

Year .....5.....Topic Name Survival				
Overarching Question?	What would Bear Grylls do?			
Stunning Start	Drama-stranded			
Fantastic Finish	Welcome Home Party			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can .....
English Genres and Focus	Poetry: Description		Poetry- focus on descriptive language for setting.	<p><i>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</i></p> <p><i>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.</i></p> <p><i>I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) - .</i></p>
	Fiction: Tale of Fear.	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.	Fiction: Tale of fear- descriptive language. Alice in Wonderland.	
	Non-Fiction: Survival	Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.	Explanation: How to survive in the wilderness Dangerous Book for Girls/Boys	<p><i>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</i></p>
		Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).		
		Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.		
		Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.		<p><i>I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number, e.g. secondly or tense choices e.g. he had seen her before.</i></p>
	Decimals. Geometry –	Identify 3-D shapes, including cubes and other		I can identify 3-D shapes, including cubes and other

<b>Maths</b>	Properties of Shape	<p>cuboids, from 2-D representations.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles and measure them in degrees (<math>^{\circ}</math>).</p> <p>Identify angles at a point and one whole turn (total <math>360^{\circ}</math>).</p> <p>Identify angles at a point on a straight line and <math>1/2</math> a turn (total <math>180^{\circ}</math>).</p> <p>Identify other multiples of <math>90^{\circ}</math>.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>		<p>cuboids, from 2-D representations.</p> <p>I can estimate and compare acute, obtuse and reflex angles. I know that angles are measured in degrees.</p> <p>I can draw given angles and measure them in degrees.</p> <p>I can identify angles at a point and one whole turn.</p> <p>I can identify angles at a point on a straight line and <math>1/2</math> a turn (total <math>180^{\circ}</math>).</p> <p>I can identify other multiples of <math>90^{\circ}</math>.</p> <p>I can use the properties of rectangles to find related facts, missing lengths and missing angles.</p> <p>I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles.</p>
<b>Science</b>		<p>Forces and Magnets</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>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	Range of experiments.	<p><i>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</i></p> <p><i>I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces.</i></p> <p><i>I can show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</i></p>
<b>PE</b>		Outdoor Invasion Games Indoor Dance	Dances from other countries – Bollywood, Haka	
<b>Art/DT</b>				

<p><b>PSHE</b></p>		<ul style="list-style-type: none"> <li>• to assess levels of risk</li> <li>• about the difference between long- and short-term risk</li> <li>• to predict the alternative outcomes of different decisions</li> <li>• strategies for managing and minimising different risks</li> <li>• facts about alcohol: its effects on the body and risks to health (including that alcohol can affect people differently)</li> <li>• to use the 'fast forward' technique to predict possible outcomes of different situations</li> <li>• to assess the risks in using alcohol</li> <li>• about strategies for keeping themselves and others safe with alcohol</li> <li>• to identify the persuasion techniques used by the media</li> <li>• about the importance of knowing the facts from reliable sources</li> <li>• about how it feels to be persuaded</li> <li>• about coping strategies which could help them to resist pressure and persuasion</li> </ul>	<p><a href="http://www.twinkl.co.uk/resources/substances">http://www.twinkl.co.uk/resources/substances</a></p> <p><a href="http://ks2.smokesnojoke.org.uk/">http://ks2.smokesnojoke.org.uk/</a></p> <p><a href="https://www.lookoutzone.co.uk/">https://www.lookoutzone.co.uk/</a></p> <p><a href="http://education.scholastic.co.uk/resources/4373">http://education.scholastic.co.uk/resources/4373</a></p> <p><a href="http://www.quit.org.uk/PrimaryResourcePack.pdf">http://www.quit.org.uk/PrimaryResourcePack.pdf</a></p>	<ul style="list-style-type: none"> <li>• are able to accurately assess levels of risk relating to smoking</li> <li>• are able to differentiate between short- and long-term risks</li> <li>• can suggest simple strategies for minimising and managing different risks</li> <li>• can identify risks (to themselves and others) of drinking alcohol</li> <li>• use the 'fast forward' technique to predict possible outcomes</li> <li>• can accurately assess levels of risk relating to alcohol</li> <li>• have a range of strategies for keeping safe with alcohol</li> <li>• can identify techniques of persuasion used by the media</li> </ul> <p>can suggest some coping strategies for resisting different types of pressure and persuasion</p>
<p><b>RE</b></p>	<p>Who are Jewish people? What do they believe? Why is Jerusalem an</p>	<p>What connections are there between Jewish practice, teachings from the Torah and their beliefs about God?</p> <p>How do Jewish festivals impact on Jewish people today?</p>	<p>Discuss the links between 10 commandment lessons in the People of God Understanding Christianity unit. (The first 5 books of Old Testament form the Torah, that Jews read) What do Jewish people believe about God and how they</p>	<p>I can make connections between Jewish practice, teachings from the Torah and their beliefs about God.</p>

	<p>important place for Jewish people?</p>	<p>What is the meaning and significance of Jewish rituals and practices?</p> <p>How does the role of women vary within Judaism?</p> <p>What different perspectives, including your own can you give to answer the key question?</p>	<p>should live?</p> <p>Introduce the children to Asher and his family, see below. He tells the children what it is like for him to be Jewish. What things are important to him? I wonder why these things are important?</p> <p><b>What does the Shema teach us about Jewish beliefs and practices?</b></p> <p>Split the children into groups – give each group a different section of the Shema. Get them to discuss the texts and find the answer to these questions.</p> <p>Q: What does each section of the Shema teach us about Jewish beliefs about God?</p> <p>Q: What does each section of the Shema tell Jewish people how to pray and worship God?</p> <p>Each group then needs to feedback and share what they have learnt about Jewish beliefs and practices.</p> <p>I wonder what the Shema is considered one of the most important prayers in the Jewish faith?</p> <p><a href="https://www.bbc.co.uk/education/clips/zqkq6sg">https://www.bbc.co.uk/education/clips/zqkq6sg</a> - Video clip explaining about the Shema.</p>	
<p><b>Computing</b></p>				
<p><b>Geography</b></p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones,</p>	<p>-</p>	<p>Country profiling- hazards, survival tips.</p> <p>Draw detailed maps</p>	

	biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			
<b>History</b>	Making comparisons Primary and secondary sources	Compare sources of information available for the study of different times in the past	Shackleton Scott Bear Grylls Steve Irwin Explore through a range of sources, make comparisons	<i>I can compare sources of information available for the study of different times in the past</i>
<b>Music</b>		Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression  Compose complex rhythms from an increasing aural memory  Understand how pulse, rhythm and pitch work together  Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets	Carnival of the Animals – compose for your own animal  Both year five classes to perform to each other.	<i>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</i>  <i>I can compose complex rhythms using my aural memory</i>
<b>KS2 MFL</b>		Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank  Use a wide range of adjectives to describe people and things, and		<i>I can write phrases and some simple sentences from memory</i>  <i>I can describe people and things using different adjectives and can use some verbs to say what people are doing</i>

		use different verbs to describe actions		
<b>Local focus</b>				
<b>Visitors or trips</b>	First Aid for Children Dogs Trust Visit – How to behave around dogs			
<b>Special Focus Days/Weeks</b>				

**Medium Term Plan**