Year 5 - Spring MTP

Subject	Geography China	History Ancient Islamic civilisation	RE What do we know about the Bible and why is it important to Christians?	PSHCE Sp1: How will we change and grow? Sp2: How can friends communicate safely?	Science Sp1: Living things and their habitats Sp2: Animals including humans
Content to cover	locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics and major cities 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 Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms A non-European society that provides contrasts with British history—a study of Baghdad c. AD 900	The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today How the Bible is used in private and communal worship and everyday living. Different types of writing (Old Testament and New Testament); introduction to literal and non-literal interpretations of the Bible today	Key facts about puberty and the changing adolescent body, including physical and emotional changes Menstrual wellbeing including key facts about the menstrual cycle Healthy friendships are positive and welcoming towards others Who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice or help from others People sometimes behave differently online, including by pretending to be someone they are not The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous Rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) Concept of privacy	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 Describe the changes as humans develop to old age Draw a timeline to indicate stages in the growth and development of humans Learn about the changes experiences during puberty Research gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows
Intent	Vast size / geographical differences, and China's economy	Third ancient civilisation to compare with the UK	Why the Bible is important to Christians and how it helps them live their lives	Sp1: puberty and personal hygiene Sp2: how to communicate with friends and family and risks of social media	Sp1: life cycles and reproduction Sp2: changes that humans go through as they age
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	General introduction lessons (rich and poor divide) Identify the different biomes within China and look at why they are where they are (the whole world in one country) Beijing and Shanghai (Forbidden City) (location of these cities and their relevant trade) Tourism (where and why) Economy—strength of the economy and why (communism)	Fleeing from Mecca, where they ended up and what they created Death of Muhammad, origin of the Caliph—who should take over? Massive expansion (large well organised army) Life in Baghdad (men/ women) Baghdad—compare to other places at the time Timeline of the spread and decline of the empire	The books that make up the Bible Key messages within Bible stories—10 commandments How the Bible is used within worship Lent—around the world (why) Easter—why is this day so important?	about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty How to ask for advice and support about growing and changing and puberty about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable How to ask for help or advice and respond to pressure, inappropriate contactor concerns about personal safety	Classification recap with detail (application of flowcharts/ tree diagrams) Life cycles of a range of classifications of animals (identify key differences) (mention sexual reproduction of animals here) Plant life cycles Reproduction of plants (sexual and asexual) Track plants within the garden throughout topic Tracking the length and mass of a baby as it grows (discuss different lengths of gestation for animals) Timeline of the life of a human Changes to both sexes during puberty Changes to boys Changes to girls

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Subject	Computing 1: Databases 2: Game creator	D.T. Pulleys or gears	Art Anthony Gormley Surrealism	Spanish	Music	PE Dance and Gymnastics
Content to cover	☐ Design, write and debug programs to accomplish specific goals ☐ Use sequence, selection and repetition in programs; work with variable and various forms of input and output ☐ Use logical reasoning to explain how some simple algorithms work (detect and correct errors) ☐ Understand computer networks, including the internet ☐ Use search technologies effectively ☐ Select, use and combine a variety of software on a range of devices ☐ Use technology safely, respectfully and responsibly	☐ Use research and develop criteria ☐ Design innovative, functional and appealing products ☐ Generate, develop and communicate ideas ☐ Select from a wider range of tools, materials and components ☐ Investigate and analyse a range of existing products ☐ Consider how to improve work ☐ Understand the impact of key events and individuals ☐ Use mechanical systems in products	☐ Create sketch books to record their observations and use them to review and revisit ideas ☐ Improve their mastery of art and design techniques, including drawing and sculpture with a range of materials [pencil, paint, clay, modroc] ☐ Learn about great artists and sculptors ☐ Explore the relationship of line, form and colour. ☐ Develop visual literacy skills: explore how we *look at* and *respond to* things and then include this awareness when sketching	☐ Listen attentively and show understanding by joining in and responding ☐ Link the spelling, sound and meaning of words ☐ Engage in conversations ☐ Speak in sentences ☐ Accurate pronunciation and intonation ☐ Present orally ☐ Read carefully ☐ Appreciate stories, songs, poems and rhymes in the language ☐ Broaden vocabulary, including through using a dictionary ☐ Write and adapt phrases from memory ☐ Describe people, places, things and actions orally and in writing ☐ Understand basic grammar	We are following the DMS model curriculum for Music which is currently being reviewed to reflect the DfE's model music curriculum. Planning will be added as it is released by DMS through the year.	The national curriculum for physical education aims to ensure that all pupils: ☐ Develop competence to excel in a broad range of physical activities ☐ Are physically active for sustained periods of time ☐ Engage in competitive sports and activities ☐ Lead healthy, active lives ☐ Develop flexibility, strength, technique, control and balance ☐ Perform dances using a range of movement patterns ☐ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Intent	Apply skills to a range of software products within Purple Mash	How pulleys and gears can be used to reduce necessary input	Explore the human form in both sketching and sculpture. Understanding the surrealist art movement	To be able to speak and write confidently	☐	To improve and perfect a performance for an audience
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	☐ Searching a database ☐ Creating a class database ☐ Creating a topic database (2 sessions) ☐ Setting the scene ☐ Creating the game environment ☐ The game quest ☐ Finishing and sharing ☐ Evaluation	☐ Investigate how to build pulleys and gears ☐ Generate a design specification ☐ Model and evaluate different systems using mechanical and electrical components ☐ Trial possible materials and components ☐ Explore and evaluate prototypes – create a final plan ☐ Discuss, test and modify design ☐ Evaluate product against original design specification	Anthony Gormley ☐ Explore the work of Anthony Gormley and the human form ☐ Work on dimensions of human body and drawing accurately, using sketchbooks to record ☐ Explore showing emotions with body language and sketching, moving into sculpture Surrealism ☐ Explore work of surrealist artists ☐ Still life draw randomly grouped objects ☐ Explore backgrounds using painting techniques ☐ Use paint to produce final piece	☐ Substitute quantifiers and adjective in a sentence. ☐ Near future tense (conjugate the future tense) ☐ Numbers 31-50. ☐ Listen and understand numbers. Be able to build higher numbers using a model. ☐ Food (likes and dislikes)	☐	☐ Please see the PE progression document for specific skills taught