

SUBJECT	THEMES/TOPICS						
English	<p><i>"By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.</i></p> <p><i>They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</i></p> <p><i>Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ....emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. Pupils should be taught to enhance the effectiveness of their writing as well as their competence.</i></p> <p><i>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these."</i></p> <p><u>Narrative</u>: Significant writers, stories from different cultures, traditional stories, older literature, film narrative  <u>Non-fiction</u>: Instructions, recounts, persuasive writing, dramatic conventions  <u>Poetry</u>: Poetic style, classic poems, choral poetry</p>						
Science	<ol style="list-style-type: none"> <li><b>Circle of Life:</b> Living Things and Their Habitats - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li><b>Reproduction in Plants and Animals:</b> Living Things and Their Habitats - Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.</li> <li><b>Get sorted:</b> Properties And Changes 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.</li> <li><b>Everyday Materials:</b> Properties and Changes of Materials - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li><b>Marvellous Mixtures:</b> Properties And Changes of Materials - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li><b>All Change:</b> Properties And Changes of Materials - 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.</li> <li><b>Feel the Force:</b> Forces - 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, 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.</li> <li><b>Earth And Beyond:</b> Earth and Space - 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.</li> </ol>						
Mathematics		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Week 1	Place value	Mental x and ÷ (factors, multiples)	Place value Roman numerals counting incl. negative numbers	Mental and written division	Place value	Place value

	<b>Week 2</b>	Place value (decimals)	Division including problems	Addition and subtraction including problems	2D and 3D shape incl. sorting	Fractions	Written calculations
	<b>Week 3</b>	Written + and – including problems	Fractions (compare, order, equivalence)	Mental and written multiplication	Calculating with fractions	Measures (time) and statistics	Fractions
	<b>Week 4</b>	Geometry (angles)	Multiplication and measures (area)	Measures (length, mass and capacity)	Measures (area and volume)	Geometry	Measures (mass, volume and capacity)
	<b>Week 5</b>	Geometry and measures (perimeter)	Statistics and measures (time)	Geometry (reflection and translation)	Statistics and measures	Addition and subtraction	Area and volume of shapes
	<b>Week 6</b>	Addition and subtraction (statistics)	Assess and review	Geometry (angles)	Assess and review	Multiplication and division	Assess and review
<b>Computing</b>	<p><b>5.1 We are game developers:</b> Developing an interactive game - <i>Programming</i></p> <p><b>5.2 We are cryptographers:</b> Cracking codes – <i>Computational thinking</i></p> <p><b>5.3 We are artists:</b> Fusing geometry and art - <i>Creativity</i></p> <p><b>5.4 We are web developers:</b> Creating a web page about cyber safety – <i>Computer networks</i></p> <p><b>5.5 We are bloggers:</b> Sharing experiences and opinions – <i>Communication/Collaboration</i></p> <p><b>5.6 We are architects:</b> Creating a virtual space – <i>Productivity</i></p> <p><b>'Rising Stars: Switched on Computing' Scheme of Work</b></p>						
<b>D&amp;T</b>	<p>from the <i>National Curriculum Programme of Study</i></p> <p><b>Design and make refugee shelter models</b> (summer term)</p> <p>Links: Literacy: Explanation texts, Science: materials, ICT: text, collecting and presenting information, using graphs, tables, graphs about materials.</p> <p><b>Cooking with SJ - FOOD</b>(recommend Summer term)</p> <p>Links: Science: Keeping healthy, Literacy: Persuasive writing, advertising – radio &amp; TV, ICT: Text, collecting &amp; presenting info – use of charts / tables/ graphs about materials &amp; instruments</p> <p><b>Textiles - slippers/blanket</b></p>						
<b>Humanities</b>	<p>from the <i>National Curriculum Programme of Study</i></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li><b>Ancient Greece</b> – A study of Greek life and achievements and their impact on the Western world. This could include democracy, education, leisure, literature and architecture. (Trip to British Museum)</li> <li><b>Local History Study</b> – An in-depth study of an aspect of the history of Clapham and its surrounding areas. This should include significant people and events such as the Clapham Sect, Clapham in the war.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li><b>Rivers</b> – Describe and understand the key physical aspects of rivers, including a comparison of a UK river (Thames) and a river in a contrasting location (Nile/Ganges)</li> <li><b>The Water Cycle</b> – Link to work on rivers, understand the physical processes of the Water Cycle. Can focus on impact of flooding/drought in contrasting location.</li> <li><b>European locality study (Paris)</b> – A study of human and physical geography of a region in a European country (Spain/France with MFL link)</li> </ul>						
