Chulmleigh Primary School - Rolling Programme C - Year 5

Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Environment Explorers**		**Africa**		**Rulers and Leaders**	
Science	**Research** Rocks	**Problem solving** Investigating Skills	**Fair test and variables** Forces and Magnets	**Exploration (Observation)** Light	**Classifying and identification** Animals including Humans	**Pattern seeking** Plants
Geography	**Volcanoes, Mountains and Earthquakes** Mount Everest Mapping Mountains		**A Study of an African Country** Locating countries in Africa Nigeria Morocco			**Navigation and map reading** Using atlases Symbols Compass points Grid references

ACADEMY TRUST

							Planning route
	The formation of Mountains Volcano structures Volcanoes a suitable home? Earthquakes		Central African Republic Tanzania South Africa				Planning route
History		**World War 2 – Home Front** Timeline of events Mapping invasions Gas Masks Evacuees Blitz Rationing Building shelters Peace treaty debate		**Ancient Britain** Timelines Prehistoric Britain Hunter gatherers Using sources to tell us about the past Skara Brae Stonehenge	**Ancient Greeks** Locate Greece Timelines Ancient Greece city state Athens/Sparta Battle of Marathon Greek Alphabet	

CHULMLEIGH
ACADEMY TRUST

English	Text: A Pebble in my Pocket	Text: My Secret War Diary	Text: Butterfly Lion	Text: The Stone Age Hunters, Gatherers and Mammoths	Text: Who Let the Gods out	Text: The Extraordinary Voyage of Pytheas the Greek
	Poetry: Visual poems (Cross curricula Art link) based on the visual appearance and/or sound of the dragonfly. The words will be presented to create a particular shape, to create an image or to convey a visual message; e.g. the dragonfly **Fiction: Narrative Adventure (cross curricula Geography/ history link)** To write a narrative retelling of a series of exciting events and adventures that the pebble goes on as it journeys	**Poetry: Structured Rhyme (cross curricula PSHE link)** following a framework based on features such as line length, syllable count, rhyme pattern, rhythm, metre or a combination of these **Fiction: Narrative Historical (cross curricula History link)** A narrative about something that has already happened in the past with a series of events and the main character looking back reflecting on the past **Nonfiction: Diary Writing (cross curricula History link)** to provide an account of WW2 life events	**Poetry: Free Verse Monologue (cross curricula RE link)** Writing poems on a theme of being brave a recount or an explanation of a personal viewpoint **Fiction: Narrative Dilemmas (cross curricula PSHE link)** to write a story that depends on a character facing a difficult (or seemingly impossible) dilemma, with a limited choice of actions. A strong, simple story structure that leads the character to the dilemma quite quickly and then makes the reader wait to find out how it is dealt with **Nonfiction: Recount Letter writing (cross curricula History/PSHE**	**Poetry: Free Verse (cross curricula link PSHE)** Writing poems on a theme the Woolly Mammoth an animal that becomes extinct **Fiction: Narrative Fantasy (Cross curricula History)** to write a short narrative that plays with the concept of time so that characters find themselves moving back in time to the stone age. **Nonfiction: Instructions (cross curricula link DT)** to write a set of clear instructions to inform the reader	**Poetry: Performance poetry (cross curricula links History)** with a strong emphasis on word classes, noun phrases and adverbs - highlighting the need for precision when writing and performing **Fiction: Narrative Legend (cross curricula link RE)** to study the character description of Zeus and then create their own God and description using rich vocabulary, similes and metaphors	**Poetry Rap** to write a rap about Pytheas using hop culture, strong musical rhythm and repeated rhyme patterns with the content being focused on social commentary **Fiction: Narrative Play scripts (Cross Curricula links Geography/history)** to write the journey Pytheas the Greek Geographer when he went on a voyage and visited the UK as a play script **Nonfiction: non-chronological report (cross curricula link Geography)** write a report detailing the journey of Pytheas the Greek Geographer when he went on a

