



## Year 5 at Southbourne Junior School

Year 5	Autumn		Spring		Summer	
<b>History/ Geography</b>	<b>What did the Vikings want and how did Alfred help to stop them getting it?</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<b>What is a river?</b> Locational knowledge, place knowledge, human and physical geography, skills and fieldwork.	<b>The story of the Trojan Horse: historical fact, legend or classical myth?</b> Ancient Greece: a study of Greek life and achievements and their influence on the western world.		<b>How is climate change affecting the world?</b> Locational knowledge, human and physical geography, skills and fieldwork.	<b>How do volcanoes affect the lives of people on Heimaey?</b> Locational knowledge, place knowledge, human and physical geography, skills and fieldwork.
<b>Science</b>	<b>What are the properties of materials and how can these change?</b> Properties and Changes of Materials		<b>What are the effects of forces that act between moving surfaces?</b> Forces	<b>What is in our solar system?</b> Earth and Space	<b>How is the life cycle of a mammal different to any other living thing?</b> Living Things and their Habitats	<b>How do humans change as they develop and age?</b> Animals including Humans
<b>DT</b>	<b>How could you help people cross a river?</b> Structures and Mechanisms		<b>Can you use my knowledge of electric circuits to make an electronic greeting card?</b> Electrical systems		<b>DT - Can I repurpose fabric to make a stuffed toy?</b> Textiles	
<b>Computing</b>	<b>What makes it a 'platform game'?</b> <u>MicroBit: Score Counter</u> Computational Thinking Coding/Programming	<b>What do Year 5 know about rivers?</b> <u>Quizzes</u> Computational Thinking Coding/Programming	<b>Who can we speak to about the Trojan Horse?</b> <u>Interviewing Characters</u> Animation Video Creation	<b>What would it be like to live in a Greek city?</b> <u>Green Screen News Report</u> Word Processing/Typing Video Creation Computational Thinking	<b>How is climate change affecting the world?</b> <u>Animated Scene</u> Presentations, web design and eBook Creation Photography/Digital Art Animation Online Reputation	<b>What makes an engaging podcast?</b> <u>Podcasting</u> Sound Word Processing/Typing Video
<b>Art</b>	<b>How can a picture tell a story?</b> <i>Drawing</i> Pen and ink drawing of a Viking		<b>How can Modroc be used to express emotions?</b> <i>Sculpting and Painting</i> Modroc mask		<b>How do other people see me?</b> <i>Craft</i> Photo montage	
<b>Music</b>	<b>Can I compose a piece using a classical motif?</b> <b>Musical Focus:</b> Notation, Composition and Harmony	<b>How can instruments be used to show the sounds of a river's journey?</b> <b>Musical Focus:</b> Composition, Dynamics and Structure	<b>How does Holst represent each planet through his music?</b> <b>Musical Focus:</b> Dynamics, Structure and Listening/ Recall of Sound	<b>How can our planet inspire our compositions?</b> <b>Musical Focus:</b> Rhythm and Composition	<b>Why are raps so persuasive?</b> <b>Musical Focus:</b> Rhythm and Composition	<b>Can I perform a song with clear pronunciation and rhythm?</b> <b>Musical Focus:</b> Performance

