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| **Year 5** | **Religious Education** | **Maths**  | **English**  | **Science** | **Humanities**  | **French** |
| **Half Term 1** | To start the year boys will be exploring the theme of **Creation.** They will learn about the questions people ask and explore the story of Creation in the Bible. As they develop and deepen their understanding they will know about the story of the Fall and link this to the nature of God. They will complete this unit by learning that God calls us to care for creation and act as stewards for the natural world. | To begin the year, we will revisit, consolidate, and improve upon the boys’ understanding of numbers. This will be accomplished by covering the following units: ‘**Number and Place Value**’; ‘**Whole Number Calculations**’; and ‘**Decimal Calculations**’.   | **Parts of speech:** The boys begin to read the class text ‘Boy at the back of the Class’. In this unit, they will develop their empathetic understanding of refugees and the challenges they face seeking asylum through writing a diary entry as Ahmet, as well as detailing his journey from Syria in a reflective narrative. They imagine what it was like for the main character Ahmet to be in a foreign country on his own. To accompany the class text, the boys look at a picture book ‘The Day the War Came’ and produce their own poignant poems around ‘war’. The boys look at Ahmet’s journey and identify tier 3 vocabulary around the topic of refugee crisis and how this impacts Ahmet.  | During the topic of ‘**Earth and Space**’, the boys will be learning to describe the movement of the Earth, and other planets, relative to the Sun in the solar system. They will also use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | History – The boys begin the year by studying **1066** and the battle for the throne. Lessons focus on the Battle of Stamford Bridge, The Battle of Hastings and how King Harold died.RE - In our first topic boys will know the story of **Creation and the Fall** in Genesis; understanding that we are all created in the image and likeness of God and be able to explain that God calls us to care for each other and all creation with love and respect. | **Au marché:**This half of term, the boys will learn fruit and vegetables, and how to make verbs negative. They will also learn numbers to 100, through talking about money. This will culminate in the boys writing an ‘at the market’ comic.  |
| **Half Term 2** | Throughout this half term boys will be learning about **God’s Covenants.** They will begin with the story of Noah and continue to reflect on Abraham’s trust in God. As they develop their understanding of this they will understand that God both challenges and guides his people and explore the covenant with Moses and the Israelites. They will complete this by exploring the stories of prophets and reflect on our part in the New Covenant. | ‘**Measures, Perimeter and Area**’ will see the boys work precisely and carefully to gain accurate information about simple and compounds shapes. Following this, we will cover the unit of ‘**Fractions, Decimals and Percentages**’. To end the term, boys will tackle the unit of ‘**Angles and 2D Shapes**’. | **Novel Study and Comprehension:**As the class text develops, the boys discuss the significance of a certain fruit to the Ahmet and how it reminds him of his hometown. From this, they create their own descriptive piece of writing of a fruit of their choice. This incorporates a range of literary devices such as metaphoric language, similes, and personification. The boys then study Ahmet’s journey in detail and re-create their own storyboard to explain and re-emphasise the trauma that Ahmet and his family faced.To write a letter to the Prime Minister about why refugees should be allowed to stay in the UK. Based around class text ‘The Boy at the Back of the Class.’ Students to empathise with Ahmet and write letters encouraging the Prime Minister to intervene and help him be reunited with his family. Students to be taught features of formal letter writing and use persuasive techniques.  | The topic of ‘**Forces**’ will allow the boys to investigate the uses of levers, pulleys and gears. We will identify the effects of a variety of forces through practical sessions.  | Geography - The boys will further explore the range of maps available to geographers and develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, boys will learn about the way that places have changed over time.The boys have the opportunity to explore **Eastern Europe**. They will learn about the countries of Europe, finding out about the landscape, climate and locations in each area. They will find out more about Chernobyl and its impact on eastern Europe and the rest of the world. History – The boys study **England under the Normans**. We will be identifying how King William kept control of England while also studying the Domesday Book, The Feudal System and learning about castles of the period. We then move on to looking at what daily life was like in the Middle Ages.RE - Boys will study **Gifts from God**. Lessons will include appreciating how we can show respect for ourselves, for others and for God; reflecting on times we have failed to show respect and reflecting on the gifts and talents God has given each of us. | **Au Café** In the second half of term, the boys learn about foods and drinks that might be bought at a cafe. They learn how to give opinions on why they do and do not like certain foods along with reasons, and this culminates in constructing a dialogue that they practice and film.  |
