Thorn Grove Primary School
Medium Term Curriculum Overview
Year 5

<table>
<tr><td rowspan="5">Half term or <u>Term (Autumn)</u></td><td rowspan="5">Focus: Britain's settlement by Anglo-Saxons and Scots</td><td></td><td>Subjects</td><td colspan="2"><u>Year 5</u>
Key Question-Who won what in the struggle for England?</td></tr>
<tr><td rowspan="4">Enquiry Question: Who won what in the struggle for England?</td><td rowspan="4">History</td><td colspan="2">Statutory Objectives:
Britain's settlement by Anglo-Saxons and Scots
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
• to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</td></tr>
<tr><td colspan="2">Non Statutory Guidance:
This could include:
• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
• Scots invasions from Ireland to north Britain (now Scotland)
• Anglo-Saxon invasions, settlements and kingdoms: place names and village life
• Anglo-Saxon art and culture
• Christian conversion – Canterbury, Iona and Lindisfarne

This could include:
Viking raids and invasion
resistance by Alfred the Great and Athelstan, first king of England
further Viking invasions and Danegeld
Anglo-Saxon laws and justice
Edward the Confessor and his death in 1066</td></tr>
<tr><td colspan="2">Assessment Criteria:

I can name/ locate cities & counties of the UK
I know more about the geographical regions of the UK & their identifying physical and human characteristics,
I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.
I can tell the story of events within and across the time periods I have studied.
I can identify specific changes within and across different periods over a long arc of development.
I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.
I can discuss trends over time
I can see the relationship between different periods and the legacy or impacts for me and my identity.
I can explain that the past can be represented or interpreted in many different ways.
I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</td></tr>
<tr><td>Suggested ideas/activities/books/web links</td><td>Possible trips/artists to school/etc</td></tr>
<tr><td></td><td></td></tr>
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Supplements the main topic	Geography	**Statutory Objectives:** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • 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 fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
		Non Statutory Guidance:		
		Assessment Criteria: I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies. I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes. I can carry out a focused in depth study, looking at issues/changes in the area. I can imagine how & why area may change in future I can name/ locate cities & counties of the UK I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world	
Ideas based on UK geography		**Suggested ideas/activities/books/web links**	**Possible trips/artists to school/etc**	
	Science	**Statutory Objectives:**		
		Non Statutory Guidance:		
		Assessment Criteria:		
Taught as a discrete subjects not as part of the topic theme				

<table>
<tr><td rowspan="4">SCIENCE: All Living Things

*On-going diary to be created with a regular visit to a specific habitat – keep track through use of a diary.</td><td colspan="2">Statutory Objectives:
All living things
Pupils should be taught to:
explain 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.</td></tr>
<tr><td colspan="2">Non Statutory Guidance:
Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodall.
Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</td></tr>
<tr><td colspan="2">Assessment Criteria:</td></tr>
<tr><td rowspan="2">Ideas based on All living things</td><td>Suggested ideas/activities/books/web links</td><td>Possible trips/artists to school/etc</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Science – properties and changes of materials</td><td colspan="2">Statutory Objectives:
Properties and changes of materials
Pupils should be taught to:
• 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
• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
• demonstrate that dissolving, mixing and changes of state are reversible changes
• explain that some 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.</td></tr>
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		Non Statutory Guidance: Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, such as burning, rusting and other reactions, for example vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton. **Note:** Pupils are not required to make quantitative measurements about conductivity and insulation at this stage. It is sufficient for them to observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them. Safety guidelines should be followed when burning materials. Pupils might work scientifically by: carrying out tests to answer questions such as 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.	
		Assessment Criteria:	
	Ideas based on properties and changes of materials	**Suggested ideas/activities/books/web links**	**Possible trips/artists to school/etc**
	Computing	Autumn 1 – rising stars – We are photographers Autumn 2 – rising stars – We are statisticians Pupils should be taught to: • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

	DT	When designing and making, pupils should be taught to: **Design** 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 (all) generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (all) **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (all) select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (all) **Evaluate** investigate and analyse a range of existing products (all) evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (all) understand how key events and individuals in design and technology have helped shape the world (all) **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Google images-'Staffordshire Hoard'. All at the British Museum (large images can be found on website). Found on Staffordshire/Cheshire border. Design, research, and make artefacts for a museum. Make replicas:** - **Cut out shapes in cardboard, children choose which they would like to do, e.g. jewellery or weapons,** - **Emboss cardboard cut-out with string/twine or foil.** - **Scrunch tissue paper, flatten then PVA on the top.** - **Once dry, work over with oils, inks or chalks.**
	Art	**Focus: clay work/sketching** **Theme: Anglo Saxon brooches** **Artist: no artist study but links to historical artefacts study**

