|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Autumn Term | | Spring Term | | Summer Term |
| English | Key text **– who let the gods out**   * **Narrative** -Story openings - Sherman * **Recount -** Newspaper reports. Sherman * **Narrative** - Ancient Myths * **Report -** Non chronological reports | | Key text – **The island at the end of everything**   * **Narrative** - fables * **Narrative** - Film narrative the piano * **Descriptive writing** (describe a setting) * **Letters to inform -** Persuasive writing * **Recount –** Diary entries | | Key text – **Unwitting Wisdom and anthology of Aesop’s Fables – cloud busting**   * **Poetry** * **Factual recounts** (King Pakal) * **Explanatory** writing * **Balanced argument** |
| Maths | **White Rose Autumn**  **(including daily fluency 5 and weekly written methods practise)**  *Week 1 Stanford University week of inspirational maths.*   * Place value **RTP 5NPV1 5NPV2 5NPV3** * Addition and subtraction * Statistics – taught in Geography * Multiplication and division – **RTP 5MD1 5MD2** * Perimeter and area – 5G2 RTP 5G2 * Teach **RTP 5NF1 and 5NF2** (scaling) throughout. | | **White Rose Spring**  **(including daily fluency 5 and weekly written methods practise)**  Multiplication and division RTP 5MD3 5MD4  Fractions RTP 5F1 and 5F2  Decimals and percentages RTP 5NPV4 RTP 5F3 | | **White Rose Summer**  **(including daily fluency 5 and weekly written methods practise)**   * Decimals * Property of shape RTP 5G1 * Position and direction * Converting units RTP 5NPV5 * Volume |
| Science | * **The Earth and space**   **•** *Take measurements, using a range of scientific equipment, with increasing accuracy and precision.*  *• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.*  *• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.*  *• Present findings in written form, displays and other presentations.*  *• Use**test results to make predictions to set up further comparative and fair tests.*  *• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.*  *• 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 and the apparent movement of the sun across the sky.*   * **After half-term - Forces** * *Plan enquiries, including recognising and controlling variables where necessary.* * *Take measurements, using a range of scientific equipment, with increasing accuracy and precision.* * *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.* * *Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.* * *Present findings in written form, displays and other presentations.* * *Use test results to make predictions to set up further comparative and fair tests.* * *Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.* * *• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.* * *Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces* * *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* * *Understand that some mechanisms including levers, pulleys and gears*, allow a smaller force to have a greater effect. | | **Living things and their habitats (after half term)**   * *Plan enquiries, including recognising and controlling variables where necessary.* * *Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.* * *Take measurements, using a range of scientific equipment, with increasing accuracy and precision.* * *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.* * *Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.* * *Present findings in written form, displays and other presentations.* * *Find out about David Attenborough* * *Find out about different types of reproduction in plants – sexual and Asexual* * *Compare life cycles of an animal from our country with one from a different one.* * *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.* * *Ask for similarities and differences.*   **Biodiversity field work – university run project** | | **Properties and changes in materials**   * *Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.* * *Understand how 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, oxidisation and the action of acid on bicarbonate of soda*   **Animals including humans**   * *Changes as humans develop to old age (taught through SRE unit)* * *Tineline to indicate stages of growth and development.* * *Changes in puberty* |
| Art and Design | ***Art and Design Skills***  ***Developing design, drawing, craft, painting and art appreciation skills – creating an invention, expanding on an observational drawing, using a poem to create a portrait and painting an enlarged section of a drawn collage***   * *To create sketchbooks to record their observations and use them to review and revisit ideas.* * *To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials* * *Become proficient in drawing, painting, sculpture and other art, craft and design techniques.* * *Evaluate and analyse creative works using the language of art craft and design* * *A three-dimensional piece of artwork with a range of materials [for example, pencil, charcoal, paint, clay].* * *To create sketchbooks to record their observations and use them to review and revisit ideas.* * *Regularly analysing and reflecting on their intentions and choices.* * *Regularly analysing and reflecting on their intentions and choices.*   ***Formal elements: Architecture***  ***Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect.***   * *Improve their mastery of art and design techniques, including drawing.* * *Create sketchbooks to record their observations and use them to review and revisit ideas.* * *Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design* * *Learn about great artists, architects and designers in history.* * A three-dimensional piece of artwork. * Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. * *Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone.* * *Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.* * *Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.* * *Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.* * *Develop understanding of texture through practical making activities.* * *Construct patterns through various methods to develop their understanding.* * Create mixed media art using found and reclaimed materials. Select materials for a purpose. | | ***Every picture tells a story***  ***Exploring the meaning behind art – analyse the work of Banksy; making symmetry prints inspired by Rorschach, telling a story using emojis, re-enacting a poignant war scene and taking inspiration from ceramic artist Odundo.***   * *Select and mix more complex colours to depict thoughts and feelings.* * *Extend and develop a greater understanding of applying expression when using line*. * *Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape.