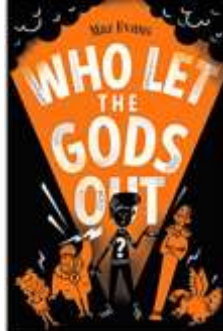
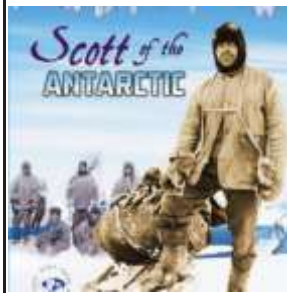
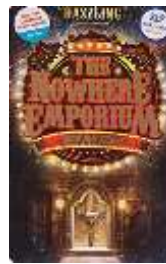
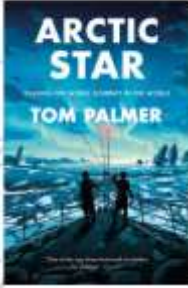
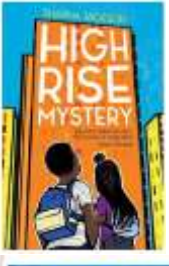
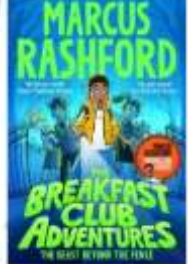
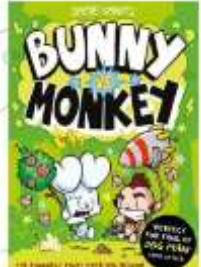
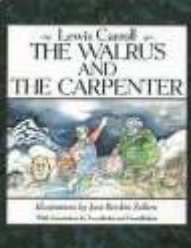


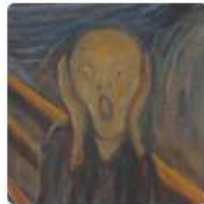
		Autumn Theme - History	Spring Theme – Geography	Summer Theme - History
Year 5	Diver Project	 Dynamic Dynasties In Dynamic Dynasties, your child will learn about periods of ancient Chinese history. They will explore a timeline of the first five Chinese dynasties and learn about the legends surrounding the beginning of Chinese civilisation. They will take a deep dive into the history of the Bronze Age Shang Dynasty and explore evidence found in the ancient city of Yin. They will study oracle bones, learn about religious beliefs and explore bronze artefacts that set the Shang Dynasty apart from other civilisations. They will also study the hierarchy of the Shang Dynasty and discover who was powerful and who was powerless. They will look at warfare and find out how bronze technology gave the Shang Dynasty an advantage over their enemies. They will learn about the life of the great military leader, Fu Hao. The children will then look at significant aspects of life after the Shang Dynasty, including the work of Confucius in the Zhou Dynasty, the short but significant reign of Emperor Qin Shi Huang of the Qin Dynasty and the importance of the Silk Road created by the Han Dynasty. To end the project, your child will find out how ancient China's lasting legacy can be seen in the world today.	 Sow, Grow and Farm In the Sow, Grow and Farm project, your child will learn about allotments in the United Kingdom and how the government encouraged people to have them to support food rationing during the Second World War. They will learn about food webs and animal life cycles, including how living things are dependent on one another within a habitat. They will investigate the different ways that plants reproduce and will dissect flowering plants to identify the different structures. They will have the opportunity to learn about farming in the United Kingdom and the techniques used in modern farming, including the challenges that farmers face. They will learn about the benefits of eating seasonally and about the pros and cons of importing food. They will also learn about world farming and how the different climate zones affect where different foods can be grown.	 Groundbreaking Greeks In the Groundbreaking Greeks project, your child will learn about different periods of Greek history, exploring the earliest civilisations, the devastation of the Dark Age and the breakthroughs and developments of the Archaic and Classical periods. They will understand how the geography of Greece affected the development of city states and explore Athens, learning about the structure of the government and society. They will get to know some of the most significant Athenians and understand why Greek art, culture, architecture, philosophy, medicine and mathematics were so significant. Your child will learn about the leadership of Alexander the Great and discover how ancient Greece became part of the Roman Empire after the Hellenistic period. They will explore how the Romans respected and developed Greek ideas, making them their own and spreading them throughout the Roman Empire. To end the project, your child will decide which was the ancient Greeks' greatest idea, and explore how the legacy of ancient Greece affects their lives today.
	Innovate	You are a historian and have been asked to record an episode of the popular podcast <i>Five Minute Histories</i>. Your episode is called <i>Life after the Shang Dynasty</i>. You need to study the information provided before writing and recording your five-minute podcast script. Let's get started! Write and record a five-minute podcast entitled <i>Life after the Shang Dynasty</i>. I can compare and contrast an aspect of history across two or more periods studied. I can explain why an aspect of world history is significant. I can use a range of historical sources or artefacts to build a picture of a historical event or person. I can create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). I can study a feature of a past civilisation or society. I can articulate and organise important information and detailed historical accounts using topic related vocabulary.	You are a small group of gardeners who want to set up a market gardening business. You will need to create a proposal for the market garden, which considers all the factors that are important for successfully growing, distributing and selling your produce. Let's get started! Design a leaflet that informs customers about your market garden I can use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. I can describe what seasonality means and explain some of the reasons why it is beneficial. I can describe how soil fertility, drainage and climate affect agricultural land use. I can research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats. I can describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. I can debate topical issues, problems and events that are of concern to them as individuals and to society. I can use challenging and sophisticated vocabulary to gain and maintain the interest of the listener.	You are a historian and have been asked to record a podcast called 'The ancient Greeks' greatest idea'. Your task is to use your knowledge to decide what you think is the ancient Greeks' greatest idea and carry out research before writing and recording your podcast. Let's get started! Produce a podcast about the ancient Greeks' greatest idea. Share your podcast with others. I can explain why an aspect of world history is significant. I can describe the achievements and influence of the ancient Greeks on the wider world. I can use a range of historical sources or artefacts to build a picture of a historical event or person. I can explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. I can articulate and organise important information and detailed historical accounts using topic related vocabulary. I can investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.
	Memorable Experiences (Trips and Visits) Engage	Shang Dynasty Workshop Royal Observatory- Greenwich	Boydell's Farm- Agriculture	Visit Gurdwara Fitzwilliam museum (Cambridge) - Groundbreaking Greeks <u>Local settlement classification enquiry</u> First Aid training