	Music	**Stockport's preferred Music Scheme: Charanga** **Autumn 1 Unit: Livin' On A Prayer** **Style: Rock** **Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance.** **Autumn 2 Unit: Classroom Jazz 1** **Style: Jazz** **Topic and cross curricular links: History of music - Jazz in its historical context**
	RE	**Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained** **Autumn: Why do some people believe god exists? (Believing strand)**
	MFL	See MFL Scheme on server. In Autumn Y5 & 6 Pupils should be taught: • Masculine and feminine nouns • French Food • Healthy Food • Expressions of opinion, annoyance, impatience, disappointment, joy etc..
	PE	See PE Passport long term overview for Autumn 1 & 2 + Swimming
	PSHE	<u>HEALTH AND WELLBEING</u> **What positively and negatively affects health and well-being; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices** **Recognising what they are good at; setting goals; aspirations.** **Intensity of feelings; managing complex feelings.** **Coping with change and transition; bereavement and grief** **Growing and changing:** **Strategies for managing personal safety in the local environment;** **online safety; including sharing images mobile phone safety**

<table>
<tr><td rowspan="5">Half term or <u>Term (SPRING)</u></td><td rowspan="5">Focus: Physical and human characteristics of North America</td><td></td><td>Subjects</td><td colspan="2"><u>Year 5</u></td></tr>
<tr><td rowspan="4">Enquiry Question: I Is North America the same in all areas?</td><td rowspan="4">Geography</td><td colspan="2">Statutory Objectives:
• locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
• describe and understand key aspects of:
• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
• 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</td></tr>
<tr><td colspan="2">Non Statutory Guidance:
Ensure all countries of North America are covered including physical/human features
Focus on Niagara Falls (Queen of the Falls book).
Research into different countries
Similarities and differences between 2 places within North America
Use earthquake track to explore natural disasters</td></tr>
<tr><td colspan="2">Assessment Criteria:
I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).
I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied.
I can show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe.
I introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.
I can understand processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time
I can provide greater detail of the geographical regions of the N.W UK & identifying physical and human characteristics. (Compare to region of N America)
I can describe & understand key aspects of: physical and human geography including climate zones, biomes and vegetation belts.</td></tr>
<tr><td>Suggested ideas/activities/books/web links</td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td>Main</td><td>Science
Forces (7 weeks)</td><td colspan="2">Statutory Objectives:
Forces
Pupils should be taught to:
• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
• identify the effects of air resistance, water resistance and friction, that act between moving surface
• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</td></tr>
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				Non Statutory Guidance: Pupils should explore falling objects and raise questions about the effects of air resistance. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example by observing the effects of a brake on a bicycle wheel. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.	
				Assessment Criteria:	
		Ideas for Forces		Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
			Science	Statutory Objectives:	
				Non Statutory Guidance:	
				Assessment Criteria:	
	Taught as a discrete subjects not as part of the topic theme				
	SCIENCE: Animals including Humans (7 weeks)			Statutory Objectives: Animals, including humans Pupils should be taught to: describe the changes as humans develop from birth to old.	
				Non Statutory Guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by comparing data about the gestation periods of humans and other animals or by finding out and recording the length and mass of a baby as it grows.	
				Assessment Criteria:	
	Ideas based on Animals			Suggested ideas/activities/books/web links	Possible trips/artists to school/etc

	including humans	Geography-use both of the books suggested for History as they include birth to old age.	Jodrell Bank-look at age of the trees and compare to the school environment.
	Science – All Living Things *On-going diary to be created with a regular visit to a specific habitat – keep track through use of a diary	Statutory Objectives: All living things Pupils should be taught to: explain 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.	
		Non Statutory Guidance: Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.	
		Assessment Criteria:	
	Ideas based on All living things	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc

	Computing	Spring 1 Rising Stars unit: We are Traders Focus: Programming Spring 2 Rising Stars unit: We are Bloggers Focus: Internet, Networks and E-safety Pupils should be taught to: • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Music	Stockport's preferred Music Scheme: Charanga Spring 1 Unit: Make You Feel My Love Style: Pop Ballards Topic and cross curricular links: History context for ballards Spring 2 Unit: Fresh Prince of Bel Air Style: Hip Hop Topic and cross curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.
	Art	Focus: sketching skills, self portrait Theme: North American pop artists Artist: Roy Lichtenstein/Andy Warhol

	DT	When designing and making, pupils should be taught to: Design 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. Cooking and Nutrition: • 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. How can you protect an egg if it is falling form a height-links to the books-Queen of the Falls Cookery - Make healthy Quorn Burgers.

