

Year Group: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real Projects	Cityscape 	Vicious Vikings 	Out of this World 	Mesmerising Mummies 	River Deep, Mountain High 	Brilliant Bodies 
Hook	Kingswood 7 th – 9 th October £122	Viking Workshop (2 days) 2nd and 3rd December Total - £515 £6.50 each child	Space Centre Visit 10th February Sharing Alien stories with the Y1s £17.75 each child	Egyptian Day 23 rd March £1 for food / resources Escape Room (in school) £10 each child	River Porter Walk 18 th May £5 (approx)	Picnic in the park – following Sports Day (healthy lunch)
Writing	Writing to entertain City Poetry (Last Night I saw the city...) Persuasion – Graffiti in Meersbrook (inc debate) Persuasion – Visit Meersbrook Park Recount – Kingswood Residential	Instructional writing – Viking Bread (D.T link – baking) Narrative – Beowulf (Historical Text) Non – Chronological Report – Dragon (How to Train Your Dragon)	Narrative – Alien Landing at Carfield School story Biography – Tim Peake astronaut Writing to entertain - Space Poetry	Diary Entry – Howard Carter’s discovery of Tutankhamun’s tomb Non-Chronological Report – Mummification process (Topic – cross curricular writing)	Explanation Text – Water Cycle Journals – Mount Everest explorers e.g. Edmund Hillary and Tenzing Norgay Narrative – Adventure story – lost in the forest	Explanation – Keeping Healthy text – diet, exercise, sleep, persona; hygiene Writing to Entertain – ‘Sporting Heroes’ Instruction / Persuasion (marketing) – Healthy Snack (pizza) link to saturated fats focus
Spelling	Year 5/Year 6 Spelling List (5)	Year 5/Year 6 Spelling List (5 words)	Year 5/Year 6 Spelling List (5)	Year 5/Year 6 Spelling List (5 words) and	Year 5/Year 6 Spelling List (5)	Year 5/Year 6 Spelling List (5)

	<p>words) and personalised words (4 words)</p> <p>Examples: accommodate accompany according achieve</p>	<p>and personalised words (4 words) Spelling Rules</p> <p>Examples: observant observance observation expectant</p>	<p>words) and personalised words (4 words) Spelling Rules</p> <p>Examples: noticeable dependable comfortable reasonable</p>	<p>personalised words (4 words) Spelling Rules</p> <p>Examples: frequently government guarantee harass</p>	<p>words) and personalised words (4 words) Spelling Rules</p> <p>Examples: prejudice privilege profession programme</p>	<p>words) and personalised words (4 words)</p> <p>Examples: signature sincerely soldier stomach</p>
Reading	<p>Children's History of Sheffield</p> <p>Poem – Last night I saw the city...</p> <p>Goldfish Boy</p> <p>Dracula</p>	<p>Beowulf</p> <p>How to Train Your Dragon</p> <p>Who Were the Vikings?</p> <p>Viking Boy</p> <p>The Dragon Sitter</p> <p>Harvey Slumfenburger's Christmas Present</p>	<p>Biographies of famous explorers and astronauts</p> <p>Space encyclopaedia</p> <p>A Monster Calls</p> <p>The Chronicles of Narnia</p>	<p>Stories from other cultures</p> <p>Non-Fiction Books (variety)</p> <p>Everything Ancient Egypt</p> <p>Egyptian Mummy</p> <p>The Ghost of Tut</p> <p>The Indian In The Cupboard</p>	<p>Narnia</p> <p>Ernest Shackleton (Journals)</p> <p>Bear Grylls</p> <p>Non-fiction books</p> <p>The Water Cycle</p> <p>Danger on the Mountain</p> <p>Freaky Peaks</p>	<p>Sherlock Holmes</p> <p>Oliver Hyde's Dishcloth Concert</p> <p>Shadow Jumper</p>
Maths	<p>Place Value</p> <p>Number – addition and subtraction</p>	<p>Multiplication and division</p> <p>Fractions, decimals and percentages</p>	<p>Fractions, Decimals and Percentages</p> <p>Properties of shape</p>	<p>Perimeter / Area (Pyramid Link)</p> <p>Number – addition and subtraction</p> <p>Multiplication and division</p>	<p>Measurement – converting units</p> <p>Capacity / volume</p> <p>River capacity across the world</p>	<p>Statistics</p> <p>Link to PE and healthy lifestyle. Collecting data and drawing graphs (heart rate)</p>

