Year 5
Festivals of Colour

Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
- Independence

Religious Education *British Values link

Christianity God

- Explain why the Christmas story is important to Christians.
- explore different gospels versions of the Christmas story.
- Compare and contrast the characters in different versions of the traditional nativity scene.
- Explain why the Christmas story is so important to Christians.
- Suggest reasons the stories were told in different ways.
- Consider which stories are special to us and why.
- Explore and discuss stories that have a message.
- Discuss and explain what we have learnt from stories
- Discuss which version of the Nativity story they preferred and explain why.
- Discuss and debate their own belief or non-belief in the Christmas story.
- Reflect on what they learnt from the Christmas story.

Judaism (PSHE & DT)

- Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers
- Explain the impact of Jewish beliefs and values – including reasons for diversity
- Explain differing forms of expression within the context of Jewish worship.
- Describe diversity of religious practices and lifestyle within the community
- Interpret the deeper meaning of symbolism – contained in stories, images and actions
- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities
- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

Art & Design

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Create prints with three overlays.
- Work into prints with a range or media e.g. pens, colour pens and paints.
- Religious symbols/ stain glass windows
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt and annotate their work according to their views and describe how they might develop it further.

Design and Technology

- Prepare food products taking into account the properties of ingredients and sensory characteristics
- Weigh and measure using scales
- Selects and prepare foods for a particular purpose
- Work safely and hygienically
- Use a range of cooking techniques (hot and cold dishes)
- Know where and how ingredients are grown and processed.
- Link to Judaism – Kosher dishes, keeping things hygienic. - Meals before Hannukah.
- List tools needed before the starting activity
- Produce detailed lists of ingredients/ components / materials and tools
- Consider user and purpose
- Identify the strengths and weaknesses of their design ideas .
- Research and evaluate existing products

Geography

- Identify the position and significance of the Tropics of Cancer and Capricorn, Artic and the Antarctic Circle (using circular World Map to support). Sustainability - Using maps and graphs of sea ice in the Arctic over the last 50 years, describe what has happened and find out why?
- Identify the position and significance of Greenwich Meridian. Linking with science, time zones, night and day. (Science link)
- Identify world climate zones using maps, symbols and keys and understand how this affects Israel.
- Demonstrate understanding of how and why some features or places are similar or different and how and why they change (Climate, vegetation, plants, soil, rivers and lakes, farming, industry, natural resources and settlements). DT – growth of ingredients
- Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?
- Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. (Israel)

Music

- Show control, phrasing and expression in singing.
- Hold part in a round or multi-layered song (pitch/structure).
- Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.
- Find and internalise pulse using movement when listening to music.
- Record own compositions in appropriate way.
- Recognise instruments and features of key musical styles including Rock, Pop, Motown, Jazz, classical etc.
- Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).

Modern Languages

Chez Moi

- Identify and name rooms in the house.
- Describe rooms in the house using size and colour adjectives.

En Ville

- Identify and name places in the town.
- Ask the way to places and begin to give simple directions.
- Link times to the hour with destinations.

Intercultural Understanding

- Compare French and English houses and homes.
- Compare French town with Bacup.
- Understand and use masculine and feminine words in spoken and written French.
- Use a range of opinion phrases.
- Begin to use sequencing words.

PSHE-& RHE
Diversity – What makes us different?
Self-Confidence, Esteem & Curiosity

The land of the red people
Identify and describe the different groups that make up their school/wider community/other parts of the UK;
Describe the benefits of living in a diverse society;
Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Me and My Relationships & Valuing Differences
Respect & Communication

How good a friend are you?
Demonstrate how to respond to a wide range of feelings in others;
Give examples of some key qualities of friendship;
Reflect on their own friendship qualities.

Qualities of friendship
Define some key qualities of friendship;
Describe ways of making a friendship last;
Explain why friendships sometimes end.

Anti-Bullying

Is it true?
Understand that the information we see online, either text or images, is not always true or accurate;
Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.

Stop, start, stereotype
Recognise that some people can get bullied because of the way they express their gender;
Give examples of how bullying behaviours can be stopped.

Physical Education

Games
- Use forehand and backhand shots with consistency.
- Play co-operatively in Striking and Fielding games.
- Direct the ball well to opponent's court or target area.
- Choose and use tactics effectively.
- Begin to apply rules fairly and consistently.
- Suggest ways to improve.

Dance
- Work collaboratively and imaginatively with a partner to convey mood and actions in the style of characters from The Highway Man.
- Plan and perform a dance sequence, selecting and developing movements to retell a poem.
- Perform skills expressively.
- Comment on own and others' performance and suggest ways to improve.

Gymnastics
- Perform a range of paired balances.
- Show matched and mirrored shapes.
- Explore counter balance and counter tension.
- Create a sequence of 8 elements to include counter balance and counter tension.
- Evaluate their own and others' performances, suggesting ways to improve.

Athletics
- Perform running techniques for short and long distances.
- Use a range of throwing actions for distance and accuracy.
- Combine jumps in a sequence to jump for distance.
- Perform jumping techniques for height and speed.
- Take part in an Athletics Event, recording times and distances. (link to Science – taking measurements)
- Compare performance to improve personal bests.

Computing

Programming
- Familiar with inputs as well as outputs from a program.
- Understand the sequence of input>process>output in computer systems.
- Understand and use variables in programs I create.
- Identify input and output devices in real life.
- Apply my knowledge of control sequences in terms of inputs and outputs and create simple
- flow diagrams to explain what is happening.

Digital Literacy
- Check validity of websites.
- Give reasons why a website may contain false or fraudulent information.
- Know the meaning of common website extensions (.org, net. Gov etc)
- Present information and share it with others.
- Know how the school network works.
- Know what LAN and WAN are.

Online Safety
- Understand the potential risks of providing personal information online both inside and outside of school.
- Select appropriate images and information for my personal profile online.

Science - Material Properties Knowledge

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
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.

Skills
Suggest more than one possible prediction and begin to suggest which is the most likely. Justify their reason with some knowledge and understanding of the scientific concept
Make most of the planning decisions for an investigation.
Take measurements using a range of scientific equipment with increasing accuracy and using more complex scales/ **units (PE) (Maths link)**
Record data and results of increasing complexity using different formats e.g. tables, annotated scientific diagrams, graphs and models
Make decisions about the most appropriate way of recording data
Describe straightforward patterns in results linking cause and effect e.g. using er…er or the word 'more' Comment on the results and whether they **support** the initial **prediction**
Decide which sources of information (and/or equipment and/or test) to help identify and classify
Refine a scientific question so that it can be tested e.g. 'What would happen to… if we changed…?'
Evaluate their observations and suggest a further test, offer another question or make a **prediction**
Make decisions about the most appropriate way of recording data

Earth & Space Knowledge (Geog)
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.

Skills
Recognise scientific questions that do not yet have definitive answers. (linked to Y5 PoS)
Decide whether their question can be answered by researching or by testing
Find out how scientific ideas have changed/developed over time (linked to Y5 PoS)
Make decisions about the most appropriate way of recording data
Use their developing scientific knowledge and understanding and relevant scientific language and terminology to discuss, communicate and explain their observations

Living Things and their Habitats Knowledge (seasons week)
describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird(pshe)
describe the life process of reproduction in some plants and animals.
Find out about the work of naturalists & animal behaviourists; David Attenborough & Jane Goodall

Skills
Observe (including changes over time) and suggest a reason for what they notice
Suggest reasons for similarities and differences
Compare and contrast things beyond their locality and use these similarities and differences to help to classify
Present and explain their findings through talk, in written forms or in other ways (e.g. using technology) for a range of audiences/ purposes