	RE	Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained Spring: What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Believing strand)
	MFL	See MFL Scheme on server. In Spring Y5 & 6 Pupils should be taught: • Adjectives preceding nouns • Adverbs of place/ sentence starters • Adverbs of time and frequency • Further more complex verbs
	PE	See PE Passport long term overview for Spring 1 & 2
	PSHE	<u>RELATIONSHIPS</u> Responding to feelings in others Actions have consequences Consequences of actions; working collaboratively; negotiation and compromise; Giving feedback Listening to others Raising concerns and challenge

Half term or **Term (SUMMER)**	Focus: A contrasting non-European early		Subjects	**Year 5 (Look as feasibility of also doing the Oldknow work in this term)**
		Enquiry Question: How did ancient	History	**Statutory Objectives:** • a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.
				Non Statutory Guidance:

				Assessment Criteria: I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. I can tell the story of events within and across the time periods I have studied. I can identify specific changes within and across different periods over a long arc of development. I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. I can discuss trends over time I can see the relationship between different periods and the legacy or impacts for me and my identity. I can explain that the past can be represented or interpreted in many different ways. I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.	
				Suggested ideas/activities/books/web links	**Possible trips/artists to school/etc**
		Light	Geography	**Statutory Objectives:** • 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 (including day and night) • use maps, atlases, globes and digital/computer mapping to locate countries (of Central America)and describe features studied	
				Non Statutory Guidance: Linked to the Mayans – should include further review of earthquakes-look at Central America.	
				Assessment Criteria: I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied. I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied. I know location of places of global significance, their defining physical & human characteristics and how they relate to one another I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night). I can use 1:10.000 and1:25.000 Ordnance Survey maps. I can use a globe & maps & some OS symbols on maps to name and locate counties & cities of the UK, I can locate the world's countries, using maps to focus on Central America. I can use scale bar on maps. I realise purpose, scale, symbols and style are related. I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied. I can show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe.	
		Ideas for		**Suggested ideas/activities/books/web links**	**Possible trips/artists to school/etc**

		geographical element			
		Support topic linked to main topic	Science Earth and Space (7 weeks)	**Statutory Objectives:** **Earth and space** Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night.	
				Non Statutory Guidance: Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). **Note:** Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.	
				Assessment Criteria:	
		Ideas for Earth and Space		**Suggested ideas/activities/books/web links**	**Possible trips/artists to school/etc**
	Taught as a discrete subjects not as part of the topic theme				
	SCIENCE: Animals including Humans			**Statutory Objectives:** **Animals, including humans** Pupils should be taught to: describe the changes as humans develop from birth to old age.	
				Non Statutory Guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by comparing data about the gestation periods of humans and other animals or by finding out and recording the length and mass of a baby as it grows.	
				Assessment Criteria:	

	Science – All Living Things (this is the term where the main teaching of this happens) *On-going diary to be created with a regular visit to a specific habitat – keep track through use of a diary	**Statutory Objectives:** **All living things** Pupils should be taught to: explain 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.	
		Non Statutory Guidance: Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.	
		Assessment Criteria:	
	Ideas based on all Living Things	**Suggested ideas/activities/books/web links**	**Possible trips/artists to school/etc**
	Computing	Summer 1 Rising Stars unit: We are Architects Focus: Using a variety of software and programming Summer 2 Rising Stars unit: We are advertisers Focus: Digital Media and Internet Safety Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

	Music	**Stockport's preferred Music Scheme: Charanga** **Summer 1 Unit: Dancin' In The Street** **Style: Motown** **Topic and cross curricular links: The history of Motown and its importance in the development of Popular music. Civil Rights.** **Summer 2 Unit: Reflect, Rewind and Replay** **Style: Western Classical Music and your choice from Year 5** **Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music..**
	Art	**Focus: Sketching and painting** **Theme: Ancient Mayan Frescoes** **Artist: no artist study but links to historical artefacts study**

	DT	When designing and making, pupils should be taught to: **Design** 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. **Cooking and Nutrition:** • 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.

	RE	**Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained** **Summer: What does it mean to be a Muslim in Britain today?(Living strand)**
	MFL	See MFL Scheme on server. In Summer Y5 & 6 Pupils should be taught: • Telling the time • Relative pronoun • Conjunctions • Numbers 32 – 60
	PE	See PE Passport long term overview for Summer 1 & 2
	PSHE	**LIVING IN THE WIDER WORLD** **Discuss and debate health and wellbeing issues.** **Rules and laws** **Changing rules and laws** **Aanti-social behaviour** **Respecting and resolving difference** **Different rights; responsibilities and duties** **Importance of finance in people's lives** **Being a critical consumer** **Looking after money** **Interest; loan; debt, management of money and tax**