

Robert Wilkinson Primary Academy – Year Five

Theme:	Cycle One	Cycle Two	Cycle Three
	Ancient Greece	Mountains	Rowntrees of York
Suggested texts:	<p>Who Let The Gods Out – Maz Evans (class reader)</p> <p>Mythologica: An encyclopaedia of gods, monsters and mortals from ancient Greece</p> <p>The Heart and the Bottle – Oliver Jeffers</p> <p><u>Curiosity – The Story of a Mars Rover – Markus Motem (Take One Book)</u></p> <p>A Galaxy of Her Own (Amazing Stories of Women in Space) – Libby Jackson</p> <p>Overheard in a Tower Block – Joseph Coelho</p>	<p>When the mountains roared – Jess Butterworth (class reader)</p> <p>The Rough-Faced Girl – Rafe Martin</p> <p><u>Blackberry Blue – Jamila Gavin (Take One Book)</u></p> <p>Majestic Mountains: Discover Earth's Mighty Peaks – Mia Cassany</p>	<p>Black Cats and Butlers – Janine Beacham (class reader)</p> <p><u>The Promise – Nicola Davies (Take One Book)</u></p> <p><u>Varmints – Helen Ward (Take One Book)</u></p> <p>The HighwayMan – Alfred Noyes</p> <p><u>One Million Insects – Isabel Thomas (Take one book)</u></p>
PSHE	<ul style="list-style-type: none"> - Managing friendships and peer influence - Understanding what bullying is and how to stop it - Physical contact and feeling safe - Responding respectfully to a wide range of people; recognising prejudice and discrimination 	<ul style="list-style-type: none"> - Protecting the environment; compassion towards others. - How information online is targeted; different media types, their role and impact - Identifying job interests and aspirations; what influences career choices; workplace stereotypes 	<ul style="list-style-type: none"> - Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies - Personal identity; recognising individuality and different qualities; mental well-being - Keeping Safe in different situations including responding in emergencies, first aid and FGM
Curriculum Experiences	<p>Ancient Greek classroom museum. (Autumn 1)</p> <p>York Astrocampus (Autumn 2)</p>	Strensall Walk	Stockbridge Technology Centre
English:	<p>Reasons for Writing:</p> <p>Writing to Entertain:</p> <ul style="list-style-type: none"> - Character descriptions - Setting descriptions - Retelling a story 	<p>Reasons for Writing:</p> <p>Writing to Entertain:</p> <ul style="list-style-type: none"> - Character descriptions - Setting descriptions - Poetry 	<p>Reasons for Writing:</p> <p>Writing to Entertain:</p> <ul style="list-style-type: none"> - Traditional stories - Fables <p>Writing to Persuade:</p>

	Writing to Inform: -Recounts -Reports	Writing to Discuss: -Balanced arguments	-One-sided arguments -Adverts
History	<p>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</p> <p><u>Key Knowledge:</u></p> <ol style="list-style-type: none"> 1. When was the Ancient Greek civilisation and what was happening around the world at that time? 2. What was daily life like in Ancient Greece? 3. What can we work out about everyday life in Ancient Greece from the evidence that remains? 4. What were the beliefs of the Ancient Greeks? 5. Why did the Ancient Greeks need both an army and a navy? 6. What was the impact of the Ancient Greek civilization on the modern world? 		<p>Why did King George VI say "The History of York is the history of England"?</p> <p><u>Key Knowledge:</u></p> <ol style="list-style-type: none"> 1. What can we learn about York through its famous buildings? 2. How has invasion, war and conflict shaped the history of our local area? 3. Why is chocolate significant in York's history? 4. How significant are York's trading links to the local community and the wider world? 5. Who were Joseph and Seeborn Rowntree and how are their legacies similar to Robert Wilkinson?
Geography		<p>Why are mountains so important?</p> <ol style="list-style-type: none"> 1. Why are the three mountains of Olympus, Mauna Kea and Everest so famous? 2. How were the world's greatest mountain ranges formed? 3. Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? 4. Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? 5. How are the Cambrian Mountains different from the Himalaya Mountains? 	

