



AUTUMN			SPRING		SUMMER	
Has World War II had a lasting impact on the lives of children in Plymouth?			What is the biggest threat to Planet Earth?			
LITERACY Speaking and listening	Historical Fiction (Blitz Cat) Newspaper reports (Plymouth Blitz)	Poetry (Remembrance) Non Chronological (Homefront) Diary (Joseph's Diary/Anne Frank's Diary)	Non Fiction Unit: Explanation text Narrative - Suspense story (Frances/Jungle)	Narrative: Poetry Non Fiction Unit: NCR (information text)		
	Word classes Sentences types	Subject/verb agreement Verb tenses (past + past progressive) Active/passive Direct/reported speech Speech punctuation Apostrophe for possession	Possessive Apostrophes Fronted Adverbials Parenthesis Punctuating Speech	Word classes Modal Verbs Suffixes homophones		
SPAG						
SCIENCE	Materials and their properties Properties of everyday materials Thermal conductors and Insulators Reversible and Irreversible changes Dissolving Separating Mixtures Conducting our own experiments and drawing conclusions from this		Animal Inc Humans Ordering the stages of Human development Demonstrate an understanding of how babies grow and change Describe the main changes in puberty Key facts related to old age Describe what gestation is and present findings from an experiment in a variety of ways		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. Conducting our own experiments and drawing conclusions from this	

Computing	<p>E- Safety Reviewing E-Safety at Mayflower and how to use digital technologies responsibly.</p> <p>Publisher Timeline of British history</p>	<p>Excel Creating databases/spreadsheets about rationing and budgeting in WW2</p>	<p>E- Safety Reviewing E-Safety at Mayflower and how to use digital technologies responsibly.</p>	<p>Publisher Non Fiction Unit: NCR (information text)</p> <p>Internet: Topical research</p> <p>Movie maker: Animation/Movie editing</p>		•
D T	<p>Making Evacuee boxes</p> <p>Materials and Textiles To understand and use the design cycle of planning, developing prototypes, modifying, making and evaluating. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>Food Technology - Rationing Pupils should be taught to</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		<p>Junk Art' based on the sculpture of WEEE Man</p> <p>To understand and use the design cycle of planning, developing prototypes, modifying, making and evaluating. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>		
ART and DESIGN	<p>Remembrance/Poppy Sculpture</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history <p>Children will be exploring the art work/architecture of Tom Piper and trying to recreate and innovate their own piece of 'big art'.</p>					

GEOG	<p style="text-align: center;">Mapwork</p> <p>To name and locate cities in the UK To identify commonwealth and empire countries. To use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p>		<p>To describe key aspects of physical geography, including Volcanoes and earthquakes? To describe key aspects of human geography, including natural resources and energy? To use maps, atlases and globes to locate features? To use grid references? To use fieldwork to observe, measure, record and present human and physical features? To explain geographical similarities and differences?</p>		
HISTORY	<p>Local History Study - the effect of WW2 on Plymouth</p> <p>To gain historical perspective by placing their growing knowledge into different contexts.</p> <p>Local History:</p> <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in Plymouth a study of an aspect of history that is significant in Plymouth 		<p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
MFL	French		French		French
MUSIC	New Beginnings/ Taking Responsibility		Compose a soundtrack for a volcanic eruption/ Junk band		
PE	Basketball (ball bounce/catch)	Basketball (ball bounce/catch) Dance	Two Handed Strike Gymnastics	Two Handed Strike Gymnastics	
SEAL	New Beginnings/ Taking Responsibility		Good to be Me		
RE	Beliefs in Action in the world Y5 Autumn		Beliefs in Action in the world - Focus on Buddhism Y5 Spring		

Autumn

Outcome:

Children will be able to consider the impact that World War 2 has had on children and whether it has affected the way they live today

Spring

Outcome: **For children to be able to articulately share their informed opinion, on what they believe is the biggest threat to the environment; both locally and globally. Children will also consider the future environmental consequences on our planet; working with the local community to raise awareness of conservation.**

Summer

Outcome: