



Year 5 - Autumn MTP

Subject	Geography Au2: Biomes	History Au1: Tudors	RE What do Sikhs believe and how are these beliefs expressed?	PSHCE Au1: What makes up our identity? Au2: What decisions can people make about money?	Science Au1: Forces Au2: Earth and Space
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Develop contextual knowledge of the location of globally significant places <input type="checkbox"/> Pupils should extend their knowledge and understanding to include North and South America <input type="checkbox"/> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones <input type="checkbox"/> Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts <input type="checkbox"/> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> <input type="checkbox"/> Know and understand the history of these islands as a coherent, chronological narrative <input type="checkbox"/> 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 own structure accounts <input type="checkbox"/> Understand 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 <input type="checkbox"/> A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to the 10 human gurus with special reference o Guru Nanak and Guru Gobind Singh and the formation of the Khalsa <input type="checkbox"/> The Guru Granth Sahib: the importance of the holy book as a living Guru, how the Guru Granth Sahib is treated with reverence and respect <input type="checkbox"/> The Gurdwara as a place of worship, community and service to others <input type="checkbox"/> The 5 Ks and their significance 	<ul style="list-style-type: none"> <input type="checkbox"/> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <input type="checkbox"/> That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <input type="checkbox"/> What a stereotype is, and how stereotypes can be unfair, negative or destructive 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <input type="checkbox"/> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces <input type="checkbox"/> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <input type="checkbox"/> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system <input type="checkbox"/> Describe the movement of the Moon relative to the Earth <input type="checkbox"/> Describe the Sun, Earth and Moon as approximately spherical bodies <input type="checkbox"/> Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky
Intent	Key features of biomes around the world linked to global position	Key period of British history that partially bridges the gap between Vikings and Victorians—role of the monarchy	How Sikh faith is practiced	Au1: Identity and stereotypes Au2: Tracking use of money	Au1: Gravity, resistance, levers, pulleys and gears Au2: Movements of the bodies in our solar system
Proposed sequence - not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> 7 biomes on a map – explore (do not colour in a map) <input type="checkbox"/> Key similarities and differences between the 7 <input type="checkbox"/> Rainforest – layers <input type="checkbox"/> Deforestation <input type="checkbox"/> Compare and contrast savannah and desert <input type="checkbox"/> Biome presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> General Tudor life <input type="checkbox"/> Meet Henry VII (strong dynasty, war of the roses) <input type="checkbox"/> Henry VIII's early life and start of his reign (very different king) <input type="checkbox"/> Henry VIII (wives and religion) <input type="checkbox"/> Trade and exploration <input type="checkbox"/> Elizabeth—why was she so powerful? <input type="checkbox"/> Who was the greatest Tudor monarch? 	<ul style="list-style-type: none"> <input type="checkbox"/> Core beliefs and values <input type="checkbox"/> Guru Nanak – start of Sikhism (the gurus) <input type="checkbox"/> The story of Khalsa and the 5 ks <input type="checkbox"/> The importance of the Guru Granth Sahib and how it is treated/ used by Sikhs <input type="checkbox"/> The gurdwara and its place within the community <input type="checkbox"/> Festivals and celebrations 	<ul style="list-style-type: none"> <input type="checkbox"/> What makes me, me (interests, appearance, likes and dislikes) (Can I build another me?) <input type="checkbox"/> We are born with lots of aspects of identity and these are beyond our control while we are young <input type="checkbox"/> Individuality and personal qualities that make up our identity (which house would you be sorted into?) <input type="checkbox"/> Stereotypes – challenging these <input type="checkbox"/> Gender stereotypes that affect us (e.g. toys) <input type="checkbox"/> Job stereotypes <input type="checkbox"/> Money in and money out (terminology) <input type="checkbox"/> When would you borrow money? (mortgage, car payments, debt management etc.) <input type="checkbox"/> Risks associated with money <input type="checkbox"/> Planning how to spend money and what we spend it on <input type="checkbox"/> How to track money – saving <input type="checkbox"/> Value for money 	<ul style="list-style-type: none"> <input type="checkbox"/> Gravity <input type="checkbox"/> Practical investigation – gravity <input type="checkbox"/> Air resistance, water resistance and friction—effect in different scenarios <input type="checkbox"/> Practical investigation – air resistance <input type="checkbox"/> Levers – investigate (What are they and how do they work?) <input type="checkbox"/> Pulleys – investigate (What are they and how do they work?) <input type="checkbox"/> Gears – investigate (What are they and how do they work?) <input type="checkbox"/> The solar system – heliocentric model of the solar system <input type="checkbox"/> Planets – key differences, why isn't Pluto a planet, atmosphere (Durham University link) <input type="checkbox"/> Moon around the earth (split pin models) <input type="checkbox"/> Impact of the moon on the tide <input type="checkbox"/> Day and night – time zones <input type="checkbox"/> Sun safety



