



Year 5 Cross Curricular Yearly Plan

Writing genres to be included across all aspects of work: Diaries; Balanced arguments; Letters; Persuasive speeches; Greek Myths; Suspense stories; Poetry; Newspaper reports; Recounts and Non Chronological reports.

Texts studied: The Boy in the Girls' Bathroom; Macbeth; Theseus and the Minotaur; Clockwork; The Young Man of Curly (poem); The Midnight Fox; The London Eye Mystery.

Topic Headings	Science	Computing	History	Geography	R.E.	Art & Design	D.T.	Music	P.E.	RSE/HE/PHMW/PSHE	MFL - French
<p>Autumn 1</p> <p style="text-align: center;">Anglo Saxons, Scots and Vikings</p> <p style="text-align: center;">H/DT AF</p>		<p>5.1 We are game developers (developing an interactive game)</p>	<p>Anglo-Saxons, Scots and Vikings - Know the Roman Empire declined and the Romans left Britain c. AD 410.</p> <p>Know that Britain was invaded by different groups of people and where they came from.</p> <p>Know about Anglo-Saxon settlements, place names and village life. Know about Anglo-Saxon art and culture (runes, riddles and artistic designs). Know that Christianity came to Britain during this time. (Christian conversion – Canterbury, Iona and Lindisfarne) Know about the Anglo - Saxon King, Alfred the Great and explore some of his laws.</p> <p><i>Possible trips:</i> Museum of London - Invaders and settlers The British Museum – Ancient Britain- Digital session: Sutton Hoo Headline V&A – Anglo Saxon art and Culture Chertsey Museum – The Anglo Saxons OR The Vikings</p>	<p>Anglo Saxon place names and settlements.</p>	<p>How does worship and Liturgy enable a Christian to grow and express their faith?</p> <p>Use some religious words to explain some elements of Liturgy (sacrament, word, worship, prayer, Eucharist, Holy Communion, Advent, Christmas, epiphany, music, collective worship, ordinary time etc. – see key vocab for this unit.</p> <p>Listen to a range of Christian worship music and say how these songs might inspire and influence people in their worship e.g. modern Christian worship songs (Ever Be); old and new hymns (Here is love vast as the ocean, A New Commandment), Taize chants (Jesus remember me), Iona worship songs, Gospel music (Oh Happy Day)</p>	<p>Study of Anglo-Saxon artefacts-observational drawing. Develop sketching techniques using different graded pencils to create effects and a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Understand why the different graded pencils create different effects.</p>	<p>Use internet to research design ideas for an Anglo-Saxon purse. Identify the techniques (sewing) needed to make a drawstring purse. Identify the stitch type used in a drawstring purse. Practise a variety of stitches on material or binca. Create own design criteria for making an Anglo-Saxon drawstring purse. Plan own drawstring purse design using annotated sketches and cross-sectional diagrams and include using a number of different stitches. Produce a list of tools and equipment needed to make the design. Produce and follow a step by step plan for the product. Choose appropriate needles and thread for the desired effect. Explain plan to others. Use own template to make the outline of the Anglo-Saxon drawstring purse. Think about user and aesthetics when choosing textiles. Accurately measure, mark out, cut and shape textiles. Take the users view into account when designing. Use different sized needles and different thickness of thread to sew hem, sides and create a drawstring. Explain how parts of the product will work. Use success criteria produced to evaluate own design and identify features to improve from views of others. Use purpose and appearance as a focus for evaluating the product. Use Amazon to investigate price of drawstring material purse like the one they have created and discuss prices and whether they feel they are correct giving reasons why. Test product made and identify if it was fit for purpose.</p>	<p>Wandsworth Music Learn American Spiritual songs. Compose their own song to lyrics. Learn about the musical elements of pitch, rhythm, pulse and metre. Develop their singing voices and listening skills Learn notation for rhythms and how to show pitch using hand-signs and annotations. Sing confidently as a group. Sing in parts/ harmony. Notate simple rhythms and use crotchets, quavers, and crotchet rests correctly. Learn 3 spirituals in a major key. Learn 3 spirituals in a minor key.</p>	<p>Multi skills (Chelsea) Demonstrate basic movements and spatial awareness. Keep possession. Attack and defend. Mark an opponent. Control a ball with a racket. Control a ball with different parts of a racket.</p> <p>Gym - Movement (Teacher) Perform a stag jump and split leap. Perform pike rolls. Perform a squat through vault. Perform a round off. Independently plan a sequence of gymnastics movements that are creatively linked together. Perform a gymnastics sequence in a pair or group in time to music.</p>	<p>PSHE: Rules Understand my rights and responsibilities in the school.</p> <p>RE: Bullying Know rumour spreading and name calling are forms of bullying.</p> <p>PSHE: Gang Culture Know and understand what a gang is and why young people join gangs. Know how gangs can be identified and why some people may choose to be part of a gang. Understand the term Young Offender and know the implications of being one.</p>	