					Fractions, Decimals and Percentages	Position and direction Number – addition and subtraction Multiplication and division
Computing	<p>How do I create a radio advert? Sheffield Scheme</p> <p>Create a radio advert to advertise Kingswood</p>	<p>How do I create maths games in Scratch? Sheffield Scheme</p> <p>Inputs / outputs (multiplication and division)</p> <p>Quiz – percentages, decimals and fractions</p> <p>(Maths link)</p>	<p>How do we collaborate online? Sheffield Scheme</p> <p>Use the internet to research Tim Peak (English link)</p>	<p>How do I program physical systems? Sheffield Scheme</p> <p>Design, write and debug programs that accomplish specific goals - Flowol</p>	<p>How do I create maths games on Scratch? Sheffield Scheme</p> <p>Snakes and ladders – down the river and up the mountain</p>	<p>How do I search safely and effectively? Sheffield Scheme</p> <p>Link to healthy body image. Social media etc. Security settings.</p>
Science	<p>Properties and changes of materials</p> <p>(2 science days 10th / 11th Oct)</p> <p>Compare and group together everyday materials (solubility,</p>	<p>Forces</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Build a Viking longship that can hold cargo</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</p>	<p>Forces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (Link to pyramids)</p> <p>Investigate how lever were used to construct the great pyramids.</p>	<p>Living things and their habitats</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of</p>	<p>Animals, including humans</p> <p>Describe the changes as humans develop to old age</p> <p>Sex Education Lessons</p>

	<p>transparency, conductivity (electrical and thermal), and response to magnets – use a range of materials e.g. wire wool, sponge to check these.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Create a filter.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Sheffield steel link – molten</p>	<p>considering features that improve water resistance.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Design and make different size parachutes to test air resistance.</p>	<p>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>Topic Hook: Class discussion- Flat Earth Theory v Spherical Earth Theory.</p> <p>Science Week (3rd – 7th February) Berocca Rockets. Explain that some changes result in the formation of new materials</p> <p>Project: Up, up and away.</p> <p>Children design, make and market their rocket. They will make a persuasive poster</p>	<p>Nustem.uk lesson ideas</p> <p>Squash tomato challenge: Use levers and pulleys to move a tomato without squashing it.</p> <p>Topic Link: Egyptians had to transport food to local markets to make money without squashing their produce.</p>	<p>reproduction in some plants and animals.</p> <p>Visit school life garden to see examples of amphibians and reproducing plants.</p>	<p>Properties and changes of materials</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Sugar in drinks investigation – dissolving sugar in water and use evaporation to recover it</p> <p>Reasons for uses of everyday materials e.g. plastic</p> <p>Keeping hot chocolate warm – different materials to keep it warm e.g. polystyrene, plastic, glass (use thermometer)</p>
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	<p>steel. Pewter casting?</p>		<p>including persuasive features, calculate the cost of making their product and make an advert to present.</p> <p>Possible variables: number of tablets, consistency of tablet (e.g. crumbled or solid) amount of water, temperature of water.</p> <p>Children plan and carry out fair test.</p> <p>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 and the action of acid on bicarbonate of soda</p> <p>Rocket experiment (acid and bicarb)</p>			
RE	Worship and Sacred Places		Worship and Sacred Places		Worship and Sacred Places	

