

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic and Wow Activity	Adapt, Survive and Thrive! Wow day Folly Farm - Survival Skills and Orienteering	Space is the Place Wow day Visitor - Joanne Richardson Space Detectives - Astronomy Workshop	Changing States Wow Day Aspirations Week Time to Shine Wow Morning	Invasion! Wow day National Science Week Ancient technology day in Dorset? Fair Trade Fortnight	Feel the Force Wow Day STEM Ambassador Mike Jordan - RAF Wing Commander Bloodhound Education Centre	Performance Wow Day Hanham Woods - Transition day to secondary schools STEM - Engine Shed
English	Stories from Significant Authors Kensuke's Kingdom by Michael Morpurgo Possible Genres: Recount Diary Entry	Science Fiction The Jamie Drake Equation - Christopher Edge Possible Genres: Newspaper Report Non-chronological report Flashback Stories	Quest and Return Narrative The Firework Maker's Daughter by Phillip Pullman Journey to the River Sea by Eva Ibbotson	Overcoming the Monster Story Beowulf by Michael Morpurgo Possible Genres: Explanation texts Recount	Overcoming the Monster Story Beowulf by Michael Morpurgo Possible Genres: Explanation texts Recount	Stories from different Cultures Chinese Cinderella Possible Genres: Plays/play scrip Poetry Biography/Autobiography Balance argument Horror - writing to

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	<p>Instructions</p> <p>Invent their own adventure story based on Kensueke's Kingdom</p>	<p>Free verse Poetry</p> <p>Action films/stories</p> <p>Note-taking</p>	<p>Possible Genres:</p> <p>Persuasive Writing</p> <p>Letter Writing</p> <p>Mystery</p> <p>Fantasy</p>	<p>Poetry</p> <p>Stories with historical settings</p> <p>Action stories</p> <p>Film narrative</p>	<p>Poetry</p> <p>Stories with historical settings</p> <p>Action stories</p> <p>Film narrative</p>	<p>create suspense</p> <p>Leaflets</p>
Maths	<p>Number - Place Value</p> <p>Number - Addition and Subtraction</p> <p>Statistics</p>	<p>Statistics</p> <p>Number - Multiplication and Division</p> <p>Perimeter and Area</p>	<p>Number - Multiplication and Division</p> <p>Number - Fractions</p>	<p>Number - Fractions</p> <p>Number - Decimals and Percentages</p>	<p>Number - Decimals</p> <p>Geometry: Properties of Shapes</p>	<p>Geometry - Position and Direction</p> <p>Measurement- Converting Units</p> <p>Measures Volume</p>
Science	<p>Living things and their habitats</p> <p>1. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>2. Describe the life process of reproduction in some plants</p>	<p>Earth and Space</p> <p>1. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>2. Describe the movement of the Moon relative</p>	<p>Properties and Changes of Materials</p> <p>1. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility,</p>	<p>Properties and Changes of Materials</p> <p>(continue from Term 3)</p>	<p>Forces</p> <p>1. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the</p>	<p>Animals, including humans</p> <p>1. Describe the changes as humans develop to old age.</p>

	<p>and animals</p>	<p>to the Earth 3. Describe the Sun, Earth and Moon as approximately spherical bodies 4. 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>transparency, conductivity (electrical and thermal), and response to magnets 2. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 3. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 4. Give</p>		<p>falling object 2. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces 3. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	
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			<p>reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>5.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>6. 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</p>			
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			burning and the action of acid on bicarbonate of soda			
Geography	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>	<p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p>	<p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Human geography including trade between UK and Europe and ROW</p>		<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>

	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities</p> <p>Locate and name the main counties and cities in England.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>					
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	<p>in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>					
History				<p>Vikings and Anglo Saxons Britain's Settlement by Anglo-Saxons and Scots</p> <p>This could include (non-stat):</p>		<p>Mayan culture</p> <p>A non-European society that provides contrasts with British Mayan civilization c. AD 900</p>

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				<p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion - Canterbury, Iona and Lindisfarne</p>		
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				<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include (non-stat): Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Further Viking invasions and Danegeld</p> <p>Anglo-Saxon</p>		
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				laws and justice		
				Edward the Confessor and his death in 1066		
Computing	The impact of technology.	(E-safety assembly) Online safety-safe passwords. What to share. What not to download. Awareness of pop ups and spam. Personal info on the web. Digital citizenship. Cyber bullying. What to do when we don't feel comfortable with a web experience	Programming design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts □ use sequence, selection, and repetition in programs; work with variables and various forms of		Data select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting,	

		Media	input and output □ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		analysing, evaluating and presenting data and information	
Art	Artist: Hokusai Using inks on paper Card 3D Japanese Tatebanko dioramas	Create Calder mobile sculptures using resistant materials. Experiment with balance and abstract form.	Drawing and creating crystals.	Anglo Saxon Art and Culture Use clay to recreate a Viking runestone to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint,	Concept art for roller coaster. Design for engineering.	Observational drawings - sketching and charcoal.

				clay]. Bracelet/ingot releifs		
French	<p>Numbers Days of the Week Days of the Month When is your birthday? Alphabet</p>	<p>Simple greetings. How are you? My name is... What is your name? I am years old. How old are you? I live in... Where do you live? Where are you from? What nationality are you? Do you work?</p> <p>Conversations - ask and answer questions.</p> <p>Write phrases from memory.</p>	<p>Family Animals/Pets What are they called? Where do they live? Where do they work? Do you have any pets? What are they?</p> <p>Hobbies/Sports</p>	<p>Food Ordering in a restaurant or shop. Colours Weather</p>	<p>Places in a town Give directions What times is it? Body parts</p>	<p>Revisit and revise</p>

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PE	Cognitive Skills	Creative Skills	Social Skills	Applying Physical Skills	Health and Fitness	Personal Skills Sports Day Practise Rounders
PSHE	Being Me in My World	Celebrating Difference (Anti-Bullying Week)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including sex education)
D&T					Design, Make and Evaluate Project - linked to forces. (build a car, bridge, boat, egg drop, glider etc)	
Music	Singing - play and perform in solo and ensemble contexts, using their voices	Singing - play and perform in solo and ensemble contexts, using their voices	Singing - play and perform in solo and ensemble contexts, using their voices	Singing - play and perform in solo and ensemble contexts, using their voices	Singing - play and perform in solo and ensemble contexts, using their voices	Singing - play and perform in solo and ensemble contexts, using their voices
RE	Why do some people believe God exists?	If God is everywhere why go to a place of worship?	What would Jesus do? Can people live by the values of Jesus in the	What would Jesus do? Can people live by the values of	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?



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			twenty-first century?	Jesus in the twenty-first century?		
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