

Year 5- LTP 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<u>Living things and their habitats</u> <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>	<u>Properties and changes of Materials</u> <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> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some</li> </ul>	<u>Properties and changes of Materials</u> <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> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the</li> </ul>	<u>Space</u> <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> <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>	<u>Humans</u> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul>	<u>Forces</u> <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.</li> </ul>

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		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.	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.			
Art/DT	<p><u>Cooking and Nutrition</u></p> <p><u>Design, Make &amp; Evaluate</u></p> <p>-understand and apply the principles of a healthy and varied diet</p> <p>-prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>-understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Eg. Making a healthy bolognese</p>	<p><u>Drawing</u></p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspectives in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p>	<p><u>3D</u></p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over an armature (newspaper frame for modroc.)</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Show increasing confidence to carve a simple form.</p> <p>Use language appropriate to skill and technique.</p>	<u>DT</u>	<p><u>Painting and Printmaking</u></p> <p><u>Painting</u></p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><b>Possible artists: Lowry, Matisse, Magritte.</b></p> <p><b>Printmaking</b></p> <p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with</p>	<u>DT</u>

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		Develop close observation skills using a variety of view finders.  Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt.	Possible Artists: Frink, Balla, Andre		other media.  Use print as a starting point to embroidery. Show experience in a range of mono print techniques. <b>Possible artists: Advertising, Bawden</b>	
RE	<u>Major world religions (and non-religions):</u>  Why are some places and journeys special?	<u>Major world religions (and non-religions):</u>  What values are shown in the codes for living?	<u>Christianity:</u>  What do Christians believe about the old and new covenants?  <i>Part 1</i>	<u>Christianity:</u>  What do Christians believe about the old and new covenants?  <i>Part 2</i>	<u>Major world religions (and non-religions):</u>  Should we forgive others?  <i>Christianity – link to other major world religions.</i>	<u>Christianity, Islam and non-religious perspectives:</u>  What matters most to believers?
Computing	Purple Mash  Unit 5.2 Online Safety 3 weeks  Unit 5.4 Databases 4 weeks	Purple Mash  Unit 5.1 Coding 6 weeks	Purple Mash  Unit 5.3 Spreadsheets 6 weeks	Purple Mash Unit 5.4 Databases 4 weeks  Unit 5.5 Game Creator 2 weeks	Purple Mash Unit 5.5 Game Creator 3 weeks  Unit 5.6 3D Modelling 4 weeks	Purple Mash Unit 5.7 Concept Maps 4 weeks
PE	Sports UK Plans	Sports UK Plans	Sports UK Plans	Sports UK Plans	Sports UK Plans	Sports UK Plans

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PSCHE/RHE	Healthy Lifestyles	Keeping Safe	Growing and Changing Healthy Relationships	Feelings and Emotions Valuing Differences	Rules, Rights and Responsibilities	Caring for the Environment Money
History		<b>Ancient Greeks</b> How was life different in the city states? How have the Greeks influenced our modern world?		<b>Space</b> When did humans reach space? What was the space race? Who worked on the American space race? How has our understanding of space changed?	<b>Industrial Revolution- post 1066</b> When did it happen? What was Britain like before it? How did it change Britain? How should we remember Titus Salt? (local study)	
Geography			Identify the position and significance of latitude, longitude, Equator (revisit) Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn (revisit), Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		Describe and understand key aspects of: physical geography, rivers, Human geography (historic) including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Human geography (modern) including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water