

YEAR 5 (Red Kites) 2023-2024

Egyptian Experience Term 4 Residential Term 6

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------------------|---|--|---|--|--|--|
| | 7 weeks | 7 weeks +2 | 6 weeks | 6 weeks | 5 weeks | 7 +2 weeks |
| Class Books class read | The River (picture book) The Famous Five Survival Guide The Explorer | | Alma (film) Various fairytales Boy Everywhere | | Journey and Quest The Nowhere Emporium | |
| English Non- fiction | Diary How to guide | Diary Poetry | Internal monologue Balance argument | Debate Poetry | Travel blog Poetry | Information (fantasy) Biography |
| English Narrative | Story opening (tension) | Journey | Dual narrative | Dilemma | Setting description Chase narrative | Fantasy |
| Maths (White Rose) | Number & Place Value Addition & Subtraction | Multiplication & Division Fractions | Multiplication & Division Fractions | Decimals & percentages Perimeter and Area Statistics | Shape Position & Direction Decimals | Decimals Negative numbers Converting units Volume |
| Art & Design | Typography & Maps | Making Mono Types (day) | Inspired by Land & Cityscapes | | Architecture: Big or Small | |
| Computing | Programming coding Using and Combining Software (Word/Docs poster) | | Digital Safety Networks and Effective Searching Using and Combining Software (Slides) | | Digital Safety Coding | |
| D & T | Felt Christmas decorations | | Marble run (day) | | Super Seasonal Food | |
| History | - | | Ancient Egypt | | Black British History Local History Study | |
| Geography | Rivers Local Field Study | Migration -Terms 2/3 | | - | | |
| Music (Sing Up) | What shall we do with the drunken sailor? Introduction to song writing | | Madina tun nabi Building a Groove | | Three little birds Balinese gamelan | |
| Physical Education | Games – Hockey Running in games | Games – handball Gymnastics - bridges | Circuits Dance | Games – basketball Gymnastics - flight | Games – tennis Games - football | Games – cricket Athletics |
| PSHCE | Be yourself | One World | Safety First | VIPs | TEAM | Growing Up (Puberty & relationships) |
| | Zones of Regulation are embedded within classroom practice & ethos | | | | | |
| Science | Life Cycles | Earth and Space | Properties & changes in materials | Forces | Human changes | Scientists and Inventors (Short Unit) |
| | Science Skills are built into each unit. | | | | | |

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| Religious Education (RE) | What are the key beliefs of Sikhism? | Has the meaning of Christmas changed? (Day) | Is everyone free to worship? (Sikhism context) | How do people strive for peace in different ways? | How can we forgive each other? | Does religion help people commit? |
| | Children participate in, and contribute to, Open the Book assemblies, church experience days and services at Harvest, Christmas and Easter. | | | | | |
| MFL - French | Basics | My family and me | About Town | | Fabulous Food | All the World |
| | Celebrations (taught throughout the year) | | | | | |