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<p>Autumn 2</p> <p>Hubble Bubble</p> <p>Sc/A AF</p>	<p>Properties and changes of materials Compare and group every day materials according to their properties. Know that some materials will dissolve in liquid to form a solution.</p> <p>Report and present findings from enquiries. I can recognise and control variables.</p> <p>Know that some changes of state and dissolving and mixing processes can be reversed through filtering, sieving and evaporating.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Explain that some changes form new materials, and that these changes are not usually reversible.</p> <p>Plan scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Explain that some changes caused by heating and cooling form new materials, and that these changes are not often reversible.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Explain that changes caused by burning form new materials, and that these changes are not often reversible.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Possible visitors: Sphere Science – Separating (workshops that come to school)</p>	<p>5.3 We are artists (fusing geometry and art)</p>			<p>Do fame and the Christian faith go together? Distinguish between qualities that make a person just famous and qualities needed to be a famous Christian. Name some values that are important to me and discuss how these are similar or different to the values held by a Christian.</p> <p>How do music and art convey Christmas? Make up a Christmas Carol which expresses the Christian beliefs about Christmas. Ask questions about the meaning and purpose of Christmas and suggest answers.</p>	<p>Refine blending skills and effects of light and shade created with charcoal and chalk. Use charcoal and chalk drawings to draw atmospheric settings based on Macbeth.</p>	<p>Begin to look at computer aided design to produce 3D images. Use Tinker card to produce name and shape in 3D. Show all angles of the 3D image from front, top, right, left positions.</p>	<p>Wandsworth Music Learn American Spiritual songs. Compose their own song to lyrics. Learn about the musical elements of pitch, rhythm, pulse and metre. Develop their singing voices and listening skills Learn notation for rhythms and how to show pitch using hand-signs and annotations. Sing confidently as a group. Sing in parts/ harmony. Notate simple rhythms and use crochets, quavers, and crotchet rests correctly. Learn 3 spirituals in a major key. Learn 3 spirituals in a minor key.</p>	<p>Netball (Chelsea) Identify and complete the different passes used in netball. Understand the rule of footwork. Understand that marking helps to intercept the ball and dodging enables a player to get away from a marker. State the difference between attacking skills and defending skills. Identify positions in netball and the different areas players can be in. Take part in a class competition.</p> <p>Dance – Echo Dance (Teacher) To use transitions to link movements together smoothly. Use spatial awareness and demonstrate this skill effectively in a dance. Demonstrate an ongoing motif throughout a dance. Demonstrate variations in timing throughout a dance. Demonstrate strong, expressive movements throughout a dance. To combine movements to create a fluent sequence.</p>	<p>PSHE: Financial Education Know what is deducted from earnings and why. Consider degrees of risk and the possible consequences of taking financial risks. Differentiate between manageable and unmanageable debt. Know about Fairtrade and what it means. To consider the needs of the global environment and the impact of consumer choices. HE/PH&MW: Physical health and fitness Know how and who to seek support including which adults to speak to in school if they are worried about their own or someone else's mental wellbeing. HE/PH&MW: Health and prevention Know the importance of sufficient good quality sleep for good health and a lack of sleep can affect weight, mood and ability to learn. Know how to recognise early signs of physical illness, such as weight loss, or unexplained body changes HE/PH&MW: Mental wellbeing Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. Know that simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Know that it is common for people to experience mental ill health and that for many people problems can be resolved if support is made available</p>	<p>FRENCH All about town Where do you live? - Listen carefully and pronounce unfamiliar words with increasing accuracy. In my town - Listen carefully, repeating and responding to key words and phrases. Counting in 10's - Use familiar sounds and spellings to help me recognise and learn new language. Counting to 100 - Apply my knowledge to help me predict, say and spell new language. My address is? - Select and present information to other people. How do you say? - Use a bilingual dictionary to develop my vocabulary around a given topic.</p>

