Y5	*Autumn 1*	*Autumn 2*	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2*
	Space race – to infinity and beyond	**Rainforest**	**Meet the Ancient Egyptians**	**Global citizen**	**Revolution**	**I 💙 Hertford**
	History: Space travel To know the history of space travel and the significant people in that journey. -A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **Science: Earth and Space** Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent	**Geography: A region within South America: The Amazon Basin** - locate the world's countries, using maps, atlases and computer mapping to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. -Describe the physical geography of The Amazon Basin, including climate zones, biomes and vegetation belts. -Understand the significance of River Amazon and an understanding on the water cycle.	**History: Ancient Egypt** Know about, and name, some of the advanced societies that were in the world around 3000 years ago. Know about the key features of Ancient Egypt. -Know what Ancient Egypt had in common with other ancient civilisations. -The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.	**Geography The Global Citizen** To understand the Global Goals for Sustainable Development. **Science: Changes of materials** Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes	**History: Local History** Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time. -A local history study. -A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Geography: The Local Area** -Describe and understand the geography of Hertford local area (physical and human features.) -Use Ordnance survey, compass and grid references to explain where Hertford is in terms of the UK and the wider world. - Draw, follow and make geographical observation along routes in Hertford. -understand how Hertford has changed over time. **Science: Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between

	movement of the sun across the sky. DT: **Mechanical systems – making a pop-up books** Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. -Produce a suitable plan for each page of their book. -Produce the structure of the book. -Assemble the components necessary for all their structures/mechanisms. -Hide the mechanical elements with more layers using spacers where needed. -Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. -Use appropriate materials and captions to illustrate the story.	-Describe the human geography of The Amazon Basin, including types of settlement, land use and economic activity. Science: **Living things and their habitat** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Art: **Painting and Mixed Media: Portraits** **Spotlight Artist: Kehinde Wiely** This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and	Science: **Changes of material**s Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including	associated with burning and the action of acid on bicarbonate of soda. DT: **Food – what could be healthier?** Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe. -Understand how beef gets from the farm to our plates. -Present a subject as a poster with clear information in an easy to read format. -Contribute ideas as to what	Science: **Living things and their habitat** Describe the life process of reproduction in some plants and animals. Science: **Animals including humans** Describe the changes as humans develop to old age. Art: **Sculpture and 3D: Interactive installation** **Spotlight Artist: <u>Guo- Qiang</u>** This unit introduces installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate	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. DT: **Structures - Bridges** Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge. -Identify stronger and weaker shapes. -Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight.

	Textiles – stuffed toys Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch. -Design a stuffed toy, considering the main component shapes of their toy. -Create an appropriate template for their stuffed toy. -Join two pieces of fabric using a blanket stitch. -Neatly cut out their fabric. -Use appliqué or decorative stitching to decorate the front of their stuffed toy. -Use blanket stitch to assemble their stuffed toy, repairing when needed. I-identify what worked well and areas for improvement. **PE:** **Gymnastics – unit 1**	application of art vocabulary and encourages thoughtful decisions in their artwork composition. **PE:** **Tag rugby** To combine basic tag rugby skills such as catching and quickly passing in one movement. To be able to select and implement appropriate skills in a game situation. To begin to play effectively when attacking and defending. To increase the power of passes so the ball can be moved quickly over greater distance. **Handball** To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal. To begin to play effectively in different positions on the pitch in both attack and defence. To increase power and strength of passes,	through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. **Art:** **Drawing:** **I need space** **Spotlight Artist:** **Teis Albers** This unit focuses on understanding retrofuturism, developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. It emphasises the	a 'healthy meal' means. -Notice the nutritional differences between different products and recipes. -Recognise nutritional differences between two similar recipes and give some justification as to why this is. -Work as a team to amend a bolognese recipe with healthy adaptations. -Follow a recipe to produce a healthy bolognese sauce. -Design packaging that promotes the ingredients of the bolognese. **PE:** **Tennis**	ideas, and applying knowledge to develop and present installation art pieces effectively. **PE:** **Athletics** Sustain pace over short and longer distances such as running 100m and running for 2 minutes. Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy. Interactive installation **PE:** **Athletics** Sustain pace over short and longer distances such as running 100m and running for 2 minutes.	-Identify beam, arch and truss bridges and describe their differences. -Use triangles to create simple truss bridges that support a load (weight). -Cut beams to the correct size, using a cutting mat. -Smooth down any rough cut edges with sandpaper. -Follow each stage of the truss bridge creation as instructed. -Complete a bridge. -Identify some areas for improvement, reinforcing their bridges as necessary. **PE:** **Cricket** Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.