	<p>Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire.</p> <p>Pupils:</p> <ul style="list-style-type: none"> • Persue an enquiry into local places of worship and beliefs about worship. • Consider: what happens in holy buildings? Linking to history and design technology pupils consider how the architecture, furniture and use of religious buildings express the community's way of life, values and beliefs. • Discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today. 		<p>Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire.</p> <p>Pupils:</p> <ul style="list-style-type: none"> • Persue an enquiry into local places of worship and beliefs about worship. • Consider: what happens in holy buildings? Linking to history and design technology pupils consider how the architecture, furniture and use of religious buildings express the community's way of life, values and beliefs. <p>Discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today.</p>		<p>Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire.</p> <p>Pupils:</p> <ul style="list-style-type: none"> • Persue an enquiry into local places of worship and beliefs about worship. • Consider: what happens in holy buildings? Linking to history and design technology pupils consider how the architecture, furniture and use of religious buildings express the community's way of life, values and beliefs. <p>Discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today.</p>	
PE	Netball Sports Hall Athletics	Gymnastics Orienteering	Badminton Tri Golf	Volleyball Dance (Pharaoh)	Kwik cricket Athletics	Rounders Hockey
Art	<p>Jonathan Wilkinson (Sheffield landscapes)</p> <p>City scape pictures – black felt tips on a pale blue background</p>	<p>Anglo-Saxon Art and Culture (History Ob Link)</p> <p>to create sketch books to record observations and use them to review and revisit ideas</p>	<p>Peter Thorpe rocket pictures</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Hieroglyphics</p> <p>Water colour pyramid and sunset pictures</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>David Hockney and Monet</p> <p>Landscape art</p> <p>to create sketch books to record their observations and use them to</p>	<p>Guiseppe Arcimboldo – Fruit faces</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p>

	<p>Banksy (graffiti)</p> <p>Stencilling (create a stencil and then use paints to create image)</p> <p>Pete McKee (Sheffield artist) Poster paint (block colour)</p> <p>Matt Cockayne Cityscape watercolours. Children create picture of significant Sheffield building (class collage at the end)</p> <p>To create sketch books to record observations (review / revisit ideas)</p> <p>Improve mastery of art – drawing using pencil technique</p>	<p>To sketch Anglo-Saxon tiles based on secondary sources.</p> <p>Using Viking runes, sketch their own name.</p> <p>to improve their mastery of art and design techniques, including sculpting clay</p> <p>To make an Anglo-Saxon tile using clay.</p>	<p>to improve their mastery of art and design techniques - drawing and painting</p> <p>Sketch and then paint rocket pictures in the style of Peter Thorpe.</p> <p>Moon art: to improve their mastery of art and design techniques – chalk</p> <p>Use chalk to create images of the moon on black paper focusing on the dark side of the moon (Science link).</p>	<p>to improve their mastery of art and design techniques – drawing and watercolours</p> <p>Sketch and then paint sunset pictures using watercolours including camels and pyramids.</p>	<p>review and revisit ideas</p> <p>to improve their mastery of art and design techniques – drawing and watercolours</p> <p>pencil technique focus</p> <p>Use different pencil techniques to create landscape drawings.</p>	<p>to improve their mastery of art and design techniques – drawing and pastels</p> <p>Improving sketching techniques drawing hands.</p> <p>Using watercolours to create fruit pictures.</p>
Design and Technology		Literacy Link		Canopic Jars		Designing Food Packaging

		<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Use a Viking recipe to make and bake Viking bread.</p> <p><u>Viking Longship</u></p> <p>Science link</p> <p>Design 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</p> <p>generate, develop, model and communicate their ideas through</p>		<p>Make and build canopic jars</p> <p>Design 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks accurately</p>		<p>Alternatives to plastic packaging</p> <p>Design 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes</p> <p>Make select from and use a wider range of tools and</p>
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		<p>discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials and components,</p> <p>Evaluate</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Design, make and evaluate a Viking Longship that can hold cargo and</p>		<p>select from and use a wider range of materials and components,</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Purpose: Use for storage</p>		<p>equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials and components,</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Purpose: Use for storage of a healthy snack.</p>
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		remain water resistant.				
Geography	<p>Sheffield Study – comparing areas e.g. Meersbrook and Ringinglow.</p> <p>Locational knowledge – Sheffield</p> <p>Human and physical characteristics</p> <p>Contrasting locality within Sheffield using OS maps.</p> <p>Field work (link to local area walk)</p> <p>Practice field work skills on Meersbrook walk.</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Investigate Viking settlements, land use, economic activity, trade links and the distribution of natural resources including food, minerals and water.</p>		<p>Modern day Egypt</p> <p>Locating world's countries and trading</p> <p>Climate zones- what is the climate like in Egypt?</p>	<p>Rivers and mountain focus</p> <p>Watercycle</p> <p>Key aspects of rivers and mountains</p> <p>Study of Rivers and Mountains around the world.</p> <p>Focus on River Porter (trip).</p> <p>Focus on Mount Everest (Reciprocal Reading text).</p> <p>Field Work skills: contrasting localities Meersbrook and Ringinglow.</p>	
History	<p>History of Sheffield – Steel Industry focus</p> <p>a study over time tracing how several aspects</p>	<p>Britain's settlement by Anglo-Saxons</p> <p>Anglo-Saxon invasions, settlements and</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Ancient Egypt</p> <p>Non-European country to provide contrast to UK</p>		

