

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and question(s)	Earth and Space <i>Space Oddity</i> Will we ever send another human to the moon?	Mandela and South Africa <i>S is for South Africa</i> How has Nelson Mandela helped to stop discrimination?	Anglo Saxons <i>Smashing Saxons</i> Were the Anglo-Saxons really smashing?	World War 2 <i>We'll meet again</i>	Forces Can you feel the force?	Materials and Mapping Where in the world are we now?
Quality Text	Leon and the Place Between	Journey to Jo'burg – Beverley Naidoo	Anglo Saxon Boy	The Boy in the Striped Pyjamas	The Man who Walked Between the Towers – Mordecai Gerstein	The Nowhere Emporium – Ross Mackenzie
Hook	David Bowie – Space Oddity Clip of landing on the moon.	Mandela concert footage Visit from Mrs Jambo – South African cooking	Human Timeline	Visit to	Film – The Walk - See Netflix	Visit to art gallery

<p>Curriculum Focus</p>	<p>Science</p> <p>Science Y5: Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Geography</p> <p>Use the eight points of a compass, four and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>To build their knowledge of the United Kingdom and the wider world</p> <p>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.</p>	<p>History</p> <p>Britain's settlements by Anglo-Saxons and Scots</p> <p>Anglo-Saxon invasions; settlements; kingdoms;</p>	<p>History</p> <p>A local History study</p> <p>WW2 linked To local area (Oldham/Greater Manchester)</p> <p>Winston Churchill – MP in Oldham – becomes priminister during WW2</p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p>	<p>Science</p> <p>Science Y5: Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Science</p> <p>Science Y5: Properties and Changes of Materials</p> <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p>
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		<p>History</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>				<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p>
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						<p>Geography</p> <p>Identify and name the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles major deserts.</p> <p>Give extended description of the physical features of different places around the world.</p> <p>Describe how some places are similar and others are different in relation to their features.</p> <p>use the eight points of a compass, four and 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</p>
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<p>Music See Charanga Scheme</p>	<p>Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music</p>
<p>French See Catherine Cheater Scheme</p>	<p>Pupils should be taught to: ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 3 ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<p>Computing See Purple Mash</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Computer Science 5.1 5.5 Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Computer Science 5.1 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Computer Science 5.1 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. Computer Science 5.2 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Information Technology Various Search technologies are taught more specifically in unit 4.7. Children will utilize this knowledge in many Internet based sessions in all areas of the curriculum. 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. Information</p>

	Technology 5.1 5.3 5.4 5.5 5.6 5.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
PE	<p>Aut 1 Build confidence, co-operation and team building skills Play competitive games and apply basic skills for attacking and defending</p> <p>Aut 2 Play competitive games and apply basic skills for attacking and defending</p> <p>Spr 1 Develop flexibility, strength, technique, control and balance Perform dances using a range of movement</p> <p>Spr 2</p> <p>Sum 1 Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance Compare their performance with previous one and demonstrate improvements to achieve personal best</p> <p>Sum 2 Take part in outdoor adventurous activity challenges both individually and in a team</p>					
Cultural Capital	Trip to Joddrel Bank	S is for South Africa – Beverley Naidoo Poetry	Visit from Anglo Saxon	Visit Field Trip to Castleshaw 29 th April	In school circus visit	Trip to Ashton Art Gallery
Science Week 2 nd – 6 th March 2020				Life Cycles of Humans / Animals		

Cultural Capital:

Trip: Stockport Air Raid Shelters – History - WW2/ Field trip – Castleshaw – 29th April - Geography

Classical composer:

Classic novel: The Boy with the Striped Pyjamas?

Artist:

Poem: S is for South Africa by Beverley Naidoo