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	Linked Book Study	 Bronze and Sunflower by Cao Wenxuan Sunflower has moved to the countryside in China with her father. As her father works all day, Sunflower feels lonely. She watches the river and the people across it who live in a village called Damaidi. She meets a boy called Bronze from Damaidi and the two become friends. When a tragic event brings Sunflower into Bronze’s home, the two children must work together to survive the hardships of village life.			 The Secret Garden by Frances Hodgson Burnett A spoilt, 10-year-old girl called Mary Lennox is orphaned by an outbreak of cholera and sent to live with her reclusive uncle, Archibald Craven, at Misselthwaite Manor in Yorkshire. Liking no one and no one liking her, Mary is left to her own devices. One day, she hears about a secret garden somewhere on the property that nobody is allowed to enter. When Mary finds the key to the garden, it’s like entering a secret world.			 Who Let the Gods Out? by Maz Evans A troubled boy’s life is turned upside down when an immortal crashes out of the sky onto his barn. They go on adventures together but accidentally release a daemon. With help from the gods, they begin a quest to save the world that takes them to incredible places on Earth and beyond.		
	Writing	 One small step Taiko Studios 17	 Refugees 17	 The Fantastic Flying Books of Mr Morris Lessmore by Moonbot Studios 15	 David Attenborough Maria Isabel Sanchez 19	 The most dangerous animal in the world Valerie Bloom 14	 Scott of the Antarctic by E and J Dowdeswell and Angela Seddon 16	 The Nowhere Emporium Ross Mackenzie 18	 Screen use 18	 Kick Mitch Johnson 19
	Text type	Narrative	Non-Fiction	Narrative	Non-Fiction	Poetry	Non-fiction	Narrative	Non-Fiction	Non-Fiction
	Genre	Adventure	Speech	Fantasy	Biography	Poetry	Diary	Mystery	Balanced Argument	Persuasive letter
	Topic	Astronaut	The long journey	The Library of Life	Save the Planet	Animals	Explorers	The Olde curiosity Shoppe	Screen or no screen?	Is this right?
	Cross Curricular	Science/DT	PSHE	Art	Science	Science	History	Drama	PSHE	PSHE