	through time across the land **Non-fiction: Explanatory texts (Cross curricula Geography link)** Write explanation texts to explain how and why volcanoes are formed, e.g. to explain the processes involved in this natural phenomena	to achieve a deliberate effect on the reader/listener	comparing formal and informal letters to then write an informal letter in the style right for the genre using powerful language powerful verbs and vivid description to recount an adventure, informal, personal language to tell Millie/Bertie about something that happened	about the process involved in making a stone age tool	**Nonfiction: Persuasion texts (cross curricula link PSHE)** to write a persuasive letter from Elliot to Zeus and his crew to see if they are up to the task of saving the world – and solving Elliot's problems	voyage and visited the UK
Spellings	Statutory words (1 week) Homophones (1 week) /shun/ (2 weeks) Hyphens (1 week)	Statutory words (1 week) ant and ent (2 weeks) fer (2 weeks) Coaching (1 week)	Statutory words (1 week) Homophones (1 week) /shus/ (2 weeks)	Statutory words (1 week) ible and able (2 weeks) Coaching (1 week)	Statutory words (1 week) ough (2 weeks) /shul/ (2 weeks) Homophones (1 week)	Statutory words (1 week) Silent letters (2 weeks) Coaching (1 week)
Grammar	Use paragraphs to organise ideas around a theme	Verb prefixes (dis, de, mis, over and pre)	Indicate degrees of possibility using modal verbs (might, should,	Converting nouns or adjectives into verbs using suffixes	Apostrophes to mark singular and plural possession	Use commas after fronted adverbials

CHULMLEIGH ACADEMY TRUST

	Link idea across paragraphs using adverbials		will, must, perhaps) or adverbs	Devices to build cohesion within paragraphs (then, after that, first)	Brackets, dashes and commas to indicate parenthesis	Use commas to clarify meaning or ambiguity
Handwriting	Lead ins Alphabet Capital letters	4 joins	Joining ascenders	Joining descenders	Year 5 common exception words	Year 5 common exception words
Guided Reading	**VIPERS** **Text: A Pebble in my Pocket** Poetry Fiction Non-Fiction	**VIPERS** **Text: My Secret War Diary** Poetry Fiction Non-Fiction	**VIPERS** **Text: Butterfly Lion** Poetry Fiction Non-Fiction	**VIPERS** **The Stone Age** **Hunters, Gatherers and Mammoths** Poetry Fiction Non-Fiction	**VIPERS** **Who Let the Gods out** Poetry Fiction Non-Fiction	**VIPERS** **The Extraordinary voyage of Pytheas the Greek** Poetry Fiction Non-Fiction
Maths	Number/place value Addition and subtraction	Multiplication and division Statistics	Shape Fractions, decimals and percentages	Fractions, decimals and percentages Time	Shape – geometry and angles Position and Direction	Area and perimeter Measures: Converting units Volume

PSHE	**Families and friendships**	**Community**	**Physical health and mental wellbeing**
	Establishing routines	Protecting the environment; compassion towards others	Healthy sleep habits
	Who is in my bubble?		Sun safety
	Playing safely- personal space	**Multi-media world**	Medicines, vaccinations, immunisations and allergies
	Handwashing	How information online is targeted; different media types, their role and impact	
	Establishing behaviour for learning		**Growing and changing**
	What am I good at?	**Money and work**	
	What do I want to be even better at?	Identifying job interests and aspirations	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
	Establishing new friendships - understanding similarities and differences within friendships	What influences career choices	**Keeping safe**
	Safe relationships	Workplace stereotype	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	Physical contact and feeling safe		
	Respecting ourselves and others		
	Responding respectfully to a wide range of people		
	Recognising prejudice and discrimination		

Art/DT	Art: Painting	DT: Food and Nutrition	Art: Drawing	DT: Structures	Art: Printing	DT: Textiles/Art combined project
	Water colours Dragon flies **Artist: Turner** Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and	**Create a wartime soup recipe** Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms) 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	**Stone Age Cave sketches** **Artist: Frida Kahlo** Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Use lines to represent movement	**Design, make and evaluate stone age tools** Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding) Cut materials accurately and safely by selecting appropriate tools Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)	**Printing patterns onto Greek pots** **Artist: Banksy** Build up layers of colours Create an accurate pattern, showing fine detail Use a range of visual elements to reflect the purpose of the work	**Design, make and evaluate a pair of Greek sandals.** **Artist: William Morris** Join textiles with a combination of stitching techniques (such as backstitch for seams and running stitch to attach decoration) Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion) Create objects (such as a cushion) that employ a seam allowance

	the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists			Select appropriate joining techniques		
RE	**Christianity** Creation and science: conflicting or complementary? What does it mean if Christians believe God is holy and loving?		**Islam** What does it mean to be a Muslim in Britain today? Why are the 5 pillars important? How does the Islamic faith help people when life gets hard?		**Comparison between Islam & Christianity** How do Muslims and Christians decide how to live? Special festivals for Christians and Muslims Holy Books for Christians and Muslims What matters most to Humanists and Christians?	
MFL	Masculine and feminine nouns	Expressions of feelings French food	Adjectives Adverbs Verbs	Simple negatives Asking questions Pronouns	Telling the time	Conjunctions Numbers 32-60