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Subject	Computing 1: Online safety, 2: Coding, 3: Spreadsheets	D.T. Frame structures	Art	Spanish	Music	PE Athletics and Swimming (and Rugby)
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Design, write and debug programs to accomplish specific goals <input type="checkbox"/> Use sequence, selection and repetition in programs; work with variable and various forms of input and output <input type="checkbox"/> Use logical reasoning to explain how some simple algorithms work (detect and correct errors) <input type="checkbox"/> Understand computer networks, including the internet <input type="checkbox"/> Use search technologies effectively <input type="checkbox"/> Select, use and combine a variety of software on a range of devices <input type="checkbox"/> Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> <input type="checkbox"/> Use research and develop criteria <input type="checkbox"/> Design innovative, functional and appealing products <input type="checkbox"/> Generate, develop and communicate ideas <input type="checkbox"/> Select from a wider range of tools, materials and components <input type="checkbox"/> Investigate and analyse a range of existing products <input type="checkbox"/> Consider how to improve work <input type="checkbox"/> Strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore the relationship of line, form and colour when drawing <input type="checkbox"/> Explore styles of portraiture with a focus on renaissance style <input type="checkbox"/> Use a variety of modelling techniques when working with clay <input type="checkbox"/> Work with a modelling material and combine with developing visual literacy skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively and show understanding by joining in and responding <input type="checkbox"/> Link the spelling, sound and meaning of words <input type="checkbox"/> Engage in conversations, speak in sentences using accurate pronunciation and intonation <input type="checkbox"/> Present orally and read carefully <input type="checkbox"/> Appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> Broaden vocabulary, including through using a dictionary <input type="checkbox"/> Write and adapt phrases from memory <input type="checkbox"/> Describe people, places, things and actions orally and in writing <input type="checkbox"/> Understand basic grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> Play and perform in solo and ensemble contexts, using their voices and play instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> Improvise and compose music <input type="checkbox"/> Listen with attention and recall sounds <input type="checkbox"/> Use and understand staff and other musical notation <input type="checkbox"/> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> Develop an understanding of the history of music 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop competence to excel in a broad range of physical activities <input type="checkbox"/> Are physically active for sustained periods of time <input type="checkbox"/> Engage in competitive sports and activities <input type="checkbox"/> Lead healthy, active lives <input type="checkbox"/> Use running, jumping, throwing and catching in isolation and in combination <input type="checkbox"/> Develop flexibility, strength, technique, control and balance <input type="checkbox"/> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <input type="checkbox"/> Swim competently, confidently and proficiently over a distance of at least 25 metres <input type="checkbox"/> Use a range of strokes effectively <input type="checkbox"/> Perform safe self-rescue in different water-based situations
Intent	Apply skills to a range of software products within Purple Mash	Apply knowledge of shapes to strengthen a structure	Exploring renaissance art and portraiture	Speaking with accurate pronunciation and intonation	Develop practical skills on Glockenspiel. Read staff notation.	To improve running, jumping and throwing and explore a range of strokes
Proposed sequence- <small>not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)</small>	<ul style="list-style-type: none"> <input type="checkbox"/> Responsibilities and support when online <input type="checkbox"/> Protecting privacy <input type="checkbox"/> Citing sources <input type="checkbox"/> Reliability <input type="checkbox"/> Code efficiently <input type="checkbox"/> Simulating a physical system <input type="checkbox"/> Decomposition and abstraction <input type="checkbox"/> Friction and functions <input type="checkbox"/> Introducing strings <input type="checkbox"/> Conversions of measurements <input type="checkbox"/> Count tool <input type="checkbox"/> Formulae including the advanced mode <input type="checkbox"/> Using text variable to perform calculations <input type="checkbox"/> Event planning with a spreadsheet 	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate a range of frame structures and discuss their user and purpose (temporary and permanent structures) <input type="checkbox"/> Research key pieces and events linked to shell structures <input type="checkbox"/> Compare the strength of square and triangular frames <input type="checkbox"/> Look at different ways to reinforce paper tubes. <input type="checkbox"/> How to accurately cut and join materials <input type="checkbox"/> Come up with a clear design brief and design a product that fits this using clearly annotate diagrams and instructions <input type="checkbox"/> To make products accurately and evaluate work as you go <input type="checkbox"/> Evaluate the final product against the design brief 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore the characteristics of renaissance art: colour, tone and composition <input type="checkbox"/> Explore using watercolour for tone and shading <input type="checkbox"/> Create own self portrait using features of renaissance art <input type="checkbox"/> Experiment with moulding and texturing techniques using clay <input type="checkbox"/> Explore intricate patterning and detailing in frames <input type="checkbox"/> Create own miniature Tudor frame and portrait 	<ul style="list-style-type: none"> <input type="checkbox"/> The high street (manipulate using an element) <input type="checkbox"/> Directions <input type="checkbox"/> Asking where places are. <input type="checkbox"/> Take part in a conversation asking and giving directions. <input type="checkbox"/> Times of the day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sing Ghost Parade/Words Can Hurt/Sparkle in my Life <input type="checkbox"/> Learn Glockenspiel Part to Ghost parade <input type="checkbox"/> Identify and understand the notation Crotchet/quaver/Rest/ Minim/Semiquaver <input type="checkbox"/> Listen critically to different styles of music. <input type="checkbox"/> Understand Musical terminology Melody/Articulation/Dynamics/ Instrumentation/Style/Pitch <input type="checkbox"/> Improvise melodies and Rhythmic phrases. <input type="checkbox"/> Compose a melody to a visual stimulus <input type="checkbox"/> Create and refine composition work in groups and independently <input type="checkbox"/> Perform within the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Disability sports <input type="checkbox"/> Long distance running <input type="checkbox"/> Sprinting <input type="checkbox"/> Long jump <input type="checkbox"/> Triple jump <input type="checkbox"/> Javelin <input type="checkbox"/> Shot putt <input type="checkbox"/> Discus <input type="checkbox"/> Relay <input type="checkbox"/> Hurdles <input type="checkbox"/> Swimming lessons weekly by the swim instructor at the local swimming baths