Year 5	Autumn Term		Spring Term		Summer Term	
	Reach for the Stars		Smashing Saxons		Yorkshire Pride	
Science	Earth and Space	Forces	Properties and changes of materials	Scientific skills- Super Scientist	Animals inc animals	Living things and their habitats
History	Egypt		Saxons		War of the Roses	
Visit/ Visitor/Experience			Dunstains Hall- Tempe Newsam			
Geography		Human Geography linked to Egypt		Physical Geography linked to the United Kingdom		Human Geographical study of Yorkshire
Art and DT	Creating Egyptian artefacts	Building a pyramid structure	Design, make and evaluate an Anglo Saxon house.	Design and cook a Anglo Saxon soup	Textiles- Bayeux Tapestry	Focus on the local artist Henry Moore
Computing	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects
RE	Religions covered: Christianity, Islam and Sikhism					
	Places of worship		Sacred Writings		Special People	
PSHE	New Beginnings	Getting on and Falling Out	F4: Money, Money, Money!	Good To Be Me	D4b: Risk Taking	Changes SR5/6 Growing Up

	C5: Children's Rights / Human Rights	Say No to Bullying (Anti-Bullying Week 14 – 18 Nov)				Invite school nurse to talk to the children about puberty
Music	Music specialist in teaching 'Don't Stop Believing'	Exploring Rounds	Exploring Sound sources	Lyrics and Melody	Performing Together	Exploring Musical Processes
PE	Striking & Fielding (Rounders/ Cricket/ Softball)	Dance	Gymnastics	Net & Wall Games (Badminton/ Volleyball)	Netball (Sports UK) (for Summer 2	Athletics

Year 5	Autumn Term		Spring Term		Summer Term	
	Reach for the Stars		Smashing Saxons		Yorkshire Pride	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Earth and Space	Forces	Properties and changes of materials	Scientific skills- Super Scientist	Animals inc Humans	Living things and their habitats
National Curriculum Coverage	*Pupils should be taught to:* Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	*Pupils should be taught to:* Explain that unsupported objects fall towards the Earth because of the force of gravity acting between	*Pupils should be taught to:* Compare and group together everyday materials on the basis of their properties, including their hardness,	Working Scientifically Planning different types of scientific enquiries to answer questions, including recognising	Pupils should be taught to: Describe the changes as humans develop to old age.	*Pupils should be taught to:* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

	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.	the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	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 change. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes	and controlling variables where necessary. Taking measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and 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 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.		Describe the life process of reproduction in some plants and animals.

			associated with burning and the action of acid on bicarbonate of soda			
History	Walk like an Egyptian					
National Curriculum Coverage	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt		*This could include…* Britain's settlement by Anglo-Saxons and Scots. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor Including Anglo Saxon law and justice.		*Use the War of the Roses for children to…* Complete a local history study Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. A study of an aspect or theme in British history that Extends pupils' chronological knowledge beyond 1066 The changing power of monarchs using case studies such as John, Anne and Victoria	
Geography		Human Geography linked to Egypt		Physical Geography linked to the United Kingdom		Human Geographical study of Yorkshire

National Curriculum Coverage		*Make links to the Egyptians…* Human geography, including: types of settlement and land use *(pyramids & irrigation/flooding)*, economic activity including trade links, and the distribution of natural resources including energy *(use of the river Nile)*, food.		Name and locate counties and cities of the United Kingdom, Geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Focus on the United Kingdom)		Human Geographical study of Yorkshire Describe and understand human Geographical including settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Art and DT	Creating Egyptian artefacts	Building a pyramid structure	Design, make and evaluate an Anglo Saxon house.	Design and cook a Anglo Saxon soup	Textiles- Bayeux Tapestry	Focus on the local artist Henry Moore

National Curriculum Coverage	**Create a range of artefacts using clay or salt dough** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. clay and salt dough)	**Create a pyramid using a range of materials and methods** **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. **Make** Select and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. **Evaluate** Understand how key events and individuals in design and technology	***Design, make and evaluate an Anglo Saxon house*** **Design** Generate, model, develop 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 and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities.	**Design and make a soup using produce from the land.** Understand 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.	**Explore and learn about the Bayeux Tapestry** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. textiles)	**Design, make and evaluate a sculpture based on the work of Henry Moore.** To create sketchbooks to record their observations and use them to review and re-visit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Pupils should be taught about great artists, architects and designers in History.

		have helped shape the world. **Technical knowledge** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Evaluate** Understand how key events and individuals in design and technology have helped shape the world.			