	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y5	What a state! (states of matter) Have a heart! (circulation & keeping healthy) Smashing Saxons *Experience day @ school* How do rivers shape our lives? (incl. The wonders of water - part of Science topic) Are all shelters the same? (reinforcing structures)	What exists beyond our planet? It's a material world (uses and changes) Should education be free? (changes through time; focus on the Victorians) *St. John's Museum trip* Disappearing rainforests How is bread made?	The very hungry caterpillar (life cycles and human development) Mayan civilisation c. AD900 How to make the jump in a jack-in-the-box. (moving toys)	What a state! (states of matter) Have a heart! (circulation & keeping healthy) Smashing Saxons *Experience day @ school* The mountain environment (incl. The wonders of water - part of Science topic) Are all shelters the same? (reinforcing structures)	What exists beyond our planet? It's a material world (uses and changes) Why explore? (exploration through time; focus on the Tudors - finish with the exploration of Space) Shakespeare's Stratford (local tourism) *Fieldwork trip* How is bread made?	The very hungry caterpillar (life cycles and human development) Ancient Greece *Experience day @ school* How to make the jump in a jack-in-the-box. (moving toys)

| Key: | Science | History | Geography | DT | ICT/Computing | Music | Art |

	ICT/Computing: Programming	ICT/Computing: Use of ICT	ICT/Computing: Online Safety
Y5	Scratch Interactive games Drawing own sprites and/or backdrops using Scratch editor. 'If … key pressed then'/'if-then'/'if-then-else' blocks. Using variables e.g. for timing/keeping score. Using co-ordinates for positioning/changing positions.	The expectation is that in Y5, pupils will continue to develop and refine skills learned in previous years, using software including MSWord, MSPowerPoint and a range of digital devices to research, record and present their work. Additional units: Data handling: Creating simple databases. Choosing appropriate fields. Searching databases for information and sorting records. (e.g. MSExcel; Textease Database) Websites: Producing individual websites (Google Sites or similar.)	• I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context. • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. • I can make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively. • I can search for information about an individual online and create a summary report of the information I find. • I can describe ways that information about people online can be used by others to make judgments about an individual. • I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. • I can explain how to block abusive users. • I can explain how I would report online bullying on the apps and platforms that I use. • I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). • I can use different search technologies. • I can evaluate digital content and can explain how I make choices from search results. • I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. • I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). • I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. • I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online. • I can explain why some information I find online may not be honest, accurate or legal. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). • I can describe ways technology can affect healthy sleep and can describe some of the issues. • I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. • I can create and use strong and secure passwords. • I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused.

Key:	Science	History	Geography	DT	ICT/Computing	Music	Art

Y5	**Singing:**
	Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.
	Class songs e.g. from Year 5 Music Express; topic-related songs; songs for school assemblies; songs for KS2 end-of-year musical.
	Range of songs for accompanying using hand chimes.
	Introduction to part singing.
	Playing musical instruments; reading & notating music.
	Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.
	Use of a range of classroom percussion instruments (including hand chimes) to play solo or as an ensemble, or to accompany singing.
	Whole class instrumental tuition (provided by CMS).
	Pupils should be taught to use and understand staff and other musical notations.
	Revision/use of conventional rhythm notation incl. rests, time signatures etc.
	Revision/use of pitch notation (on the treble stave).
	Composing:
	Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.
	Opportunities to create and compose music on their own and with others. Compositions may be notated and recorded using ICT, enabling playback, evaluation & improvement.
	Listening & appraising:
	Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. They should have opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	Opportunities to listen to live music (e.g. other children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures.

Key:	Science	History	Geography	DT	ICT/Computing	Music	Art

Y5	**Fine Art Skills** 'Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials. They should use sketch books to record their observations and use them to review and revisit ideas ' **In Year 5** this means: Tone - through pencil pressure + angle Drawing cone, pyramid and stacked cubes Improving composition by repeating an aspect, colour/ shape Creating depth by using one point perspective Knowing how to mix complementary colours to dull each other without adding black Knowing how to mix flesh colours Facial proportions **Media**: '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 to improve their mastery of art and design techniques with a range of materials' **In Year 5** this may include: Stained glass design on acetate Engraved print Batik 3D-relief card construction Clay slab box/ cylinder **Themes in Year 5** may include:- Portraiture Illustration of a myth or historical event **History of Art** 'Pupils should be taught about great artists, architects and designers in history.' **In Year 5** this may include: Renaissance painters 3D designers Prints