

TOPIC: Changes (2020- 2021)					Year Group: 5		
	1	2	3	4	5	6	7
English	The Lion the Witch and the Wardrobe	The Lion the Witch and the Wardrobe	The Lion the Witch and the Wardrobe	The Lion the Witch and the Wardrobe	The Lion the Witch and the Wardrobe	The Lion the Witch and the Wardrobe	The Lion the Witch and the Wardrobe
Spelling	‘sc’ sound (silent letter)- Y4 NNS	-sion ending Y4 NNS	Homophones Y4 NNS	-ous ending Y4 NNS	Prefixes Y4 NNS	Suffix ly with words ending in ‘y’, ‘le’ and ‘ic’ Y4 NNS	Statutory spelling list 3/4 .
Maths	Area Division	Area Division	Quadrilaterals Mixed operations	Polygons Fractions	Fractions Prime numbers	Reflection Fraction word problems	Translation Statistics
Science	<p>Parts of a plant (revision)</p> <p>Knowledge</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Skills</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>Parts of a flower</p> <p>Knowledge</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Skills</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>Pollination sequence</p> <p>Knowledge</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Skills</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as</p>	<p>Seed dispersal</p> <p>Knowledge</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Skills</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as</p>	<p>Food chains</p> <p>Knowledge</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey (catch up from Y4)</p> <p>Skills</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Food chains</p> <p>Knowledge</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey (catch up from Y4)</p> <p>Skills</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Plant lifecycles</p> <p>Knowledge</p> <p>Describe the life process of reproduction in some plants.</p> <p>Skills</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p>

	Vocabulary Root Stem Flower Leaf Transport	Vocabulary Stamen Carpel Stigma Style Ovary	displays and other presentations. Vocabulary Pollination Insect Reproduction	displays and other presentations. Vocabulary Seed Disperse Reproduce	Vocabulary Predator Prey Consumer Producer Habitat	Vocabulary Predator Prey Consumer Producer Habitat	Vocabulary Revision of vocabulary from first 4 weeks.
PSHE	Respecting ourselves and others Knowledge: Understand how to respond respectfully to a wide range of people; recognising prejudice and discrimination Skills: To be able to treat others equally. Vocabulary: Discrimination, prejudice, respectful	Respecting ourselves and others Knowledge: Understand how to respond respectfully to a wide range of people; recognising prejudice and discrimination Skills: To identify online bullying of groups and individuals Vocabulary: Tolling, harassment	Families and friendships Knowledge: Understand how to manage friendships and peer influence Skills: Develop strategies to help others feel included. Identify healthy friendships. Vocabulary: Approval, communication, influence, peer	Families and friendships Knowledge: Understand how to manage friendships and peer influence Skills: Develop strategies to manage peer influence. To recognise how safe friendships are. Vocabulary: Approval, communication, influence, peer, reconcile	Safe relationships Knowledge: Physical contact and feeling safe. To understand what physical touch is acceptable. Skills: To be able to ask for, give and not give permission for physical contact. Vocabulary: Permission, approval, communication, physical.	Safe relationships Knowledge Physical contact and feeling safe To understand how someone feels when they feel uncomfortable Skills: To be able to respond to unwanted or unacceptable physical contact Vocabulary: Contact, approval, permission	Safe relationships Knowledge Physical contact and feeling safe To know how to keep safe and how to respond to unwanted contact. Skills: To be able to report concerns. Vocabulary: Contact, permission, approval
Computing	Digital safety Knowledge: <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. Skills			Digital Literacy – research and data Knowledge: <ul style="list-style-type: none"> Use search technologies effectively. Skills:			

	<ul style="list-style-type: none"> Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's e-safety policy. Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. <p>Vocabulary: Whistleblowing, reporting, permission, copyright, plagiarism.</p>			<ul style="list-style-type: none"> To show an understanding that not all information on the internet is accurate. <p>Vocabulary: <i>Internet, Internet Browser, Search, Search Engine, Spoof website, Website, ranked, software</i></p>			
History	<p>The Greeks Who were the Greeks?</p> <p>Knowledge: Describe a study of Ancient Greek life and achievements and their influence on the western world</p> <p>Skills > use a variety of resources to find out about aspects of life in the past (historical enquiry) >communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary: Democracy, State, Temple, philosophy, mythology</p>	<p>The Greeks Lifestyle and hierarchy</p> <p>Knowledge: Describe a study of Ancient Greek life and achievements and their influence on the western world</p> <p>Skills >communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) - use historical terms</p> <p>Vocabulary Democracy, State, Temple, philosophy, hierarchy</p>	<p>The Greeks Mythology: Gods and goddesses</p> <p>Knowledge: Describe a study of Ancient Greek life and achievements and their influence on the western world</p> <p>Skills >communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) - use historical terms</p> <p>Vocabulary: Democracy, State, Temple, philosophy, mythology</p>	<p>The Greeks The Corinthian War</p> <p>Knowledge: Describe a study of Ancient Greek life and achievements and their influence on the western world</p> <p>Skills > use a variety of resources to find out about aspects of life in the past (historical enquiry) >communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) - use historical terms</p> <p>Vocabulary: Democracy, State, Temple, philosophy, mythology</p>	<p>The Greeks The Greek Olympics vs the Modern Olympics</p> <p>Knowledge: Describe a study of Ancient Greek life and achievements and their influence on the western world</p> <p>Skills > use a variety of resources to find out about aspects of life in the past (historical enquiry) >communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) - use historical terms</p> <p>Vocabulary: Democracy, State, Temple, hierarchy</p>	<p>The Greeks Summary</p> <p>Knowledge: Describe a study of Ancient Greek life and achievements and their influence on the western world</p> <p>Skills >use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) > use a variety of resources to find out about aspects of life in the past (historical enquiry)</p> <p>Vocabulary: Democracy, State, Temple, philosophy, mythology</p>	