<b>Art</b>	<p><b>Drawing</b> - use different techniques to create texture in drawings. Use simple ways of introducing perspective. Consciously select the appropriate media to suit the task. <i>Suggested artists: Leonardo Da Vinci, Classical Landscapes e.g. Claude Lorrain</i></p> <p><b>Painting</b> - apply a variety of paint in different ways to create desired effect. Use painting skills with growing confidence for a wider range of purposes, e.g. Painting fabric, clay, Greek plates or pots, plastic, etc.</p> <p><b>Printing</b> – introduce simple techniques of screen printing. Create their own printing blocks or experiment with hand carved blocks. <i>Suggested artists: <a href="http://www.hossfineart.com/block_prints.htm">www.hossfineart.com/block_prints.htm</a></i></p> <p><b>Collage</b> - explore surfaces using a magnifying glass, simplify what is observed and recreate in collage. <i>Suggested artists: <a href="http://www.brown.edu/Courses/CG11/2005/Group024/techniques.html">www.brown.edu/Courses/CG11/2005/Group024/techniques.html</a></i></p> <p><b>Textiles</b> - use dyes, paints, batik, appliqué, etc. to design their own textile. <i>Suggested artists: <a href="http://www.vam.ac.uk/exhibitions/future_exhibs/Quilts/index.html">www.vam.ac.uk/exhibitions/future_exhibs/Quilts/index.html</a></i></p> <p><b>3D</b> – Plan a sculpture in sketch book and produce art from malleable materials with intricate designs or</p>						

	<p>textures. <i>Suggested artists:</i>  <a href="http://www.britishmuseum.org/search_results.aspx?searchText=greek+vases&amp;searchPrevious=greek+pots&amp;itemsPerPage=10">www.britishmuseum.org/search_results.aspx?searchText=greek+vases&amp;searchPrevious=greek+pots&amp;itemsPerPage=10</a>  <b>Digital Media</b> – Import and layer images, using sketchbooks for initial design</p>						
<b>Music</b>	<p><b>Musical Skills:</b></p> <ul style="list-style-type: none"> <li>▪ sing confidently in tune</li> <li>▪ sing with clear diction, an awareness of phrase and musical expression</li> <li>▪ sing confidently in 2 or more parts</li> <li>▪ maintain a simple melodic or rhythmic accompaniment</li> <li>▪ improvise melodic phrases as part of a group performance</li> <li>▪ improvise rhythmic phrases as part of a group performance</li> <li>▪ perform from simple notation</li> <li>▪ maintain their own part with awareness of how the other different parts fit together and the need to achieve the overall effect</li> <li>▪ compose by developing ideas with musical structures</li> <li>▪ describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.</li> <li>▪ suggest appropriate improvements to their own and others’ work</li> </ul> <p><b>Themes, topics or genres and traditions:</b>  Cyclic Patterns (Indian Music), Journey into Space, Roundabout, Victorian Masterpieces (Take One Picture)</p>						
<b>French</b>	<p>Throughout the year children will be learning to speak, read and write in French. Through this, they will also be delving into the culture of French speakers around the world.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Autumn 1</u>  Bonjour / Ça va? </td> <td style="width: 50%; vertical-align: top;"> <u>Autumn 2</u>  Let’s Count / Colours </td> </tr> <tr> <td style="vertical-align: top;"> <u>Spring 1</u>  In my pencil case / Fruit &amp; Veg </td> <td style="vertical-align: top;"> <u>Spring 2</u>  Dates - Numbers, days and months </td> </tr> <tr> <td style="vertical-align: top;"> <u>Summer 1</u>  The Body / My Family </td> <td style="vertical-align: top;"> <u>Summer 2</u>  Animals / My Pets </td> </tr> </table>	<u>Autumn 1</u> Bonjour / Ça va?	<u>Autumn 2</u> Let’s Count / Colours	<u>Spring 1</u> In my pencil case / Fruit & Veg	<u>Spring 2</u> Dates - Numbers, days and months	<u>Summer 1</u> The Body / My Family	<u>Summer 2</u> Animals / My Pets
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<b>P.E</b>	<p>from <i>the National Curriculum Programme of Study</i></p> <ul style="list-style-type: none"> <li>*Be physically active for sustained periods of time</li> <li>*Understand how to lead healthy, active lives</li> <li>*Use running, jumping, throwing and catching in isolation and in combination</li> <li>*Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>*Develop flexibility, strength, technique, control and balance</li> <li>* Perform dances using a range of movement patterns</li> <li>* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>*Swim competently, confidently and proficiently over a distance of at least 25metres</li> <li>*Use a range of strokes effectively</li> <li>* Perform safe self-rescue in different water-based situations</li> </ul>						