	Living on a prayer	Classroom Jazz	Make you feel my love	The Fresh Prince of Bel-Air	Dancing in the street	Reflect, rewind and reply
Music	Listen to Livin' on a prayer – Bon Jovi Learn to sing the song Play instrumental parts of the song Improvise within the song Perform compositions within the song End of unit performance focusing on one element already covered	Listen to 3 Note Bossa – improvise using instruments Play the tune using instruments Build on improvisation skills using instruments Listen to 5 note swing and improvise using instruments Build on improvisation skills using instruments	Listen to Make you feel my love and sing the song Play the instrumental parts of the song Improvise within the song Perform compositions within the song End of unit performance focusing on one element already covered	Listen to the Fresh Prince of Bel Air Learn to sing the song Play instrumental parts of the song Improvise within the song Perform compositions within the song End of unit performance focusing on one element already covered	Listen to Dancing in the Street Learn to sing the song Play instrumental parts of the song Improvise within the song Perform compositions within the song End of unit performance focusing on one element already covered	Reflect on Composers and Compositions (Rachel Portman and Jason Yarde) Reflect on Romantic, Contemporary and Baroque music Prepare for a performance of songs and activities from the year.
ICT	**Core skills** Confidence with mouse and keyboard skills	**Communication** To be able to explain why a webpage is credible and how we	**Applications** To create a video using Movie Maker (using own recorded videos or those supplied)	**E-Safety** To know a range of ways to report concerns about anyone you are in contact with online	**Computer Science** To think about the structure of their algorithms,	**E-Safety** To talk about social media and how this relates to e-safety

How to use own login to access computers How to open programs such as Word and Chrome How to access folders on the server such as TempWork How to save work in own folders and on TempWork How to find and open work saved in folders How to use search engines to find information How to use own logins for websites such as Mathletics, Purple Mash and TTR	know if we can trust the information To check a range of websites when searching to ensure that the information is correct To explain the use of different networks (school network, internet etc.) and understand the dangers To use 2Email to open, add attachments and respond to emails (from their teacher and their peers). To relate this to our e-safety work. **E-Safety** To have a secure knowledge of the e-safety rules and demonstrate this	To add a hyperlink to a presentation When creating a presentation or document, to think about audience and make design decisions based on this (e.g. Bigger font for younger children) To use transitions and animations between slides during a presentation To input own data into Excel and create a graph to represent the data including a title	or upsetting content To talk about personal privacy and understand how and why we keep information private	beginning to organise code to make it easy to follow and naming variables Turn more complex real-life situations into algorithms and deconstruct them into manageable parts Debug programs as they go and use logical methods to identify the cause of any errors Translate algorithms that include sequence, selection and repetition with increasing ease Design their own basic game and begin to write code to allow others to play the game	

	Tag rugby	Netball	Benchball/dodgeball	Volley-sport	Tennis	Athletics
PE	Working on understanding the rules of the game Special awareness Communication Agility and invasion	Working on hand eye coordination Understanding the rules of the game Working on team work and communication	Understanding the rules of the game Accuracy of throwing and reaction times Teamwork and how to captain a team	Understanding the rules of the game Understanding the dig, set, spike How to play and referee a volley-sport match	Working on forehands, backhands, volleys and serves Understanding the rules of the game How to play a tiebreak and service games	Understanding how to score in athletics events and working on techniques Working on javelin, triple jump, long jump, long distance, sprinting and relay
Outdoor Ed	(Cross curricula Art link) Autumn woodland dragonfly sculptures using twigs and maple seeds	(Cross Curricula DT Link) Cooking our wartime recipes on a campfire Building shelters	(Cross curricula Art link) African style wood carving jewellery	(Cross curricula DT link) Structures Building stone age shelters	(Cross curricula Art link) Using natural clay to make Greek pots	(Cross curricula DT link) Orienteering map reading

CHULMLEIGH
ACADEMY TRUST