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STORYTIME FAVOURITES	HISTORICAL FICTION	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	GRAPHIC NOVELS
Class Reader	   	  	   	  	   	  
Fiction						
Non-fiction	Dorothy Vaughan Biography 			Elton John Lyrics Play "Circle Of Life"	SCIENTIFIC AMERICAN®	
Poetry and Song						

	Maths	 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Decimal fractions Money Negative numbers Short multiplication and short division		 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Area and scaling Calculating with decimal fractions Factors, multiples and primes		 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Fractions Converting units Angles	
! Science SIGNIFICANT SCIENTIST	 Earth and Space This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night. I can describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun. I can use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.		 Human Reproduction and Ageing This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction. I can describe the changes as humans develop from birth to old age.		 Properties and Changes of Materials This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes. I can ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. I can use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	 Forces and Mechanisms This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect. I can describe and demonstrate how simple levers, gears and pulleys assist the movement of objects. I can ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. I can compare and describe, using a range of toys, models and natural objects, the effects of water resistance, air resistance and friction.	
	I can plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. Within a group, I can decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. I can gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). I can take increasingly accurate measurements in standard units, using a range of chosen equipment. I can use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.						
	Art & Design	 Colour in Landscapes This project teaches children about	 Taotie This project teaches children about the	 Line, Light and Shadows This project teaches children about the	 Nature's Art This project teaches children about the	 Mixed Media This project teaches children about	 Expression This project teaches children about the

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		colour theory by studying tints, shades and tones. They learn about the features of landscapes before using this knowledge to create landscape paintings. Create a landscape painting I can use a range of materials to create imaginative and fantasy landscapes. I can compare and comment on the ideas, methods and approaches in their own and others’ work.	significance and art of the taotie motif, including ancient and contemporary casting methods. Make a taotie relief I can create a relief form using a range of tools, techniques and materials I can compare and comment on the ideas, methods and approaches in their own and others’ work.	visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing. Create a pencil, pen and ink wash with line, light and shadows I can use pen and ink (ink wash) to add perspective, light and shade to a composition or model. I can compare and comment on the ideas, methods and approaches in their own and others’ work.	genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations. Create a land art installation I can review and revisit ideas and sketches to improve and develop ideas. I can investigate and develop artwork using the characteristics of an artistic movement. I can compare and comment on the ideas, methods and approaches in their own and others’ work.	paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage. Create a piece of mixed media artwork using a combination of techniques I can investigate and develop artwork using the characteristics of an artistic movement. I can compare and comment on the ideas, methods and approaches in their own and others’ work.	Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait. Create an Expressionist-style painting I can explore and create expression in portraiture. I can compare and comment on the ideas, methods and approaches in their own and others’ work.
! SIGNIFICANT ARTIST Traditional Modern Contemporary	Claude Monet Peter Graham Max Liebermann Robert Spencer	Taotie motifs/masks	Pablo Picasso Rembrandt The Return of the Prodigal Son, c1642 Study for one of the Syndics, Volkert Jansz, c1662 Woman Lying Awake in Bed, c1635–1640	Cone by Andy Goldsworthy, 1990 Rebecca Louise Law Land art London by Paolo Redwings, 2007	Kurt Schwitters Henri Matisse Laslo Antal – Visual Diaries Barbara Kruger Robert Rauschenberg Fanny Dreyer	Edvard Munch	
Design & Technology /Nutrition ! SIGNIFICANT DESIGNERS/ENGINEERS	 Moving Mechanisms This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function. Design a prototype for an object, furniture or gadget that uses pneumatic I can explain the functionality and purpose of safety features on a range of products. I can use mechanical systems in their products, such as pneumatics. I can test and evaluate products against a detailed design specification and make adaptations as they develop the product. I can select and combine materials with precision. I can survey users in a range of focus groups and compare results.	 Eat the Seasons This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques. Design and make a healthy seasonal soup for four people I can evaluate meals and consider if they contribute towards a balanced diet. I can use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. I can evaluate meals and consider if they contribute towards a balanced diet.	 Architecture This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features. Design a functional building I can build a framework using a range of materials to support mechanisms. I can select and combine materials with precision. I can test and evaluate products against a detailed design specification and make adaptations as they develop the product. !				
Geography	 Investigating our World This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.	Geography covered in the main project History revision and retrieval practice 	 Innovate Geography revision and retrieval practice Geographical enquiry Your child will study the enquiry question, 'What typical features and evidence can we find to identify and classify a local settlement?' They will focus on identifying human features of a local settlement to classify it on the settlement hierarchy diagram. Your child will be shown the settlement they will be exploring using an Ordnance Survey map or digital mapping tool, such as Google Earth and its Street View function. As they start their enquiry, they will make predictions about what				