	<p>of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p>kingdoms: place names and village life</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>Significant space events in British space history. Helen Sharman first woman and British astronaut to visit Space Station (Sheffield born).</p>	<p>Daily life in ancient Egypt</p> <p>Rituals e.g. mummification</p>		
PSHCE / British Values	<p>Human rights</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that universal human rights are there to protect everyone and have primacy</p>	<p>Conflict resolution</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit</p>	<p>Media</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who</p>	<p>Safety</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>R15. to recognise and manage 'dares'</p>	<p>Reproduction</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>Economy</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>

	<p>both over national law and family and community practices</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p>	<p>others as well as themselves</p> <p>R11. to work collaboratively towards shared goals</p>	<p>to talk to if they feel uncomfortable or are concerned by such a request</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>			
MfL	<p>Topic: Buildings on the high street Buildings and directions Grammar: Hay (there is) Conjugate tener Negations</p> <p>Using conjunctions to extend sentences: y, tambien Asking questions Esta (it is /location)</p> <p>Culture:</p>	<p>Topic: Days of week and times of day Opinions and descriptions Christmas and New year Writing a letter Grammar: Adj to agree with gender Quantifiers: bastante, muy Culture: Christmas and New Year Celebrations in Spain Baking some Mazapanes de Navidad</p>	<p>Topic: Hobbies Numbers to 20 Exercising link to science: investigating the effect of exercise on pulse rate, drawing and labelling a graph. Grammar: Future tense: voy a + infinitive verb (I am going to)</p> <p>Culture:</p> <p>Reading and using a Dictionary</p> <p>Listening skills</p>	<p>Topic: Food and opinions</p> <p>Keeping healthy Grammar: Negations Using conjunctions to extend sentences: y, tambien, pero Culture: Comparing English and Spanish food / school lunches https://www.bbc.com/bitesize/clips/z9xd7ty Reading and using a Dictionary</p> <p>Listening skills Fill in the gap</p>	<p>Topic: A Spanish Breakfast A Spanish dessert</p> <p>Grammar:</p> <p>Culture: Reading and using a Dictionary Listening skills</p> <p>Compare English and Spanish breakfast <i>Comparing mealtimes</i></p> <p><i>Making a flan by following instructions</i> <i>With class teacher</i></p>	<p>Topic: Days, Months, Date (L16), Weather (L17) Links to Geography: different regions in Spain Comparing English and Spanish weather Weather/Saying where you live/Points of the compass (L18) Grammar:</p> <p>Culture: Similarities/differences between the UK and Spain</p>

	Compare English and Spanish cities/buildings Reading and using a Dictionary Listening skills	https://www.youtube.com/watch?v=5hWnosPXNNM Reading and using a Dictionary Listening skills Listening and understanding a story: Little Thomas– Audio Files 18 to 30.				Reading and using a Dictionary Listening skills Transcript of recording weather forecast
Music		Viking Music develop an understanding of the history of music. Develop their understanding of Viking music including the instruments they used and music’s cultural importance (story telling).	Space music improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Listen to space style music and identify instruments used.	Ancient Egyptians Develop an understanding of the history of music. Make you feel my love. Listen and Appraise the song Make you Feel my Love and other pop ballads.	River music improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory	Inspirational composers (Andrea Bocelli) appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Parental Engagement	Kingswood talk Tuesday 10 th September	Parents Evening Tuesday 19 th November (early)	Alien landing storytelling to	Maths workshop Monday 2 th March		Carfield Music Festival

	English Workshop Wednesday 16 th October	Thursday 21 st November (late)	parents Thursday 13 th February	Parents Evening Tuesday 17 th March (early) Thursday 19 st November (late)		Parents to join Sports Day and picnic
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