Modern Foreign Languages	Revision: Days of the Week Knowledge To know days of the week Skill To identify, read and order the days of the week Vocabulary lundi mardi mercredi jeudi vendredi samedi dimanche	Revision: Days of the Week Knowledge To know the days of the week. Skill To use the days of the week in simple sentences. Vocabulary lundi mardi mercredi jeudi vendredi samedi dimanche	Practical Communication Knowledge Understand the main points and opinions in simple spoken based on familiar questions based on familiar themes. Skill To practise simple questions and answers that share information such as name, birthday, likes and dislikes. Vocabulary nom anniversaire J'aime je naime pas	Practical Communication Knowledge Understand the main points and opinions in simple spoken language based on familiar questions based on familiar themes. Skill To take part in a conversation using familiar question and answers. Vocabulary nom anniversaire j'habite J'aime je naime pas	Christmas Knowledge Give accounts of the customs, history and culture of France. Skill To investigate how Christmas is celebrated in France. Vocabulary Joyeux Noël Père Noël	Christmas Knowledge To describe similarities and differences between Christmas celebrations in France and England. Skill To compare a French Christmas with our own celebrations. Vocabulary Joyeux Noël Père Noël	French Quiz Knowledge Understand questions in simple written French and give an appropriate response. Skill To identify familiar language in questions and form appropriate answers. Vocabulary nom anniversaire j'habite J'aime je naime pas
Music						Use musical notation. Knowledge: Use and understand staff and other musical notations (POS 4) Skills Identify the impact of making a note a dotted note and identify the note value of a dotted crotchet, dotted quaver, dotted minim and dotted semibreve.	Use musical notation. Knowledge: Use and understand staff and other musical notations (POS 4) Skills Identify the impact of making a note a dotted note and identify the note value of a dotted crotchet, dotted quaver, dotted minim and dotted semibreve.

						Vocabulary Dotted crotchet Dotted quaver Dotted minim Dotted semibreve	Vocabulary Dotted crotchet Dotted quaver Dotted minim Dotted semibreve
Physical Education	Real P.E (Creative) Seated Volleyball Scorpion Handball Knowledge <ul style="list-style-type: none"> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression Skills <ul style="list-style-type: none"> Static balance (seated and floor work) Key Vocabulary <ul style="list-style-type: none"> Interpretation Sequences (of movement) Adapting 			Real P.E (Cognitive) End Ball Knowledge <ul style="list-style-type: none"> I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. Skills <ul style="list-style-type: none"> Co-ordination (Ball skills) and Agility (Reaction and Response) Vocabulary <ul style="list-style-type: none"> Forehand Backhand Analyse Evaluation 			
Religious Education	Who did Jesus say 'I AM'? Knowledge To investigate the statements Jesus used about himself. Skill give a simple meaning for the names: Christ, Emmanuel, Lord,	Who did Jesus say 'I AM'? Knowledge To investigate the statements Jesus used about himself. Skill Suggest meanings for each 'I am' statement and describe why	Who did Jesus say 'I AM'? Knowledge Study why Jesus used these ideas to express who he was, and to reflect on what they mean for Christians Skill Suggest what Christians might learn	Why is light an important sign at Christmas? Knowledge to reflect on light as a theme across different religions Skill Describe how light is used (e.g. in a halo) and what it	Why is light an important sign at Christmas? Knowledge Study the concept of light as a theme during Christmas (such as Christingles) Skill Know what Christians mean when they say	Why is light an important sign at Christmas? Knowledge consider their own beliefs and values and those of others Skill talk about the themes of light in relation to the story and	Why is light an important sign at Christmas? Knowledge consider their own beliefs and values and those of others Skill ask questions about the meaning of light and darkness in the

	<p>Saviour, Redeemer, Messiah</p> <p>Vocabulary Statements Saviour Messiah Lord</p>	<p>each is important for Christians</p> <p>Vocabulary Statements Saviour Messiah Lord</p>	<p>about God through the person of Jesus</p> <p>Vocabulary Statements Saviour Messiah Lord</p>	<p>represents. Link with Christian beliefs about Jesus Christ</p> <p>Vocabulary: Light darkness symbol halo</p>	<p>that Jesus is the 'Light of the World'</p> <p>Vocabulary: Light darkness symbol Christingle</p>	<p>Christmas celebrations</p> <p>Vocabulary: Light darkness symbol fulfilment Christmas</p>	<p>Christmas story and compare their ideas with the ideas of others</p> <p>Vocabulary: Light darkness symbol fulfilment</p>
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