

Robert Shaw Primary & Nursery School					
Year 5 – Curriculum Plan					
	Autumn		Spring		Summer
	Belonging		Exploring		Discovering
Oxfam curriculum area	Identity and diversity	Social justice and equity	Sustainable development	Globalisation and interdependence	Peace and conflict
Key question	Where do we belong?		Are all natural disasters ‘natural’?		Can conflict ever be justified?
Topic outcomes	1. Parisian Street in the hall. 2. Written – ‘Rooftop running description’		1. Written – ‘Prospero Summoning a storm’ 2. Performance assemblies.		1. Written – ‘Can conflict ever be justified (a persuasive argument)’ 2. Wartime baking.
Key texts	Rooftoppers – Katharine Rundell Coming to England		Natural and human disasters in Shakespeare.		Now or Never (A Dunkirk Story) – Bali Rai Adolphus Tips – Michael Morpurgo
Hook	Acting out rooftop running		Brewing up a storm with music		Personal Accounts of life during WW2
Enrichment	Parisian Culture ½ day		Burning materials		Evacuee Interview
English	Biography of KR Letter to the Childcare agency Running of the rooftops description		Prospero Summoning a storm Juliet’s Diary Hamlet Act 2 Scene 12: Playscript		Evacuee letter home Blitz Story Female resistance fact page Story of Tips return home (Cat POV)
Maths	Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area		Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages		Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting Units Measurement: Volume
Science	1. Forces • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between 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. [DT link] 2. Earth and Space • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • 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.		1. Properties and changes of materials • 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. • 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 changes. • 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.		1. Living things and their habitats • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. 2. Animals including humans (linked with RSE) • Describe the changes as humans develop to old age.
History	Spaced retrieval: chronology; learning from previous years		Spaced retrieval: chronology; learning from previous years		WWII and the impact on Nottingham & the East Midlands– incl impact/involvement of diverse groups – Wollaton Hall, Raleigh Factory
Geography	Spaced retrieval: 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		Spaced retrieval: names and location of continents, rivers, capital cities, geographical features; learning from Spring term
DT	Sculpture of themselves		Volcano creation, link to science.		Creating a strong Anderson shelter.
Art	Artist study – Keith Haring		Tempest Collage		Anatomical/scientific plant drawings
Music	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
RE	5.4 Beliefs in action in the world How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? 5.1 Inspirational people in today’s world What can we learn from great leaders and inspiring examples in today’s world?		5.3 Beliefs and questions How do people’s beliefs about God, the world and others have impact on their lives?		5.2 Religion and the individual: what matters to Christians? What is expected of a person in following a religion or belief?
Computing	Coding E-safety Digital skills		Coding E-safety Digital skills		Coding E-safety Digital skills
PE	Team games/invasion games: Basketball Tactics, running, throwing, catching, jumping, competition, technique, control, balance, communication, collaboration Throwing and catching: Dodgeball Jumping, agility, tactics, communication, collaboration, catching.		Dance/Gymnastics: Developing movement, patterns, flexibility and a knowledge of various styles. Coordination, balance, strength, flexibility, control, technique. Contrasting styles. Striking and fielding games: Danish Long Ball Throwing, catching, striking, running, tactics, communication, competition.		Character education and Orienteering Outdoor and adventurous activities as an individual and as a team member. Swimming Building skills to achieve the target of 25m. Athletics Coordination, balance, strength, flexibility, control, technique.
PSHE	Me and My Relationships: Feelings; Friendship skills, including compromise; Assertive skills; Cooperation; Recognising emotional needs		Keeping Myself Safe: Managing risk, including online safety; Norms around use of legal drugs (tobacco, alcohol); Decision-making skills; Bullying		Being my Best: Growing independence and taking responsibility; Keeping myself healthy; Media awareness and safety; My community

	Valuing Difference: Recognising and celebrating difference, including religions and cultural; Influence and pressure of social media; Recognising own qualities	Rights and Responsibilities: Distinguishing between facts and opinions; Rights and responsibilities relating to my health; Making a difference; Local environment and councils	Growing and Changing: Managing difficult feelings; Managing change (puberty and changing bodies); How my feelings help keeping safe
French	My school, my subjects: 1a Talking all about us; 1b School subjects, my opinions. Time in the city: 2a In the city; 2b Christmas shopping	Healthy eating – going to the market: 1a Happy New Year; 1b Pantomime and verb to be; 1c Going to the market; 1d Healthy recipe. Clothes, colours, fashion show: 2 Carnival clowns and clothes	Out of this world: 1 Out of this world. Going to the seaside: 2 Going to the seaside
Diversity, Equality, Inclusion and Belonging	School values (PSHE) Disability History Month (PSHE) Black History Month (PSHE) Protected Characteristics (PSHE) Valuing our differences (PSHE) Inspirational leaders (RE) Charity and Art (RE) Belonging (Writing)	LGBT+ history month (PSHE) International Women’s Day (PSHE) Keeping myself safe (PSHE) Rights and responsibilities (PSHE) People’s beliefs (RE) Stand up to bullying day (PSHE) Aboriginal art (Art)	Managing change (PSHE) Boys will be boys? (PSHE) LQBTQ+ Pride month – June (PSHE)