

**Honington CEVCP School  
Curriculum Planning 2017/18**

<u>Year 5</u>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<i>English</i>	Refer to National Curriculum statutory requirements for Year 5.					
<i>Maths</i>	Refer to National Curriculum statutory requirements for Year 5.					
<i>Science</i>	Space. Movement of earth and other planets; movement of moon; shape of planets; rotation of planets to describe day/night etc.		Materials. Compare and group soluble, solids/liquids/gasses Permanent and reversible change.		Forces. Gravity; air/waste; resistance; friction; levers/pulleys/gears	Life Cycles. Life cycles of mammals, amphibians, insects, birds; reproduction in some plants and animals; changes as humans move to old age, including puberty.
<i>R.E.</i>	Teachings and Authority. What sacred texts and other sources say about God, the world and human life in Islam, Christianity, Hinduism.		Revisiting Judaism. Teachings and Authority.	Worship, pilgrimage and sacred places. Where, how and why people worship, including importance of particular religious sites.	Encountering Buddhism. Worship pilgrimage and sacred places.	
<i>History</i>			Britain's settlement by the Anglo-Saxons and Scots		Ancient Greece	
<i>Geography</i>	Link to Space. Identify the position and significance of latitude/longitude/equator etc.		Geographical similarities and differences between 3 regions – Brecks, Almeria, Atacama. Human and physical geography.			
<i>Computing</i>	Computer skills. Safe use of technology. Working with documents.		Programming via Logo. E-safety. Dealing with images.		Programming with Scratch. E-safety. Dealing with publishing.	
<i>Art</i>	Art inspired by Space including Van Gogh. Oil pastels; chalk; pencil crayon; paint.		Art inspired by Saxons; Felting; clay; marbling.		Art inspired by the Ancient Greeks; silhouettes; cut outs. Art inspired by Nature. Including Goldsworthy and nature as a media and starting point.	
<i>Design Technology</i>	Bridging the Gap. Design, make and evaluate a bridge made from art straws.		Cams. Mechanical systems. Textiles.		Independent designing, making and evaluating.	
<i>Music</i>			Train Journey. To use train journeys as a stimulus to rhythmic composition work displaying a variety of tempi.	Suffolk Musical Traditions. To produce a 'Musical Icon' of Suffolk.	Cyclic Patterns Gamelan  Performing and composing a traditional piece of gamelan music (texture, structure and ensemble playing)	
<i>MFL (French)</i>	Follow Rigolo 2, Units 1-6					
<i>P.E.</i>	Rugby, Gym	X-country, Gym	Athletics, dance	Athletics, dance	Games, tennis and gym	Cricket, gym
<i>PSHE &amp; Citizenship</i>	Responsibility and awareness Listening	Personal growth	Personal development Teamwork	Reflections and celebrations	Inspire, vision goals	Values