* * *Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone.* * *Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.* * *Study the work of the artists: Banksy and Andy Warhol* * *Develop a greater understanding of vocabulary when discussing their own and others’ work.* * *Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.* * *Develop understanding of texture through practical making activities.* * *Construct patterns through various methods to develop their understanding.* * *Further extend their ability to describe and model form in 3D using a range of materials.* | | **Design for Purpose**  ***Designing to a given criteria; developing design ideas for a room interior, a coat of arms and a product to fit a given name***   * *Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.* * *Create mixed media art using found and reclaimed materials. Select materials for a purpose.* * *Select and mix more complex colours to depict thoughts and feelings.* * *Extend and develop a greater understanding of applying expression when using line.* * *Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape.* * *Develop understanding of texture through practical making activities.* * *Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone.* * *Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.* * *Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.* * *Study of other artists: John Singer Sargent* * *Develop a greater understanding of vocabulary when discussing their own and others’ work.* * *Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.* |
| Computing | 1. **E-safety units Purple Mash (See unit plan 5.2 – three lessons)** 2. **Coding Purple mash (see unit plan 5.1 – six lessons)**   I movie for space blogs. (cross-curricular)  Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.  Use many of the advanced features in order to create high quality, professional or efficient communication | | 1. **Spreadsheets Purple mash (see unit plan 5.3 - 5 lessons)** 2. **Data bases Purple Mash (See unit 5.4 – 4 lessons)** | | 1. **Game creator Purple Mash (See unit 5.5 – 5 lessons)** 2. **3d modelling Purple Mash (See unit 5.6 - 4 lessons)** 3. **Google Docs** |
| D+T | **Mechanical/electrical systems - pop-up book**  ***Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.***   * *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* * *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* * *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures* * *Understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages.* * *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*   ***Textiles - Stuffed Toys (Christmas decorations)***  ***Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch***   * *Designing a stuffed toy considering the main component shapes required and creating an appropriate template* * *Considering proportions of individual components* * *Creating a 3D stuffed toy from a 2D design* * *Measuring, marking and cutting fabric accurately and independently* * *Creating strong and secure blanket stitches when joining fabric* * *Using applique to attach pieces of fabric decoration* * *testing and evaluating an end product and giving point for further improvements* * *• Learning to sew blanket stitch to join fabric* * *Applying blanket stitch so the space between the stitches are even and regular* * *Threading needles independently* | **Food technology – healthy snacks.**  ***Discover the farm to fork process and understand the key welfare issues for farmers. Compare nutritional value of existing snack bars and develop a healthier snack bar.***   * *Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).* * *Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.* * *Demonstrate a range of baking and cooking techniques.* * *Create and refine recipes, including ingredients, methods, cooking times and temperatures.* * *Identifying the nutritional differences between different products and recipes* * *• Identifying and describing healthy benefits of food groups* * *Understanding what constitutes a balanced diet* * *Learning to adapt a recipe to make it healthier* * *Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option* | | **Structure – Bridges**  ***Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.***   * *Designing a stable structure that is able to support weight* * *Creating frame structure with focus on triangulation* * *Making a range of different shaped beam bridges* * *Using triangles to create truss bridges that span a given distance and supports a load* * *Building a wooden bridge structure* * *Independently measuring and marking wood accurately* * *Selecting appropriate tools and equipment for particular tasks* * *Using the correct techniques to saws safely* * *Identifying where a structure needs reinforcement and using card corners for support* * *Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary* * *Suggesting points for improvements for own bridges and those designed by others* * *Exploring how to create a strong beam* * *Identifying arch and beam bridges and understanding the terms: compression and tension* * *Identifying stronger and weaker structures* * *Finding different ways to reinforce structures* * *Understanding how triangles can be used to reinforce bridges* * *Articulating the difference between beam, arch, truss and suspension* | |
| Geography | **North America, South America and work with atlases focusing on UK and Cornwall**  **A Focus on the British Isles. Recap Map work – focussing on, the Continents (N and S America and Europe), Oceans, Countries major cities of European countries, key regions and counties of UK and their physical features including the migration of people.**   * *Identify and describe how the physical features affect the human activity within a location.* * *Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.* * *Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.* * *Name and locate the countries of North and South America and identify their main physical and human characteristics* * *Use* the eight points of a co mpass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. * **Greece –** * **looking at environmental regions, key physical and human attributes of Greece in comparison with Cornwall.** * *Identify and describe how the physical features affect the human activity within a location.* * *Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.* * *Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.* * *human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.* * *Describe geographical diversity across the world.