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<p>Spring 1</p> <p>Ancient Greece</p> <p>Sc/H AF</p>	<p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Possible visitors: Sphere Science – Rollers – Friction (workshops that come to school)</p>		<p>Ancient Greeks – a study of Greek life and achievements and their influence on the western world. Know when and where the Ancient Greeks lived and put them on a timeline with other civilisations. Know about the Ancient Greek way of life and structure of society e.g. men, women, children and slaves. Know about Ancient Greek democracy. Know about Ancient Greek theatre. Know about the Ancient Greek Olympics. Describe the influence of the Ancient Greeks on the western world.</p> <p>Possible trip: The British Museum – Ancient Greeks – How to find out about Greek Life OR A Gift for Athena OR Greek Myths</p> <p>Chertsey Museum – The Ancient Greeks (or they come to the school)</p>		<p>What does it mean to be a Jew? Explain how Jews celebrate Passover and what foods are on the Sedar Plate and know the significance of some of these. Identify why it might be important to Jews to remember the story of Passover and to celebrate it every year.</p>		<p>Know what a pulley is. Understand how, since their possible invention in Ancient Greek times, pulleys have helped shape the world, as to what they can do. Identify products in everyday life that use a pulley technique. Know the main types of pulleys and their functions. Understand that Archimedes was possibly the first person to use a compound pulley. Make a simple pulley from given instructions.</p>	<p>Wandsworth Music Take part in Wandsworth Schools Singing project that is happening in schools across the borough. Focus on songs with different themes and genres. Learn how to perform these with expression and style. Learn the role of the conductor. Sing in harmony. Learn how to understand notation. Discuss the effects of tempo, tonality, instrumentation, and other characteristics of music. Perform in a public concert at the end of term.</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance Perform more advanced repertoire with sympathy to phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform and describe various metres and time signatures. Perform a steady beat with others, changing the speed of the beat as the tempo of the music changes. Describe tempi and dynamics using music specific vocabulary. Describe the intended effect of music with reference to musical elements.</p>	<p>Football (Chelsea) Receive a pass and then pass the ball in an intended direction. Dribble with the ball using both the inside and outside of the foot. Dribble then shoot at a target using the correct techniques shown. Use the techniques previously taught to complete a football circuit. Use the techniques taught to keep the ball under control. Understand positions on a pitch and use tactics to play a game.</p> <p>Dance – Hakka (Teacher) Be able to understand the background of the Haka dance. To be able to work on creating moves in unison. Show canon and repetition when performing developed Haka. Link dance sequences smoothly. Create a sequence of sporting actions. Use a range of dynamics, unison and repetition when creating version of the Haka. To practice skills used when performing own Haka. To perform and evaluate completed performance.</p>	<p>HE/PH&MW: Drugs, alcohol and tobacco Know the associated risks alcohol has on our bodies. Know the associated risks nicotine has on our bodies. Know the associated risks medicines have on our bodies. Know how peer pressure can influence someone to smoke or drink alcohol.</p> <p>HE/PH&MW: Basic First Aid Know the concepts of basic first aid, including head injuries. Know how to make a clear and efficient call to emergency services if necessary.</p> <p>Bullying Understand why people bully.</p>	<p>On the move Transport - Tell other people about types of transport. How do you go to school? - Use the verb 'to go' in a simple sentence. Directions - Recognise and pronounce a familiar spelling pattern in different words. I like to move it - Use my knowledge of actions and directions to give instructions. How do I get to? - Combine familiar language to create a new set of sentences. We all go together - Give a sentence subject-verb agreement.</p>

