

2023 - 2024



Autumn Term - Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	Number and Place Value				Addition and Subtraction		Multiplication and Division (A)		Fractions (A)				Multiplication and Division (B)	
EOU						Number and Place Value		Addition and Subtraction				Multiplication and Division (A)		Fractions (A)
English	Whole School Writing Project		Explanation text: How the Egyptians mummified their Dead			Recount / Diary entry		Egyptian God's Narrative		Writer Choice	News report about the discovery of Tutankhamun		Persuasive Advert for an Ancient Egyptian Restaurant	
Stimulus	Raven Poem from The Lost Words		So You Think You've Got it Bad?			Mr Dilly		Mr Dilly story		Literacy Shed - The Egyptian Pyramids	Secrets of A Sun King		So You Think You've Got It Bad?	
Science		Forces							Earth and Space					
		Gravity	Friction	Friction Investigation	Air Resistance	Water Resistance	Gears Pulleys and Levers		The Planets	How do we know the Earth is sphere?	Movement of the planets	Movement of the moon	Day and Night	Does the moon change shape?
EOU								Forces						Earth & Space
Geography						Rivers around the world	Deserts	Why people live near rivers						
Outcome						To name and locate many famous rivers using an atlas. Children work in groups to find rivers within their continent. Using the world map on the playground children mark and label the rivers.	To locate the largest desert in the world and locate desert regions in an atlas. Children work in groups to sprinkle sand on a world map showing the deserts. Photo for topic book.	To explain why many cities are close to rivers. To explain why people are attracted to or may be deterred from living by rivers. Home life. Children learn about the different housing from AE times and create a Trip.						

2023 - 2024

								Advisor review						
History		When was the Ancient Egyptian Civilisation?	Mummification	Education	Housing				Ancient Egyptian Beliefs		Discovery of Tutankhamun tomb	Ancient Artefacts	Hieroglyphics	Jobs
Outcome		To draw a timeline with different historical periods showing key historical events	To describe the features of historical events and way of life. (RE) To show an elementary knowledge of beliefs or teachings which are specific to particular religions. The children will learn about the mummification process and mummify an orange.	To describe the features of historical events and way of life. To compare two or more historical periods explaining things which changed and things which stayed the same. Education Children create 2 lollypop people comparing modern day and Ancient Egyptian education.	To describe the features of historical events and way of life Children create a Right Move advert for a house by the River Nile.				Gods To describe the features of historical events and way of life (RE) To show an elementary knowledge of beliefs or teachings which are specific to particular religions. Gods Top Trump Cards		To describe the features of historical events and way of life The children will be archaeologists trying to identify different artefacts.	To describe the features of historical events and way of life The children will work on an iPad or Chromebook to create a virtual museum displaying Ancient Egyptian artefacts.	To describe the features of historical events and way of life The children will look at the Rosetta stone and create their own hieroglyphic message.	To describe the features of historical events and way of life Jobs Carousel of jobs: Scribe - hieroglyphics Artisan: Potter - plastercine Artisan: Jeweller - beads Soldier: make a shield Farmer: Seed sowing
Art	Mouldable materials								Space Imagery	Drawing decisions	Teis Albers	A vision of the future	Revisiting ideas	
Outcome	I experiment with and combine materials and processes to design and make 3D form. To sculpt clay and other mouldable materials. Children make a clay cartouche								To work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.					
DT				Structures (shadufs)										
Outcome				To come up with a range of ideas after collecting information from different sources. To make a prototype before making a final version. To cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after cutting out the shape roughly) Children will design and make a working model of a shaduf										
Music		Gift of The Nile Song	Hieroglyphic Score	Play Like an Egyptian	Pitch Pyramids	Egyptian Farewell								
Outcome		To breathe in the correct	To improvise within a group using melodic	To use notation	To know musical terms linked	To use notation to								

2023 - 2024

		place when singing: To maintain my part whilst others are performing their part.	and rhythmic phrases.		to note and rest length (e.g. quaver, semiquaver, dotted, minim)	record own composition: To compose music which meets a specific criteria.								
MFL								Recap: Greetings	Planets	Sun & Moon	Comparing planets	A Galaxy Guide	Alien Words	
Outcome								Listening and selecting information from short audio passages to give an appropriate response. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Identifying key information in simple writing.						
RE		Belief in our Community												
Outcome		To find out about the different beliefs of religious and non-religious communities in our local area.	To consider the ways in which belonging to a religious Community can help people.	To find out about the impact faith and beliefs have had on the lives of inspirational figures.	To consider the difficulties for people of different religious beliefs living in non-religious communities.	To think about what makes it difficult to live life according to our own beliefs.								
Computing								Mars Rover I						
Outcome								Mars Rover: To continue to develop the skills of collecting first hand data, drawing and presenting conclusions.	Binary Code: To use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Computer Architecture: To use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Using Binary Numbers: To practise some mathematical skills. To further develop my mathematical skills when programming.			
PSHE	Forming activities	Online Safety					Build a Friend	Friendship skills	Marriage	Respecting myself	Family life	Bullying	Stereotyping: Gender	Stereotyping: Race and Religion
Outcome		Online Protection: To be aware of the security of their own	Online Communications: To learn about ways of thinking and finding out	Online reputation: To start to understand that information	Online Bullying: To understand further the impact of anti-social	Online Health: To discern appropriate applications and tools	Describe what qualities a good friend should have and recognise which of these	Recognise that friendships have ups and downs	Understand what marriage is and know that it is a choice	Understand that we all have a range of attributes that make us who we are and we	Understand that sometimes families can make children feel unhappy or unsafe.	Understand why someone might bully others.	Understand that attitudes and laws around gender equality	Understand that stereotypes exist and these can

2023 - 2024

		and other people's information in electronic form.	about and communicating ideas	that I use needs to be appropriate to the audience. To read non-fiction information from various sources.	and unacceptable behaviour on-line.	for tasks and justify my decisions.	they have and which they could develop.	and this is normal.	people make.	should be proud of these.			have changed over time.	lead to discrimination.
--	--	--	-------------------------------	---	-------------------------------------	-------------------------------------	---	---------------------	--------------	---------------------------	--	--	-------------------------	-------------------------