

|                      | Autumn 1   | Autumn 2  | Spring   | Summer 1   | Summer 2  |   |
|----------------------|--|---|--|--|---|---|
| Year 5 Themes        | <b>Ancient Egypt</b><br>The children start by learning when the Ancient Egyptian period was and how this fits on a timeline with previous learning. They learn about the ancient society, their beliefs and ways of life. They further develop their baking skills from Year 2 when making Egyptian flatbreads. They learn about how society was structured and compare this with society today. They further develop their clay skills from Year 4 when making canopic jars as part of our learning about Egyptian gods, mummification and the afterlife. | <b>Rainforest</b><br>They launch this theme by learning about the layers of the Rainforest and visiting Colchester Zoo to observe rainforest animals. They develop their printing skills from Year 2 to create prints of Rainforest animals. They learn about artists John Dyer and Megan Coyle and develop their painting skills focusing on composition as well as collage. They further develop their knowledge of countries around the world and learn about different biomes and which animals live there. They learn about the tropical belt and how this leads to rainforest biomes and learn about the impact of deforestation. | <b>Anglo-Saxons and Vikings</b><br>In this theme, they start by learning about the Anglo-Saxons and their way of life: their justice system, religion and arts and crafts. The children find out about significant Kings and how the Kingdoms were split. They then learn about the Viking invasions and the Danelaw pact. The children learn about Viking soldiers and The Battle of Hastings, looking at the Bayeux Tapestry as a historical source. The theme also includes a visit to an Anglo-Saxon village.. | <b>Water, Water Everywhere</b><br>The children re-visit their learning about the rivers of the UK and progress to learning how an oxbow lake is formed. They learn about the artist Katsushika Hokusai and create their own versions of his "Great Wave off Kanagawa", further developing their pastel skills from Year 4. They visit Harwich where they put into practise their developing photography skills then learn how to edit their photos ready for a photo exhibition. They learn about the journey of water from its source and also about peninsulas and flooding when learning about the Harwich flood of 1953. | <b>Express Yourself</b><br>In this theme, they learn a lot about themselves and how their bodies will change as they go through puberty. They learn about the artist Pablo Picasso and create their own contrasting artwork using their faces in his style. They also create a self-portrait further developing their portrait skills from Year 1 when drawing self-portraits. They further develop their sewing skills from Year 3, this time focusing on running stitch and blanket stitch and becoming independent when threading a needle and tying off. They design and make their own personal taste t-shirt for themselves, creating mood boards in doing so and sewing on embellishments such as pockets and buttons. |   |
| Year 5 Science       | <b>LIVING THINGS &amp; THEIR HABITATS</b><br>(observing different life cycles /reproduction in animals and plants).  | <b>EARTH &amp; SPACE</b><br>(movement of the earth and moon in space, day/night).   | <b>PROPERTIES &amp; CHANGES OF MATERIALS'</b><br>(Testing material properties, reversible and irreversible changes).   | <b>ANIMALS, INCLUDING HUMANS</b><br>(maturity of animals, gestation and changes over a lifetime).  | <b>ANIMALS, INCLUDING HUMANS</b><br>(puberty and sex education)<br><b>FORCES</b><br>(Gravity, friction, water resistance and air resistance and mechanisms e.g. levers, pulleys and gears.)   |   |
| Year 5 PSHE/RSE      | Me and My Relationships  | Valuing Difference  | Keeping Myself Safe  | Rights and Responsibilities  | Being My Best Growing and Changing  |   |
| Year 5 RE            | Is believing in God reasonable? Multi/Humanist   | How has belief in Christianity and Islam impacted on music and art through history?   | What can they learn about the world/knowledge/ meaning of life from the great philosophers? Buddhist/Christian   | What difference does the resurrection make to Christians? Christian  | How do Hindus make sense of the world?  |   |
| Year 5 Computing     | Unit 5.1<br>(6 Sessions)<br>Coding   | Unit 5.2<br>(3 Sessions)<br>Online Safety<br>Unit 5.4<br>(4 Sessions)<br>Databases  | Unit 5.3<br>(6 Sessions)<br>Spreadsheets   | Unit 5.5<br>(5 Sessions)<br>Game Creator   | Unit 5.6<br>(4 Sessions)*<br>3D Modelling<br>Unit 5.7<br>(4 Sessions)*<br>Concept Maps<br>(Photography unit related to theme)   |   |
| Year 5 PE            | Yoga<br>Cricket  | Fitness<br>Tennis   | Dance<br>Netball   | Benchball<br>Hockey  | Gymnastics<br>Athletics   |   |
| Year 5 Music         | Naxos – Composers – Ravel<br><br>Melody and Harmony in Music   | Naxos – Composers – Schumann<br><br>Sing and Play in Different Styles   | Naxos – Composers – Brahms<br><br>Composing and chords   | Naxos – Composers – Liszt<br><br>Enjoying Musical Styles   | Naxos – Composers – Rimsky-Korsakov<br><br>Freedom to Improvise   | Naxos – Composers – Stravinsky<br><br>Battle of the Bands |
| Year 5 Class Readers | The House with Chicken Legs  | The Explorer<br>A Boy Called Christmas  | The Boy In The Tower   | Brightstorm  | Wolf Brother  |   |
|                      |  |   |  |  | Podkin One-Ear  |   |