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<p>Spring 2</p> <p>Time</p> <p>Sc/G AF</p>	<p>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>Possible trip: The Science Museum – Imax: A beautiful planet</p> <p>Possible visitors: Sphere Science – Space (workshops that come to school)</p>	<p>5.4 We are web developers (creating a web page about cyber safety)</p>		<p>A study of Europe. Locate the countries of immediate Europe (Spain, France, Portugal, Netherlands, Germany, Italy) and know their key physical and human characteristics, and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate the European countries and describe features studied.</p> <p>Use the eight points of a compass to build their knowledge of Europe and identify countries on maps and a globe.</p> <p>Begin to use 4 figure grid references, symbols and key on maps of Europe.</p> <p>Identify and understand the significance of longitude and latitude lines.</p> <p>Identify the position of longitude lines for time zones in Europe. Understand when you would use an OS map to find a location and when you would atlas eg atlas for country, OS for smaller village. Understand the difference between primary and secondary sources of information in geography.</p> <p>Understand what a thematic map is and look at one that shows height above sea level in Europe.</p>	<p>What do the Monastic traditions within Christianity show? Define the following words used within a Christian Monastic Community: habit, convent, monastery, liturgy, vocation, vows. Say what inspires me about the life and works of Mother Theresa.</p> <p>What happens in churches at Easter? Describe some rituals that happen in the church during Lent and Holy week and suggest what they mean. Explain how taking part in rituals during Lent and Holy Week influences and inspires a Christian.</p>	<p>Look at a variety of works created during the surrealist movement, particularly Salvador Dali, his use of colour, shape and form. Reproduce work in same style and create own work in same style using the same techniques.</p>	<p>Possible trip: Lego Clocks (how do clocks work)</p>	<p>Wandsworth Music</p> <p>Take part in Wandsworth Schools Singing project that is happening in schools across the borough. Focus on songs with different themes and genres.</p> <p>Learn how to perform these with expression and style.</p> <p>Learn the role of the conductor.</p> <p>Sing in harmony.</p> <p>Learn how to understand notation. Discuss the effects of tempo, tonality, instrumentation, and other characteristics of music.</p> <p>Perform in a public concert at the end of term.</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance</p> <p>Perform more advanced repertoire with sympathy to phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform and describe various metres and time signatures.</p> <p>Perform a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Describe tempi and dynamics using music specific vocabulary.</p> <p>Describe the intended effect of music with reference to musical elements.</p>	<p>Handball (Chelsea)</p> <p>Shoot and defend. Block during a small sided game. Show the principles of attacking and defending. Play a full size game. Know tactics to play as goal keeper. Play a competitive game.</p> <p>Circuit training (Teacher)</p> <p>Understand the effects of aerobic and anaerobic exercise on the body. Recognise the benefits of exercise on the upper body. Recognise the benefits of exercise on the core muscles. Set personal targets for exercise. Improve performance in order to reach personal targets.</p> <p>Swimming to replace circuit training for 2023 as catch up</p>	<p>RSE: Changing adolescent body</p> <p>Explore the emotional and physical changes occurring in puberty</p> <p>Know the key facts about the menstrual cycle</p> <p>Online Relationships</p> <p>Know the rules and principles for keeping safe online.</p> <p>Understand the difference between online communications and offline communications and how online can have higher risks.</p> <p>Understand that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>HE/PH&MW: Internet safety and harms</p> <p>Understand what information is <i>personal</i> information and to know the risks associated with revealing too much personal information online. Know how information and data is shared and used online.</p> <p>Understand what junk (spam and pop ups) mail is, the forms it takes. Critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Recognise risks, harmful content and contact, and how to report them.</p> <p>Understand the benefits of rationing time spent online and the risks spending excessive time can have. Know the impact of positive and negative content online can have on their own and others mental and physical wellbeing.</p>	<p>Holidays and hobbies</p> <p>Seasons - Write answers to a question, in a sentence.</p> <p>Use the third person plural in sentences.</p> <p>The weather - Speak a sentence describing the weather.</p> <p>Present the weather forecast to a range of audiences.</p> <p>Weather around the world- Distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition.</p> <p>Holidays - Speak a sentence about going on holiday.</p> <p>Sports - Answer a question about sports, orally and in writing.</p> <p>Hobbies - Answer a question about hobbies, orally and in writing.</p>

