

**Robert Shaw Primary & Nursery School**  
**Year 5 – Curriculum Plan**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
	<b>Belonging</b>		<b>Exploring</b>		<b>Discovering</b>
<b>Oxfam curriculum area</b>	Identity and diversity	Social justice and equity	Sustainable development	Globalisation and interdependence	Peace and conflict
<b>Key question</b>	<b>Where do we belong?</b>		<b>Are all natural disasters 'natural'?</b>		<b>Can conflict ever be fair for all?</b>
<b>Topic outcomes</b>	1. Use of mixed media to create a sculpture of themselves 2. written – 'My place in the world'		1. written/oracy tbc 2. other tbc		1. written/oracy tbc 2. other tbc
<b>Key texts</b>	Rooftoppers – Katharine Rundell		Melt – Ele Fountain		Now or Never (A Dunkirk Story) – Bali Rai
<b>Hook</b>	Exploration of human representation in art in a variety of cultures		<b>tbc</b>		<b>tbc</b>
<b>Enrichment</b>	Visit to Nottingham Contemporary		<b>tbc</b>		<b>tbc</b>
<b>English</b>	<b>tbc</b>		<b>tbc</b>		<b>tbc</b>
<b>Maths</b>	<b>Number: Place Value</b> <b>Number: Addition and Subtraction</b> <b>Statistics</b> <b>Number: Multiplication and Division</b> <b>Measurement: Perimeter and Area</b>		<b>Number: Multiplication and Division</b> <b>Number: Fractions</b> <b>Number: Decimals and Percentages</b>		<b>Number: Decimals</b> <b>Geometry: Properties of Shape</b> <b>Geometry: Position and Direction</b> <b>Measurement: Converting Units</b> <b>Measurement: Volume</b>
<b>Science</b>	<b>1. Forces</b> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. [DT link]</li> </ul> <b>2. Earth and Space</b> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> </ul>		<b>1. Properties and changes of materials</b> <ul style="list-style-type: none"> <li>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.</li> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul>		<b>1. Living things and their habitats</b> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul> <b>2. Animals including humans (linked with RSE)</b> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>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.</li> </ul>	
<b>History</b>	<b>Spaced retrieval:</b> chronology; learning from previous years	<b>Spaced retrieval:</b> chronology; learning from previous years	WWII and the impact on Nottingham & the East Midlands– incl impact/involvement of diverse groups – Wollaton Hall, Raleigh Factory
<b>Geography</b>	<b>Spaced retrieval:</b> names and location of continents, rivers, capital cities, geographical features, water cycle (Y4 science)	Volcanoes, earthquakes, drought, famine, flood, human impact on the physical world	<b>Spaced retrieval:</b> names and location of continents, rivers, capital cities, geographical features; learning from Spring term
<b>DT</b>	link to forces/pulleys/levers – design and make...	?cooking leading to bake sale to raise money for an appropriate charity (possible link to French)	<b>tbc</b>
<b>Art</b>	Use of mixed media to create a sculpture of themselves	<b>tbc</b>	<b>tbc</b>
<b>Music</b>	Charanga units: Livin' on a prayer'; Classroom Jazz 1	Charanga units: Make you feel my love; The Fresh Prince of Bel-Air	Charanga units: Dancing in the street; Reflect, Rewind and Replay
<b>RE</b>	<p><b>5.4 Beliefs in action in the world</b> How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p> <p><b>5.1 Inspirational people in today's world</b> What can we learn from great leaders and inspiring examples in today's world?</p>	<p><b>5.3 Beliefs and questions</b> How do people's beliefs about God, the world and others have impact on their lives?</p>	<p><b>5.2 Religion and the individual: what matters to Christians?</b> What is expected of a person in following a religion or belief?</p>
<b>Computing</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>
<b>PE</b>	<p><b>Team games/invasion games: Basketball</b> Tactics, running, throwing, catching, jumping, competition, technique, control, balance, communication, collaboration</p> <p><b>Throwing and catching: Dodgeball</b></p>	<p><b>Dance/Gymnastics: Developing movement, patterns, flexibility and a knowledge of various styles.</b> Coordination, balance, strength, flexibility, control, technique. Contrasting styles.</p> <p><b>Striking and fielding games: Danish Long Ball</b></p>	<p><b>Character education and Orienteering</b> Outdoor and adventurous activities as an individual and as a team member.</p> <p><b>Swimming</b> Building skills to achieve the target of 25m.</p> <p><b>Athletics</b></p>

	Jumping, agility, tactics, communication, collaboration, catching.	Throwing, catching, striking, running, tactics, communication, competition.	Coordination, balance, strength, flexibility, control, technique.
<b>PSHE</b>	<p><b>Me and My Relationships:</b> Feelings; Friendship skills, including compromise; Assertive skills; Cooperation; Recognising emotional needs</p> <p><b>Valuing Difference:</b> Recognising and celebrating difference, including religions and cultural; Influence and pressure of social media; Recognising own qualities</p>	<p><b>Keeping Myself Safe:</b> Managing risk, including online safety; Norms around use of legal drugs (tobacco, alcohol); Decision-making skills; Bullying</p> <p><b>Rights and Responsibilities:</b> Distinguishing between facts and opinions; Rights and responsibilities relating to my health; Making a difference; Local environment and councils</p>	<p><b>Being my Best:</b> Growing independence and taking responsibility; Keeping myself healthy; Media awareness and safety; My community</p> <p><b>Growing and Changing:</b> Managing difficult feelings; Managing change (puberty and changing bodies); How my feelings help keeping safe</p>
<b>French</b>	<p><b>My school, my subjects:</b> 1a Talking all about us; 1b School subjects, my opinions.</p> <p><b>Time in the city:</b> 2a In the city; 2b Christmas shopping</p>	<p><b>Healthy eating – going to the market:</b> 1a Happy New Year; 1b Pantomime and verb to be; 1c Going to the market; 1d Healthy recipe.</p> <p><b>Clothes, colours, fashion show:</b> 2 Carnival clowns and clothes</p>	<p><b>Out of this world:</b> 1 Out of this world.</p> <p><b>Going to the seaside:</b> 2 Going to the seaside</p>