	Create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and areas for improvement. Select a component for improvement. For example—timing or flow. **Basketball** Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency. RSE: **Religious Understanding:** Story Sessions **- Calming the storm** Spanish: Los Transportes Transport (Early Language)	moving the ball over longer distances. Use a wide range of handball rules consistently. RSE: **Me, My body, My health** -Gifts and talents -Girls' bodies -Boys' bodies -Spots and sleep Spanish: En La Selva In the jungle (Early Language) Computing: **Online safety** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	development of pupils' independent artistic skills and their ability to generate, test, and refine ideas in their sketchbooks, leading to a final piece of artwork. PE: **Football** To play effectively in a variety of positions and formations on the pitch. Relate a greater number of attacking and defensive tactics to gameplay. Become more skilful when performing movements at speed. **Badminton** Use different types of serves in-game and new shots learnt in games.	Introduce Volley shots and Overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore Tennis service rules. **Netball** To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills. To begin to play efficiently in different positions on the court in both attack and defence. To increase power and strength of passes, moving the ball over longer distances.	Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy. **Swimming** Bring control and fluency to at least two recognised strokes. Implement good breathing techniques to allow for smooth stroke patterns. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke. RSE: **Life online** -Sharing isn't always caring -Cyberbullying **Keeping Safe** -Types of abuse	**Swimming** Bring control and fluency to at least two recognised strokes. Implement good breathing techniques to allow for smooth stroke patterns. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke. RSE: **Religious Understanding** -The Holy Trinity -Catholic Social teaching **Living in the Wider World** -Reaching out Spanish: Las Minibestias Mini-beasts (Early Language) Computing: **Modelling and concept maps** select, use and combine a variety of software

	Computing: Coding use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques. Develop further ways of playing with others cooperatively and in competition. **RSE: Emotional Well-being** -Body image -Peculiar feelings -Emotional changes -Seeing stuff online **Life Cycles** -Making babies part 1 -Making babies part 2 (Part 2 may be omitted) -Menstruation **Spanish:** Los Superheroes Superheroes	**RSE: Life Cycle (continued)** -Hope Beyond Death **Religious Understanding** -God is calling you **Personal Relationships** -Under pressure -Do you want a piece of cake? -Self-talk **Spanish:** Las Estaciones Seasons KS2 (Early Language) **Computing: Databases and modelling** use sequence, selection, and repetition in programs; work with variables and various forms of input and output use search technologies	-Impacted Lifestyles -Making good choices -Giving assistance **Spanish:** En Mi Peublo In my town (Early Language) **Computing: Game creator** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	(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, analysing, evaluating and presenting data and information

			(Early Language) **Computing:** **Spreadsheets** 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, analysing, evaluating and presenting data and information	effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		
Texts	Cosmic by Frank Cottrell Boyce Curiosity the story of a Mars Rover by Markus Motum Counting on Katherine by Helaine Becker Hidden Figures by Margot Lee Shetterly	Explorer by Katherine Rundell Mama Miti by Wangari Maathai	Secrets of a Sun King by Emma Carroll A range of non-fiction on Ancient Egyptians (books and websites.)	The Promise - Nicola Davies One plastic bag by Miranda Paul and the recycling women of the Gambia	Street Child by Bernie Doherty	Mr. William Shakespeare's Plays by Marcia Williams

Cultural capital	School council Science week working with Scientist and space entrepreneurs		African story teller		Aspiration week Hertford Architecture	
Artists	N/A	Kehinde Wiely	Teis Albers		Guo- Qiang	
Visits/Visitors		Hertford museum	Kintbury			