			Timebox 3 Two more short fun sessions to further build up pupils' chronological understanding.			type of settlement they are investigating and what typical features they might expect to see to prove their predictions. They will be allowed time to carry out the initial stage of their enquiry before they are taken to the settlement to gather evidence through the fieldwork activities set out in the booklet. When the children's enquiries are complete, they will be invited to display their work and give a short presentation about their findings. I can describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	
PSHE	Me and My Relationships Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Valuing Difference Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Keeping Myself Safe Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and Responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Being my Best Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Growing and Changing Managing difficult feelings Managing change How my feelings help keeping safe Getting help	
Wellbeing	 Zones of Regulation In the project, children learn about good coping and regulation strategies to create a toolkit so they can help themselves when they experience anxiety and stress. They will think and talk about how they feel using four colours to help them self-identify how they're feeling. Wonderful me: Taking responsibility for my feelings In this project, pupils investigate the different ways of responding to situations with a consideration of the possible outcomes by exploring the 'Choose your destiny' story approach	 Connect: Working together In this project, pupils explore how to work well as a team and reflecting on the impact that cooperation has on relationships. People around me: Good friends In this project, pupils reflect on the qualities that make a good friend in preparation to create a set of instructions for building positive friendships.	 Move: Adaptive sports In this project, pupils learn how people with disabilities can be physically active. Relaxation: Yoga In this project, after going through a relaxing yoga session, pupils consider when, where and how to use relaxation techniques within our daily lives.	 Take notice: Making a difference In this project, pupils take notice to improve the community. Meaning and purpose: Going for goals In this project, pupils explore looking into the future and setting personal specific, achievable goals for the short-term, medium-term and long-term.	 Give: Paying it forward In this project, pupils learn how kindness can be reciprocated. Healthy body, healthy brain: Importance of rest In this project, pupils consider the factors that affect sleep to help create a comedy video guide on how to get the best night's sleep possible.	 Discover: Growth mindset In this project, pupils understand how to apply a growth mindset and reframe negative thoughts. Resilience: Embracing failure In this project, pupils focus on trial and error maths problems to think about the positive side of failure, as well as learning about the achievements of some inspirational individuals whose failures led them to great successes.	
Religious Education	Is believing in God reasonable? Varying views about the existence of God: Ontological and Cosmological arguments as found in the work of St. Thomas Aquinas's <i>Summa Theologiae</i> . ● Difference between knowledge, belief and opinions about God's existence. Philosophy	How has belief impacted on music and art through history? Explain divergent role of music in worship and festivals in the life of the Christian Church. ☒ Explain how art has been used in Christianity to reflect key events and facilitate worship. ☒ Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. ☒ Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. Human & Social Science		What can we learn about the world/knowledge/meaning of life from the great philosophers? • The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. • The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. • The work of one or two key philosophers such as Socrates/Plato and Descartes. • Consideration of consequences of action in relation to karma. Philosophy	What difference does the resurrection make to Christians? Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. • Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus . • Practices and expression: worship: different expressions of Christian worship. • Festivals: the diverse ways in which people celebrate festivals such as Easter.	How do Hindus make sense of the world? The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma. • The different genres and interpretations of oral traditions and the Vedas. • The impact of events and experiences on Hindu beliefs. • Different views about the nature of knowledge, meaning and existence. Introducing ethical theory. • The impact of Ahimsa, Dharma and Karma on daily life and beyond. Theology	

					Theology	
		 Multi, Humanist	 Christian, Muslim	 Buddhist/Christian	 Christian	 Hindu