		<ol style="list-style-type: none"> 6. Why is the climate such a challenge for Welsh farmers? 7. Why do tourists visit the Cambrian Mountains? 8. Why were the 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham? 9. How else is the precious resource of water used in the Cambrian Mountains? <p>Geographical Knowledge:</p> <p>Locational Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, and major cities.</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Understand geographical similarities and differences through the study of human and physical geography of a region within North America. (Mauna Kea, Hawaii)</p> <p>Physical Describe and understand mountains.</p>	
RE:	<p>Why do some people believe in God? What do the terms atheist, agnostic and theist mean?</p> <ul style="list-style-type: none"> - To understand why some people believe in God and some don't. - To understand the different places of worship. - To be able to describe the God of Christianity. 	<p>Can people live by the values of Jesus in the 21st Century?</p> <ul style="list-style-type: none"> - To understand Jesus' teachings and relate these to actions. - What is 'love' in the Bible? - What do Jesus' parables of forgiveness teach modern Christians? 	<p>Places of worship</p> <ul style="list-style-type: none"> -What is a place of worship? What is it for? -What is a Christian place of worship? -What is a Hindu place of worship? -What is a Jewish place of worship? -Are people more important than the place of worship? -What does a place of worship mean to believers?

	<ul style="list-style-type: none"> - To understand why people have a place of worship. 	<ul style="list-style-type: none"> - How do Christians show justice and fairness? - What did Jesus teach about being generous and greedy? - How can Jesus' teachings be applied today? - What have we learnt about Jesus' teachings? 	
STEM			
Maths:	<p>Number:</p> <ul style="list-style-type: none"> * Place Value – children will understand: composition of numbers up to 7 digits; ordering and comparing; understanding tenths, hundredths and thousandths; rounding whole numbers and decimals; negative numbers * Addition & Subtraction – children will understand: mental strategies; column methods; word problems * Multiplication & Division – children will understand: mental strategies; squared numbers; cubed numbers; short & long multiplication; short division; division with remainders 	<p>Number:</p> <ul style="list-style-type: none"> * Multiplication & Division – children will understand: mental strategies (multiplying and dividing by 10, 100 and 1,000); squared numbers; cubed numbers; short & long multiplication; short division; division with remainders; factors, multiples and prime numbers <p>Measurement:</p> <ul style="list-style-type: none"> * Area and Perimeter – children will understand: calculating area and perimeter of regular and composite shapes using (cm² and m²); estimating area and perimeter of irregular shapes <p>Fractions:</p> <ul style="list-style-type: none"> - children will understand: converting between mixed numbers and improper fractions; adding and subtracting with different denominators; multiplying fractions by whole numbers; finding fractions of a quantity; identifying, ordering and comparing equivalent fractions; simplifying fractions; problem solving 	<p>Fractions:</p> <ul style="list-style-type: none"> * Decimals – children will understand: the relationship between fractions and equivalents; adding and subtracting mentally; problem solving * Percentages – children will understand: the relationship between fractions and decimals; converting between fractions, decimals & percentages; percentages of amounts; problem solving <p>Measurement:</p> <ul style="list-style-type: none"> * Converting units – children will understand: identifying metric and imperial measurement; converting using multiplication / division between key metric measures; converting between different units of time * Volume – children will understand: understanding volume; estimating and calculating volume of containers and amounts using cubed (³) and estimate using cubes to guide <p>Geometry:</p> <ul style="list-style-type: none"> - children will understand: identifying 2D and 3D shapes (3D also from 2D representations e.g. nets); identifying, calculating and finding missing amounts of different angles; exploring and identifying regular and irregular polygons; reflecting and translating regular shapes <p>Statistics:</p> <p>To be taught through STEM explorations</p>

