

Y5	Autumn		Spring		Summer	
Learning Challenge	Food glorious food		Out of this world		Heroes and villains	
Communication	Intrinsic across the curriculum + 2 Communication groups each week					
Books and stories	Poetry	Recipes and instructions	Texts with imagery	Recount	Comics	Newspapers
	Non fiction- linked to LC themes					
Reading	Daily sessions Individual and group sessions- include objects, pictures, symbols, book knowledge and phonics where appropriate  Group activities e.g. sensory stores or phonics Book corner with books related to topic, interest Teaching of objects, photos and symbols   everyday interactions					
Words and sounds	Word level- understanding objects, pictures, symbols and words. Whole word reading, phonics					
Recording	Fine motor skills, mark making, handwriting, talk for writing, IT recording, drama, role play, small world					
Thinking Skills/Maths	Number	Time	Addition	Subtraction	Sharing/half	Pattern
	Position and direction	Graphs and pictograms, block graphs, Venn Carroll diagrams	Money	Measurement capacity/volume/length/size/temperature/weight	Properties of shape	Sorting and matching
Science	Animals including humans		Earth and Space		Forces	
	Digestive system		Seasonal changes and atmosphere		Magnets	

	Heart and circulatory system Human ageing		Mechanisms
Working scientifically: Making observations, using simple equipment			
Art	Still life, observational drawing  Artists: Vincent Van Gogh	Printing, colour, shape and perspective  Artists: Vincent Van Gogh, Peter Thorpe, Wassily Kandinsky, Sayed Haider Raza	Comic illustrations Different marks and evidence left from history: Ancient Greek sculptures/architecture  Artists: Dame Magdalene Odundo DBE/ Egyptian sculptures + pottery
DT	<ul style="list-style-type: none"> <li>• Healthy eating / diet</li> <li>• Use of food products</li> <li>• Making sweet and savoury dishes including cakes</li> </ul>	<ul style="list-style-type: none"> <li>• Light and electrical circuits – making something light up (drawing on learning from year 4 for electrical circuits in science)</li> <li>• Food tech – food on the go</li> </ul>	<ul style="list-style-type: none"> <li>• Forces, levers and mechanisms – making something move (linked to Science)</li> <li>• Food tech – simple meals</li> </ul>
Music	Pentatonic scales	Recognise changes in and controlling pitch	Exploring the singing games
	Western interments and the Orchestra	Chinese music	Rock music
Humanities	Geography  Food around the world, country study of different places. Where does different food come from?	Geography  North America study – space travel locations  History – design through time, space travel events (significant people and events of the past). Sequencing events that have happened in time. Other design and creation of travel in the past e.g. planes.	History  <b>Ancient Greece</b> - what was it like in this time periods? What remains of this time periods that we can still experience today?  Object handling boxes – using artefacts to build up a picture of time periods.  The Olympics.

			Where is Greece? What is it like? European study – past and present.
RE Unit	What does it mean to be Muslim?	Hinduism, stories customs and festivals	Places of worship
PSED / PSHE / RHE	<b>Caring Friendships</b> Respectful friendships Managing hurtful behaviour Bullying, safe relationships, respecting self and others Resilience	<b>Me and My family</b> Families and people who care for me <b>Caring Friendships</b> Relationships Families and close positive relationships Friendships	<b>Community and the wider world</b> Economic Wellbeing Aspirations, work and career <b>Change</b> Being Safe Changing adolescent body - Ourselves, growing and changing
Reflection time	Time together to develop self-awareness and group awareness- reflecting on the day		
Careers	Recorded employment encounter, including outside visits		
Computing	Computer science	Information technology	Digital literacy
PE	Athletics	Racket sports	Ball games
	Yoga as part of curriculum offer Forest schools- and Swimming Outdoor pursuits and activities in the community		