1635/character-education Courtesy, Forgiveness (P4C lesson), Determination, Self-Discipline, Gratitude, Honesty.</p>	

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<p>MFL NC throughout: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Days of the week. What do you like to eat?</p> <p>NC: Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and high-frequency verbs</p> <p>Express opinions</p>	<p>Weather</p> <p>NC: Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Describe places orally and in writing</p>	<p>The planets/Space</p> <p>NC: Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Describe people, places, things and actions in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>Ages and birthdays</p> <p>NC: engage in conversations; ask and answer questions</p>	<p>En ville. Places in town.</p> <p>NC: Present ideas and information orally to a range of audiences</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Describe places orally</p> <p>Understand high frequency verbs</p>
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