RE	<p><b>How do the rules I follow differ to other religions?</b> Explore and describe a range of rules in their lives and in the lives of Christians, Jews and Muslims.</p>	<p><b>Is Christmas Sacred or Secular?</b> Observe and understand varied examples of religious celebrations and explain their significance. Explore the difference between sacred and secular Christmas traditions</p>	<p><b>Why are religious leaders important to faith communities?</b> Explore and describe a range of religious leaders.</p>	<p><b>Why is Jesus' death significant to Christians? What happened to Jesus around the time he died?</b> Describe and understand why the death of Jesus is significant to Christians. Explore how Christians remember/signify the importance over Easter</p>	<p><b>Do religions provide the answers to life's big questions?</b> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own.</p>	<p><b>What is worship? How are personal devotion and communal worship important for people of faith?</b> Explore the different ways people express worship in Christianity, Judaism and Islam. Consider why people use these forms of worship.</p>
MFL	<p><b>Why do I need to practise the basics?</b> Review of basic conversation, Review of numbers to 100, Zoo animals,</p>	<p><b>What is your favourite zoo animal and why?</b> French book <i>Cher Zoo</i>, Writing own versions of <i>Cher Zoo</i>, Christmas in France</p>	<p><b>How do you create a weather report in French?</b> Weather, Francophone, Creating and recording a French weather report</p>	<p><b>French book and Saying the date</b> French book <i>La météo d' Elmer</i>, Months, Days of the week, Numbers, How to say the date, Seasons</p>	<p><b>How do you talk about sports in French?</b> Sports, Outdoor ed sports, Likes and dislikes, Opinions on sports, Body parts recap</p>	<p><b>How can we design a warm-up in French?</b> French warm-up verbs, French warm up instructions,  Food and drink</p>
PSHE	<p><b>What makes up our identity?</b> Health &amp; Wellbeing Identity; personal attributes; similarities and differences; individuality; stereotypes</p>	<p><b>How can drugs common to everyday life affect health?</b> Health &amp; Wellbeing Drugs, alcohol and tobacco; healthy habits</p>	<p><b>How can friends communicate safely?</b> Relationships Friendships; relationships; becoming independent; online safety</p>	<p><b>How can we help in an accident or emergency?</b> Health &amp; Wellbeing Basic first aid, accidents, dealing with emergencies</p>	<p><b>What jobs would you like?</b> <u>Living in the wider world</u> Careers; aspirations; role models; the future</p>	<p><b>How will we grow and change?</b> Health &amp; Wellbeing Growing and changing; puberty</p>
PE	<p><b>Sport</b> <i>Football</i> <i>"I can dribble, pass, receive and shoot the ball with some control under pressure."</i> <b>Multi-Ability</b> <i>Cognitive Cog</i></p>	<p><b>Sport</b> <i>OAA</i> <i>"I can work effectively with a small group, sharing ideas and agreeing o strategy."</i> <b>Multi-Ability</b> <i>Creative Cog</i></p>	<p><b>Sport</b> <i>Dance</i> <i>"I can choreograph phrases individually and with others considering actions."</i> <b>Multi-Ability</b> <i>Social Cog</i></p>	<p><b>Sport</b> <i>Basketball</i> <i>"I can dribble, pass, receive and shoot the ball with some control under pressure."</i> <b>Multi-Ability</b> <i>Physical Cog</i></p>	<p><b>Sport</b> <i>Rounders</i> <i>"I am beginning to strike a ball with a rounders bat and bowl with increasing control"</i> <b>Multi-Ability</b> <i>Health &amp; Fitness Cog</i></p>	<p><b>Sport</b> <i>Athletics</i> <i>"I persevere to achieve my personal best and identify good athletic performance."</i> <b>Multi-Ability</b> <i>Personal Cog</i></p>
English	<p><b>What's in the Northumberland news?</b> Report <b>A Viking journey</b> Narrative</p>	<p><b>Can you help me?</b> Emotive Letter <b>What Lurks In The Amazon?</b> Setting Description <b>What is a river?</b> Diary Poetry</p>	<p><b>What does it take to become a hero?</b> Setting/Character description <b>What else do you want to know?</b> Non fiction report <b>The Story of the Trojan Horse; Historical Fact, Legend or Classical Myth?</b> Discussion text <b>Creating A Monster-Piece</b> Narrative</p>	<p><b>Are You Ready For Action?</b> Persuasion  <b>Can You Save Me Now?</b> Poetry</p>	<p><b>Run for your life!</b> Narrative <b>Living with volcanoes</b> Recount</p>	