<b>R.E</b>	<p>developed from LA SACRE</p> <p>Hinduism unit 3: The Mandair – Autumn 1  Hinduism unit 4: Belonging –Autumn 2 (Links with SMSC Value Belonging and Unity)  Christianity unit 9: Who is Jesus? <i>Complete during season of Lent – Taught by Josh Moxam</i>  Christianity unit 10: Christians and the world  Buddhism unit 2: Buddhist teaching  Buddhism unit 3: The Sangha* including visit to place of worship</p>						
<b>PSHCE</b>	<p>New Beginnings: (SEAL Year 5)  Setting up a community – roles, responsibilities and rules. Similarities &amp; Differences  Getting on and Falling Out (SEAL Year 5 and 6)  Going for Goals (SEAL Year 5 and 6)  Relationships (SEAL Year 5 and 6)  Drug Education (Health for Life)  Keeping Myself Safe  Disabilities  SRE (Lambeth SRE Curriculum and Health for Life)  - Talking about puberty: To explore the emotional and physical changes that occurs during puberty.</p>						

	<ul style="list-style-type: none"> <li>- Becoming men and women: To consider gender stereotyping and sexuality</li> <li>- Puberty and hygiene: Impact of puberty on the body and the importance of physical hygiene.</li> <li>- Menstruation and wet dreams (single sex groups) To understand that menstruation and wet dreams are a normal part of growing up.</li> <li>- Building good relationships: Similarities and differences between friendships and intimate relationships.</li> </ul>			
<b>Natural Thinkers</b>  <b>[2 Year Programme over Years 5 and 6]</b>	<b>Area of learning</b>	<b>Autumn Term</b>	<b>Winter Term</b>	<b>Spring/Summer Term</b>
	<b>Tools</b>	<p><b>Skill:</b> Whittling/drilling</p> <p><b>Product:</b> fans</p> <p>Use <b>vegetable peelers</b> to scrape outside of sticks and flatten one end/use <b>drills</b> to cut hole and attach with another stick/rope or split pin.) Glue large leaves in patterns onto stick to create wings of the fan.</p> <p>Suggested links: DT/Art</p> <p>River bed exploration – digging, exploring</p>	<p><b>Skill:</b> Whittling/carving</p> <p><b>Product:</b> ‘bling’ (jewellery)</p> <p><b>Tool(s):</b> use <b>pen knife/whittling knife</b> to scrape outside of sticks and carve patterns/designs into them</p> <p><b>Skill:</b> whittling/carving/sanding/knots</p> <p><b>Product:</b> bows and arrows</p> <p><b>Tools:</b> <b>For bow</b> – use whittling knife to cut down wood to desired circumference. (The thicker it is the harder to pull back). Use <b>sandpaper</b> to sand down bow.</p> <p>Suggested links: History, Literacy (Wolf Brother by Michelle Paver), DT/Art, Geography/PSHCE (exploring other cultures)</p>	<ul style="list-style-type: none"> <li>• Tent pegs</li> <li>• Mallets</li> <li>• Timber framing</li> <li>• BBQ (fire)</li> </ul> <p>Suggested links: DT/Art; Science (Healthy Eating/Fire); Geography/PSHCE (exploring other cultures)</p>
	<b>Natural Investigations</b>	<ul style="list-style-type: none"> <li>• Conkers</li> <li>• Animal tracking</li> <li>• Life cycles</li> <li>• Slush puppies</li> </ul> <p>Suggested links: Science</p>	<ul style="list-style-type: none"> <li>• Animal tracking</li> <li>• Rocks and soils</li> <li>• Slush puppies</li> <li>• Christmas trees</li> </ul> <p>Suggested links: Science; RE; Geography; History (rocks/archaeology)</p>	<ul style="list-style-type: none"> <li>• Animal tracking</li> <li>• Shelter building (large shelters)</li> </ul> <p>Suggested links: Science; DT; PSHCE (team building)</p>
	<b>Eco</b>	<ul style="list-style-type: none"> <li>• Campaign - hedgehogs</li> <li>• Hedgehog house building</li> <li>• Bird feeders</li> </ul> <p>Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)</p>	<ul style="list-style-type: none"> <li>• Campaign – hibernating</li> <li>• Wormery</li> </ul> <p>Suggested links: Science (animals/living things; DT; Literacy speaking/listening; letters to MP; leafleting)</p>	<p>Campaign – bees Build bee hive</p> <p>Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)</p>
	<b>Living Things</b>	<ul style="list-style-type: none"> <li>• planting</li> </ul>	<ul style="list-style-type: none"> <li>• planting</li> </ul>	<ul style="list-style-type: none"> <li>• planting</li> </ul>
	<b>Natural Art/DT</b>	<p>Ken and Barbie investigation – real estate design</p> <p>Suggested links: DT; Literacy (speaking/listening; persuasive writing)</p>	<ul style="list-style-type: none"> <li>• Wood carving</li> <li>• Flower arranging – wreath making</li> <li>• Transient art – Neil Buchanan and Andy Goldsworthy</li> </ul> <p>Suggested links: DT; Science; RE; Art</p>	<ul style="list-style-type: none"> <li>• Egg blowing</li> <li>• Cave paintings</li> </ul> <p>Suggested links: Art; History; Science (Life cycles)</p>