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<p>Summer 1</p> <p>The Wonder of Nature</p> <p>Sc/DT</p>	<p>Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Possible trip: The Wetlands Centre - Barnes</p>	<p>5.5 We are bloggers (sharing experiences and opinions)</p>			<p>The journey of life and death (must include references to Hinduism) Talk about the beliefs different religious groups have about what happens after we die. Suggest ways in which we can celebrate someone's life after their death.</p>		<p>Cooking and Nutrition: Know all the different food groups and examples of foods that belong to them. Know the benefits each group has for the body. Explain how there are different substances in food/drink needed for health. Describe an 'eat well plate' and how a healthy diet equals variety/balance of food and drink. Understand the effects unbalanced diets can have on our bodies. Know how to prepare food safely eg washing hands, using a knife, using a chopping board. Understanding the hygiene regime needed for using chopping boards. Discuss the difference between some of the basic cooking techniques: boiling, roasting, frying, sautéing, simmering. Use peeling, chopping, slicing, grating. Prepare potatoes using as many as the techniques as possible and taste them. Compare the difference in terms of preparation and taste and describe had different preparation techniques can change the appearance, taste, texture and aroma of the potato.</p>	TBC	<p>Athletics (Chelsea) Practice and refine existing running, jumping and throwing skills. Use an effective technique for sprinting including a sprint start. Sustain running pace over long distances. Practice jumping for height. Learn the fling throw techniques. Use a variety of throwing techniques.</p> <p>Outdoor and adventurous activities (Teacher) Work as part of a team to complete a range of challenges. Demonstrate agility and endurance in a range of situations. Know what a compass is and how to use it. Know the eight directions on a compass. Read, follow and understand maps. Take part in an orienteering exercise.</p>	<p>RSE: Changing adolescent body Know the emotional changes that can occur during puberty. Understand how I can cope with different mood swings. Know who I can talk to regarding issues with puberty. Know safe websites to look for information about puberty.</p> <p>RE: Bullying Generate solutions, consider consequences and decide the best solutions to deal with bullies.</p> <p>HE/PH&MW: Health and Prevention (immunization and vaccination) Know and understand the terms vaccine, vaccination, immune, and immunisation. Know some names of common vaccines. Know why vaccines are important and how they work on the immune system.</p>	

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<p>Summer 2</p> <p>A Tale of Two Cities (London & Paris)</p> <p>A/G AF</p>	<p>Animals including humans Describe the changes as humans develop to old age.</p>	<p>5.6 We are architects (creating a virtual space)</p>		<p>A study of Paris and France. Compare and contrast to London – human and physical geography of France (especially mountain regions e.g. The Alps).</p> <p>Describe and understand key aspects of France’s settlement, land use, trade links and distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate France and describe features studied. Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map. Make comparisons between aerial maps and maps. Understand when you would use an OS map to find a location and when you would use an atlas eg atlas for country, OS for smaller village. Compare human/physical features of London and Paris. Look at a sketch map of Paris and redraw it using symbols from OS map to show famous landmarks and features. Measure straight line distance on a plan or map and understand real life experiences when this skill is used (school admissions). Look at maps and talk about what the scales mean. Use Google Earth to help draw a plan view map of the road layout of area around the Arc de Triumph or similar location.</p>	<p>How has the Christian message survived for over 2000 years? Describe Christian beliefs of The Trinity, explaining the sources of these beliefs. Consider how The Trinity has enabled the Christian message to continue today, giving meaning, purpose and truth in Christians’ lives.</p>	<p>Study of French Impressionist Artists particularly Claude Monet. Understand practices and techniques and reproduce them in replicas and own work based on style. Create watercolour painting and pastels paying particular attention to the use of colour, colour blending and effects of layering and thinning paint to create water images.</p> <p>Possible trip: The National Gallery – Monet and architecture</p>	<p>Discuss what design features make the Eiffel Tower a strong structure. Recap paper strengthening techniques talked about in Y3 e.g. tabs, triangle, tubing, diagonal brace structures. Use paper strengthening techniques and paper straws (to create arc like structure in Eiffel Tower) to make an Eiffel Tower. Measure accurately to ensure precision. Reinforce a 3D frame to make it stronger. Ensure product is strong and fit for purpose.</p>	<p>TBC</p>	<p>Rounders (Chelsea) Learn the correct techniques for batting and bowling in rounders. Use the correct techniques for throwing and catching when fielding in rounders. Know the roles and responsibilities of the backstop and base fielders in rounders. Field effectively in these positions and demonstrate good skill and technique. Know the roles and responsibilities of the deep fielders in rounders. Field effectively in these positions and demonstrate good skill and technique. Read the game of rounders and apply tactics to outwit opponents. Use a variety of throwing techniques. Know and apply all rules in a game. Fitness & Cross Country Running(Teacher) Perform the beep test. Use a rope to increase fitness levels. Use interval running to improve stamina for running a distance. Compare performances.</p>	<p>PSHE: Cyber bullying HE/PH&MW: Mental Wellbeing Understand the term Cyber bullying and to know examples of it. Know the names of the terms for the different types of cyber bullying. Understand the consequences if you are caught being a cyber-bully. Know you can report or block a cyber-bully. Summarise key information about cyber bullying. Know that cyber-bullying has a negative and often lasting impact on mental wellbeing.</p>	