Year 5	Music	 Unit 4: Indonesia (Instrumental Lessons) (5 Lessons) <i>In this project, pupils discover the features of gamelan music including the Slendro scale and cyclical rhythmic patterns, identifying traditional gamelan instruments, learning about the concept of an octave, exploring how different timbres are used in gamelan music</i> ! To know the history and key features of gamelan music.	 Unit 5: India (Instrumental Lessons) (5 Lessons) In this project, pupils learn about the history of Indian film and its key musical features, through performing and composing activities using a specially composed film music soundtrack. ! To know the history and key features of Bollywood music	 Composition to represent the festival of colour (Theme: Holi festival) (5 Lessons) In this project, pupils explore the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.			 Blues (5 Lessons) In this project, pupils identify the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing. ! To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords	 Musical Theatre (optional) (5 Lessons) In this project, pupils are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.				
	Physical Education	 Football (6 Lessons) Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting	 Tennis (6 Lessons) Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing	 Tag Rugby (6 Lessons) In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both	 Yoga (6 Lessons) Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with	 Basketball (6 Lessons) In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their	 Dodgeball (6 Lessons) Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently	 Swimming (12 Lessons) This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be	 Fitness (6 Lessons) In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels.	 Athletics (6 Lessons) In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to	 Netball (6 lessons) Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball	 Rounders (6 Lessons) Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and

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		improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.	others and be given the opportunity to create their own flows and lead others.	understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.	and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances	introduced to some personal survival skills and how to stay safe around water	They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.	improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.	towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course.
	Computing	 Online Safety (4 lessons: 1,2, 4 and 5) In this project, pupils learn about app permissions; the positive and negative aspects of online communication; that online information is not always factual; how to deal with online bullying and managing our health and wellbeing.	 Data Handling: Mars Rover 1 (3 lessons: 1, 2 and 4) In this project, pupils learn about the Mars Rover, exploring how and why it transfers data including instructions, and how messages can be sent using binary code	 Computing systems and networks: Search engines (4 lessons: 1-4) In this project, pupils learn about how page rank works and how to identify inaccurate information..	 Programming 2: Micro:bit (5 lessons: 1-5) Clipping blocks together in a program and predicting what will happen while making connections with previously used programming interfaces. Children create animations, recognise inputs/outputs, choose appropriate blocks, and break programs down into smaller steps.	 Programming 1: Music (4 lessons: 1-4) In this project, pupils build-on programming and music skills to create different sounds, beats and melodies which are put to the test with a Battle of the Bands performance!	 Creating Media: Stop motion animation (5 lessons: 1-5) In this project, pupils create animations, storyboard ideas and decomposing a story into small parts before putting together to create the illusion of a moving image.						
	French				 French monster pets (5 Lessons) In this project, pupils revise noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.	 Shopping in France (5 Lessons) In this project, pupils learn to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.	 Verbs in a week (5 Lessons) In this project, pupils identify the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.	 Meet my French family (5 Lessons) In this project, pupils learn family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.					

Curriculum 23/24 – Year 5 Cornerstones

	SMSC Events Calendar 2023/2024	September 15th International Day of Democracy September 26th European Day of Languages Black History Month: October 2023 October 16th – 22nd Recycle Week November 6th -12th UK Parliament Week Remembrance Day: 11 November 2023 Anti-Bullying Week: 13-17 November 2023 November 17th Children In Need November 19th – 25th Road Safety Week December 7th Christmas Jumper Day	January 15th Martin Luther King Day January 21st World Religion Day February2024 LGBT+ History Month February 5th – 11th Children’s Mental Health Week Safer Internet Day: 6 February 2024 Chinese New Year: 10 February 2024 World Book Day: 7 March 2024 British Science Week: 8-17 March 2024 Shakespeare Week: 18-24 March 2024 March 22nd World Water Day Holi Festival: 24 March 2024 April 2nd World Autism Awareness Day	April 15th World Art Day April 22nd Earth Day Mental Health Awareness Week: 13-20 May 2024 May 20th-25th Walk to School Week May 21st World Day for Cultural Diversity June 2024 Pride Month June 5th World Environment Day June 8th World Ocean Day June 10th – 14th Healthy Eating Week June 16th – 22nd World Refugee Week June 21st World Music Day July 12th Malala Yousafzai’s Birthday
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