| **Half Term 3** | This term will start with a study of **Inspirational People.** The boys will learn about the mission of God and what it means to be a follower of Jesus. To explore this further, they will learn about the Beatitudes and think of ways that people can be true followers. They will also then learn about why Jesus blessed the merciful and reflect on the presence of God within us. Finally, they will understand how Jesus blessed the poor in spirit, the meek and develop an understanding of what it means to be a saint. | Within the unit of ‘**Graphs**’, we will learn to identify, plot, interpret and draw line graphs. Following this, ‘**Statistics**’ furthers the boys understanding of handling, collating and interpreting data sets. Finally, we will conclude with ‘**Transformations and symmetry**’. This unit sees the boys transforming shapes using a number of different methods. They will also be able to create tessellations through reflections, rotations and translations. | **Novel studies:** The Silver Sword. Alongside WW2 History topic we will study ‘The Silver Sword’ by Ian Serrailler. Study of when the novel was set and the hardships Jan went through – empathise with characters in descriptive writing and diary entries of their journey across Europe. Working on narrative writing and building suspense within pieces.  | The boys will have the opportunity to engage in the problem-based topic of ‘**Properties of Materials**’. By designing their own festival take-out bags and drinks bottles, boys will compare and group together everyday materials on the basis of their properties. They will also learn to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. | Geography – During this unit boys will learn about the continent of **Antarctica**. They will focus on the history of the continent, weather conditions, wildlife, research centres and day to day life. History – Boys will study **World War II** starting with how Hitler rose to power and how WW2 began. Over the half term we will also focus on notable people including Neville Chamberlain and Winston Churchill while also analysing Dunkirk, Battle of Britian and The Blitz. RE - Boys will study **Inspirational People**. They will discover how Jesusdescribed a true disciple and learn the story of aperson who showed greatlove for others, e.g.Bakhita.  | **Ma famille:** The boys will revise family vocabulary and use it to describe character traits and physical appearance. They will also learn how to use possessive adjectives and revisit irregular verbs ‘ê*tre’* and ‘*avoir’*  |
| **Half Term 4** | This half term will explore the theme of **Reconciliation.** They will discuss stories that allow reflection on how actions have consequences and explore the theme of sin. To develop this, they will understand that Mary untangles knots of sin and to know about forgiveness. Finally they will learn about the Sacrament of Reconciliation and understand that God is love and is always ready to forgive. | ‘**Expressions and formulae – Equations**’ is our first unit of this half term. We will simplify, substitute, construct and perform derivations on formulae. Following this, boys will tackle the unit ‘**Factors and Multiples**’. Lastly, ‘**3D Shapes**’ will be a unit that will provide the boys with plenty of practical opportunities to construct and mathematically investigate 3D shapes.  | **Novel study:** Conclude the Silver Sword with travel writing focus. Persuasive writing around visiting European countries Narrative story writing: to use the clip ‘The Piano’ as a stimulus for writing. Children to describe the man’s life from young boy to old man, including writing a ‘flashback’ he had when remembering his experiences as a soldier. Revision of grammatical concepts and preparation for pre-test using ATOM and Century. | In the topic ‘**Changing Materials**’, the boys will need to carry out a range of investigations into the changes that occur to certain materials when they are heated, cooled and mixed with other materials. This will allow them to learn techniques for reversible and non-reversible changes in solids, liquids and gases. | Geography – The boys will develop an enquiry on the Polar region of Antarctica focusing on **Shackleton**’s 1914–17 Endurance Expedition. Tasks will include mapping skills, written accounts and role play activities. History – The boys will continue their study on World War 2. We will be focusing on ‘**The Home Front**’ and what people in Britain did to contribute to the war effort. We will also be studying Anne Frank and the holocaust before learning about the key events at the end of WW2.RE – The boys will focus on **Reconciliation**. They will learn that God heals our friendship with him and others through the Sacrament of Reconciliation and know how we can prepare ourselves to receive andknow what happens during the Sacrament of Reconciliation. | **Mes passe-temps:**The boys will learn to use and differentiate between *faire* and *jouer* to talk about sports. They will also learn to make their writing more interesting by adding time phrases and specifying who they do these activities with and where.  |