			<p>- children will understand: exploring different types of graph e.g. line, bar, pictogram and solving a range of problems using information; reading, completing and solving problems using timetables</p>
Science (x2):	<p>Forces Explore and investigate the forces of gravity, air resistance, water resistance and friction through a range of practical investigation - making and recording observations and measurements and communicating findings.</p> <p>Earth & Space Learn about the Sun, Moon, Earth and other planets and describe their movements over time and location within the Solar System, using drama and models to help articulate their understanding. Use this knowledge to explain why day and night occurs and learn about the lunar cycle through careful observations of the Moon's phases at night over a month.</p>	<p>Materials Sort materials based on their properties and will plan a fair test investigation into testing and reviewing the effectiveness of a product based on its purpose. Investigate whether everyday materials will dissolve in water to make a solution and link this to their learning in Cook School.</p> <p>Explore different methods of separating materials in a mixture and learn how evaporation can be used to separate the salt from a salt solution</p> <p>Make careful observations of materials changing state over time and recognise if the change is reversible or irreversible.</p>	<p>Living things and their habitats Research life cycles of different vertebrate animal groups (mammals, fish, reptiles, amphibians, birds) identifying similarities and differences.</p> <p>Recognise the difference between sexual (pollination) and asexual reproduction of plants, and research the different ways that plants disperse their seeds.</p> <p>Animals including humans Recognise how humans change as they age - making careful observations and measurements and communicating findings.</p>
DT	<p>Mechanical Systems - Pulleys/Control Design and Make Challenge: Children will design, make and evaluate a fairground ride with a Christmas theme. They will learn how to construct a pulley system which runs on a battery powered motor to move a load and will use this to power their fairground ride. Children will construct frameworks joining a range of materials to support the mechanical system and incorporate fixtures to make the structure stable. Children will learn how to create a quality finish and explore the use of computer control.</p>	<p>Cooking and Nutrition Design and Make Challenge: Children will design and make a Climate Friendly Recipe (use of local produce) that is healthy, nutritious and would have the approval of Greta Thunberg and David Attenborough. Children will taste a range of ingredients to further develop their food vocabulary. They will select and prepare food products working safely and hygienically. Children will show an awareness of a balanced diet when designing and planning. They will select the appropriate tools to weigh, cut and shape ingredients</p>	<p>Textiles- Combining different fabric shapes Design and Make Challenge: Children will design, make and evaluate a 'Bag for Life,' They will ensure they incorporate a fastening and make sure the bag is fit for purpose. They will investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. They will discuss the designer's impact on the fabrics and products e.g. Is the product functional or decorative? Children will create patterns and cut out shapes by drawing around these onto fabric. They will</p>

		and will join and combine ingredients in different ways.	understand the need for seam allowance. They will join and decorate fabric pieces using a wider range of stitches and techniques (e.g. embroidery and applique).
Computing:	Digital Literacy Understand what a digital footprint is and how it can impact your life. Understand that algorithms are used to track online activity in order to influence us (e.g. cookies = advertising).	Information Technology Understand how software can be used to analyse and evaluate data. To understand how we can evaluate digital content based on reliability and authenticity.	Control Systems Understand how sequencing can be used within programs. Understand how repetition (loops) can be used within programs.
Wider Curriculum			
Art:	3D Greek Pots -Experiment with and combine different materials and methods in designing 3D projects. -Sculpt clay and moldable materials into a design for a project. -Add texture and detail to my model.	Drawing and Painting Mountain scene - perspective Artist Focus	Collage York collage featuring landmarks - using maps -Combine visual elements with tactile qualities
Spanish:	¿Qué deporte te gusta? Vocabulary 12 Sport Nouns, 4 opinions juego al, hago 8 adjectives to describe a sport y, pero, también, porque	Los Planetas Vocabulary 7 days of the week planet names + planeta, sol, luna 9 adjectives + colours	La Ropa - Clothes Vocabulary 12 Clothing items and colours 'llevo', 'quiero', 'con' Shopping role play
	Grammar gustar (1,2) jugar (1) hacer (1) correr (inf) patinar (inf) Gender and adjective agreement Using ¿ ?	Grammar llamarse (3) Ser (3) Tener (3) Estar (3) Using intensifiers Adjective agreement Adjective order	Grammar llevar (1,2,3) Querer (1,2) Necesitar (3) Adj order Adj agreement m/f, s/pl gender and articles Conjunctions to extend sentence Conjugate llevar - 1,2,3
	Phonics	Phonics	Phonics ll, que, v, z, j, y, qui, ce

	io, ie, eo, ia, ue que, qui, ce, ci, gi, (ji). je (ge), j	ll, v, j, que, ñ, ce (ci) io, ie, ua, ia	Breaking up longer words eg camiseta, vaqueros, pantalones ua, ue, ie,
PE: (x4)	Football & Hockey (attacking and defending) Gymnastics x 2	Throwing and Catching games (e.g. Netball, Basketball) Fitness circuits and OAA Dance & Touch Rugby	Tennis, Rounders Cricket & Athletics/Sports Day Prep
Music:	Reading and writing rhythm patterns, performing in a group and using l-s-m solfege.	Body percussion, drumming, composition using music technology (chrome music lab).	Compose and perform 2 part rhythmic pieces.