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| Week | SCIENCE | COMPUTING | HISTORY | GEOGRAPHY | ART AND DESIGN | MUSIC | PSHCE | PE |  | RE |
| Autumn 1 Topic:  South America | **Life Cycles:**  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  (Link to South America with choice of creature) | * Internet safety cyber cafe. * Google classroom. * Use of hyperlinks in a Powerpoint. * Flowol intro. * Networking. | **Mayan Civilization**  **(c.AD 900):**  A non-European society that provides contrasts with British history | **South America focus:**   * Locate the world’s countries, using maps - South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * **Physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   **Human and physical geography**  Describe and understand key aspects of:  -**Physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  -**Human geography**, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | **Complementary Colours:**   * To use complementary colours effectively and see how artists use them to enhance their work   **Famous Artist - Frida Kahlo:**  To explore the work of the Mexican artist Frieda  Kahlo  To replicate examples of her work focusing on her use  of self-portraits, colour, line and tone  To create our own self-portraits with personalised,  fantastical backgrounds in the style of Kahlo  **DT:**  **Dependent upon Covid 19 situation**  On Friday between the breaks Year 5 will have a six week block visiting Forest with a focus on DT skills.  **Cooking and Nutrition:**  \*To understand and apply the principles of a  healthy and varied diet (Cross-curricular links  with Science)  \*To prepare and cook a variety of predominantly  savoury dishes using a range of cooking  techniques  \*To understand seasonality and know where and  how a variety of ingredients are grown, reared,  caught and processed |  | * SEAL - New beginnings * Getting on and falling out. * Taking care of the * environment * For pupils to research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations to appropriate people. * To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. * To think about the lives of people living in other places, and people with different values and customs. * To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. |  |  | * How do we make decisions about how we live? Choices based on beliefs and values – being a good neighbour-parables from the Bible-what do they teach us? * Treating others like we should be treated. * What is the Bible? What are the different parts of the Bible? Is it the word of God? Is it literal or symbolic? * Christmas Story |
| Autumn 2 Topic:  Raging Rivers  (Links with South America |  |  |  | **Visit to Cuckmere Haven**  **Dependent upon Covid 19 situation** |  |  |  |  |  | Continues throughout Autumn term |
| Term 2  Topic:  Anglo-  Saxons | **Properties of Materials:**   * 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   **Dissolving:**   * 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 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   **Reversible and Irreversible Changes:**   * 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 associated with burning and the action of acid on bicarbonate of soda * Identify the effects of 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 | * Internet safety * Scratch (Anglo-Saxon games)   *To plan and write a story board for a maze game.*  On paper children to plan their own maze or collecting game. What will they need? What will happen in the game? Create a storyboard to ensure all steps of the game are laid out.  *To create backgrounds and sprites for my game*  Revisit Scratch 2 and its functions. Children to use the paint tool to design their background and sprites/characters as per their plan.  *To add the correct code to my game*  Using their story board the children need to break down their game into parts and think through the algorithms needed for each part of the game for each of the characters. The children will need to use the correct blocks to code their game properly. They will have to put their code in the correct sequence for things to happen in the correct order and look at selection, if this happens…then do this.  *To debug/fix the code in my game*  Introduce debugging – a term that should already be familiar. How best to debug – watch the game carefully and identify where the error is. Isolate that piece of code and re-write it to correct the issue. Resilience required.  *To test and provide feedback on my peers game*  Once their games have been debugged and tested by themselves the children will swap and play each other’s games leaving positive and constructive feedback. Children will then return to their games and make changes based on their peers’ feedback. | Anglo-Saxons  Who were the Saxons? Where did they come from? Where did they settle? What were the names of the kingdoms and main leaders? How did they live? What were their houses like? What is a pagan? What are runes? Who was Alfred the Great?  Where were the major settlements in Sussex? Names of villages and towns-linked back to language.  410-Roman Emperor Honorius tells Sussex he will not defend them against the invading Saxons  477 –Aelle lands in Sussex-Saxon Sussex starts  664-the Plague  665-St Wilfred makes his first visit to West Sussex  681-St Wilfred returns start of Christianity conversion  858-King Aethelwulf father of Alfred the Great buried at Steyning  Query - Hands-On History?  Church visit  Beowulf | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  Cuckmere Haven Visit  Place knowledge  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom  Human and physical geography   * Describe and understand key aspects of: * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | * Anglo - Saxon brooches (DT Project) * Grendel sculpture |  | * Local democracy for young citizens. * Rights and responsibilities. * Rights and Responsibilities * For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. * For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules. * To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. * That universal human rights are there to protect everyone and have primacy both over national law and family and community practices. * That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. | Tag Rugby  Cross country  Indoor Athletics  Wise Moves? |  | Judaism  · Key events in the life of Moses and his importance to Jews.  · How the Ten Commandments express a relationship with God and a guide for living.  · How and why Passover is celebrated today.  · Some Jewish beliefs about God.  · That the Torah is the Holy book in Judaism and compare this to the Christian Holy Book.  · The way in which prayer and blessings is significant to the Jewish way of life and how this relates to their own way of life.  · Identify Jewish artefacts including; Torah, Yad, Mezuzah, Tallit, Kippah, Menorah.  · To identify and recognise the features of a synagogue  Understand the role of a rabbi within the Jewish community. |
| Term 2  Topic: | Continues throughout Spring term |  |  |  |  |  |  |  |  |  |
| Term 3  Topic:  Earth, Sun and Moon | * Earth in Space (forces) * · 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 movement of the sun across the sky * · Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object * Identify the effects of air resistance | We are Game Developers  *To understand the characteristics of a good game.*  Introduce topic – we are going to make maze games in Scratch 2. Look at some games, what makes a good game? What features does it need. Start with children writing down the instructions on paper to draw a shape. Children to swap sheets and follow the instructions to the letter. Recap scratch, use instructions to make Tennis game. | * Walking on the moon/moon landings. * Turning point in history. |  | Peter Thorpe - abstract art.  Space Museum - exhibition (parental involvement) |  | * Communities * Sex education (link to science) | Rounders  Cricket  Athletics |  | Judaism  · Key events in the life of Moses and his importance to Jews.  · How the Ten Commandments express a relationship with God and a guide for living.  · How and why Passover is celebrated today.  · Some Jewish beliefs about God.  · That the Torah is the Holy book in Judaism and compare this to the Christian Holy Book.  · The way in which prayer and blessings is significant to the Jewish way of life and how this relates to their own way of life.  · Identify Jewish artefacts including; Torah, Yad, Mezuzah, Tallit, Kippah, Menorah.  · To identify and recognise the features of a synagogue  Understand the role of a rabbi within the Jewish community. |
| Term 3  Topic: | Herstmonceux trip/Dr Hepburn visit |  | Continued from Summer term 1 |  |  |  |  |  |  | Taught in Summer term 1 |