Year 5

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|   | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | The Malfeasance (Poetry)Tudor (Non-Chronological report)Spooky openings (Halloween writing) | Alien Abduction! (Newspaper)Shakespeare – Macbeth (Playscript/Drama)Christmas Letters to elderly/homeless (Informal letters) | Greek myth - narrative Olympics (Sports Report)Francis (Narrative) | My Shoes (Diary)Chaperon Rouge (Narrative - twisted fairy-tale) | I Have A Dream (Poetry)Speech – Plastic PollutionNarrative – Kensuke’s Kingdom  | Reverse poetryMaya work  |
| Maths | White Rose Hub curriculum |
| Geography |  | Earthquakes |  | Modern-day Greece |  | South America |
| History | What was life like in Tudor England? |  | What did the Greeks ever do for us? |  | How did the Maya civilisation compare to the Anglo-Saxons? |  |
| Art | Tudor Art (portraits) | I need space |  |  | Printing |  |
| DT |  |  | Pop up books  | Bridges |  | Food |
| Music | Music specialist  |
| Science | Livings things and their habitats | Earth and Space | Properties of materials | Changes of materials | Forces | Crest (enquiry based) |
| PE |  |  |  |  |  |  |
| RE | Muhammad: important to Muslims | Where does the Bible come from? | Belief in our community | Buddhist worship and beliefs | Jewish worship and the community | Stories of Christianity  |
| PSHE | Families and relationships | Health and well-being | Safety and the changing body | Citizenship | Economic wellbeing  | Transition |
| Spanish | My town | Let’s go | Shopping | My routine – time | Free time | The wider world |
| Computing | Computer systems and usE-safety | Creating media | Selection in physical computing | Flat-file databases | Vector graphics | Selection in quizes |