| **Half Term 5** | Our final term will commence with an exploration of **Life in the Risen Jesus.** Throughout this study, boys will learn about the significance of Resurrection, and know that the spirit of Jesus works in many ways. They will talk about the constant presence of Jesus for those in the Catholic faith and explore different methods of prayer. | During the unit ‘**Sequences**’ pupils will learn to describe, generate and understand mathematical sequences. Following this, ‘**Ratio and Proportion**’ will be our next unit. The boys will begin to distinguish between ratio and proportion then solve problems involving the two mathematical concepts. | **11+ focussed preparation:** Descriptive writing, ‘The Piano’ (effective planning, use of techniques at the level of imagery and language) Prose and Poetry comprehension (longer answer questions (up to 10 marks), selecting appropriate evidence from a text and technique to write up extended answersTextual analysis (‘How does the writer...’) type questions- commenting on the effects of language on the reader and an understanding of the writer’s craft. | ‘**Living things and their habitats**’, will see the boys learning about life cycles for mammals, amphibians, insects and birds. As part of the topic, the boys will cover the life process of reproduction in some plants and animals | Geography – **Earth Matters**The boys study a series of biomes and what represents key characteristics of different parts of the planet. There are opportunities to make biomes and to present their learning of the environment. History – Boys begin their study of the **Stone Age** to the Iron Age. They will discover how changes impacted on life in Britain and learn about how early man survived in a harsh environment. Boys will also create caves and clay figures, representing features of live in the Stone Age.RE - Boys will have the opportunity to know and understand that Jesus is risen from the dead, understand the appearance of Jesus to Mary of Magdala and know that the risen Jesus is present among us in different ways. | **La météo:** The boys will learn how to describe the weather around the globe, learn compass points and seasons. The boys will be given the opportunity to give a weather report in French.  |
| **Half Term 6**  | To complete this year in Religious Education we will study **Other Faiths.** Boys will learn about what the Church teaches about other faiths and compare this to Catholicism. They will explore some important Jewish beliefs and celebrations as well as to explore the Muslim Faith. As they deepen this understanding they will seek to explore the deep spiritual similarities as well as the unique differences of faiths around the world. | Our final unit of the academic year is ‘**Probability**’. We will use the vocabulary and ideas of probability, drawing on the boys’ experience. The boys will then use an experiment to estimate experimental probability. This will lead them to identify a set and complete and interpret a Venn diagram. | **Poetry/performance****Poetry/recount:**The Highwayman.Students work through the Highwayman poem practising a range of skills – deducing information on a character, retelling a story, writing in role as a character, performing poems and writing detailed recounts of the poem. Students to be able to use the language of comparison and key poetic terminology/techniques. | The Biology topic of ‘**Animals**’ allows the boys to take on the role of Life Explorers. They will learn, research and collate information on growth, development, puberty and old age. They will also have the opportunity to present, with peers, their understanding of the changes as humans develop to old age. | Geography – Boys will learn about **earthquakes, mountains and volcanoes** as well as studying the impact of global warming and natural disasters.History – Boys continue learning about the **Stone Age and Iron Age**, focusing on why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. RE – The boys will know that we live in a country where people have different beliefs and different cultures, studying Christianity, Judaism, Islam and Hinduism and know that all religions have special celebrations and times for prayer. | **Les emplois:**The boys will be learning to talk about jobs and to say where people work. Modes of transport will be revised, and they will be introduced to the near-future tense.  |