* * Describe how locations around the world are changing and explain some of the reasons for change. | | **Changing settlements including London.**   * *Describe how locations around the world are changing and explain some of the reasons for change.* * *Identify and describe how the physical features affect the human activity within a location and how human activity can affect physical features.* * *Human geography: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.* | | **Poles Apart**   * *Identify and describe how the physical features affect the human activity within a location.* * *Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.* * *Describe geographical diversity across the world.* * *Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,* * *Collect and analyse statistics and other information in order to draw clear conclusions about locations.*   **The Commonwealth**   * **Name and locate Countries that make up the Commonwealth.** * **Importance of trading with Great Britain – also link with Fair Trade (PSHE)** * **Human and physical features of countries in the Commonwealth and their similarities and differences between the UK**. * *Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.* * *Describe how countries and geographical regions are interconnected and interdependent.* * *Describe how locations around the world are changing and explain some of the reasons for change.* * *Name and locate the countries of North and South America and identify their main physical and human characteristics.* |
| History | **Ancient Greece –**  **life and influence on our modern world.**   * *Use sources of evidence to deduce information about the past.*   *Select suitable sources of evidence, giving reasons for choices*   * *Use sources of information to form testable hypotheses about the past* * *Seek out and analyse a wide range of evidence in order to justify claims about the past* * *Understand that no single source of evidence gives the full answer to questions about the past* * *Refine lines of enquiry as appropriate.* * *Describe the social, ethnic, cultural or religious diversity of past society* * *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.* * *Use dates and terms accurately in describing events* * *Compare some of the times studied with those of the other areas of interest around the world.* * *Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.* * *Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)* | | **The great plague and 17th century London.**   * *Use sources of evidence to deduce information about the past.* * *Select suitable sources of evidence, giving reasons for choices.* * *Use sources of information to form testable hypotheses about the past.* * *Seek out and analyse a wide range of evidence in order to justify claims about the past* * *Understand that no single source of evidence gives the full answer to questions about the past* * *Refine lines of enquiry as appropriate.* * *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.* * *Identify periods of rapid change in history and contrast them with times of relatively little change.* * *Use dates and terms accurately in describing events* * *Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.* | | **The Mayans**   * *Use sources of evidence to deduce information about the past.* * *Select suitable sources of evidence, giving reasons for choices.* * *Seek out and analyse a wide range of evidence in order to justify claims about the past* * *Understand that no single source of evidence gives the full answer to questions about the past* * *Describe the social, ethnic, cultural or religious diversity of past society* * *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.* * *Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.* * *Use dates and terms accurately in describing events* * *Compare some of the times studied with those of the other areas of interest around the world.* * *Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)* * *Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past*. |
| Languages | **Back fill this year: - Year 4 Twinkl**  **All around town**  **On the move** | | **Back fill this year: - Year 4 Twinkl**  **Going shopping**  **Where in the world** | | **Back fill this year: - Year 4 Twinkl**  **What’s the time**  **Holidays and Hobbies** |
| Music | 1. **Key piece Living on a prayer** – see Charanga) 2. **Jazz, improvisation and swing –** (See Charanga) | | 1. **Make you feel my love - pop** (see Charanga) 2. **The Fresh Prince of Bel Air – Hip Hop** ( See Charanga) | | 1. **Dancing in the street – Mowtown)**  See Charanga) |
| PE | **SEE REAL PE Curriculum map**  **Fundamental movement focus**  **Unit 1**  **Coordination: ball skills**  **Agility: Reaction/Response**  **Unit 2**  **Static balance: seated**  **Static Balance: floor work** | | **SEE REAL PE Curriculum map**  **Fundamental movement focus**  **Unit 3**  **Dynamic Balance: On a Line**  **Counter Balance: with a partner**  **Unit 4**  **Static Balance: one leg**  **Dynamic balance to agility: Jumping and landing** | | **SEE REAL PE Curriculum map**  **Fundamental movement focus**  **Unit 5**  **Static Balance: stance**  **Coordination: footwork**  **Unit 6**  **Ball chasing**  **Coordination: Sending and recieving** |
| RE | 1. **What does it mean if Christians believe God is Holy and Living?** 2. **What does it mean to be a Muslim living in Britain today?** | | 1. **Why do Christians believe Jesus was the Messiah?** 2. **Christians and How to Live: What would Jesus do** | | **5 What matters most to Humanists and Christians?**  **6. Why is the Torah so important to Jewish people?**   * *Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)* * *• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)* * *Understand the impact:* * *Make clear connections between Christian and Humanist ideas about being good and how people live* * *Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view* * *Make connections:*   *Raise important questions and suggest answers about how and why people should be good*   * *Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views* |
| PSHE | **Being in my world – HT 1**  **Celebrating difference HT 2**  **(all planning from Jigsaw)** | | **Dreams and goals**  **Healthy me**  **(all planning from Jigsaw)** | | **Relationships**  **Changing me**  **(all planning from Jigsaw)** |
| Special events | Space dome (every other year)  Elemental 5 sessions – SEP  Theatre trip  Pause B mindfulness programme. | | Science Outreach project Tremough University.  Audrey Stephens– Biography | | Science Penryn College – irreversible changes.  Year 5 discovery day – Penryn College  Sports day  camp |