



**Thematic Plan  
Year Five  
2018 - 2019**

Harry Potter / D&T  
Autumn 1

Hook	Trips	Visitors	Big Art	Parents Go Outdoors	Children Go Outdoors	Topic Door	Blog
Dressing up first day of term & Harry Potter activities.	Harry Potter world 19 <sup>th</sup> Oct	None	Invisibility cloaks and 3d models of Hogwarts etc	No	Herbology lesson x2 Herbs and Mandrakes	Platform 9 ¾	See Twitter
Length and Dates of Unit				8 weeks			
Whole Class Text  (please allocate a class text when teaching non-narrative units)				Harry Potter and the philosopher's stone Chamber of Secrets Prisoner of Azkaban Fantastic Beasts and where to find them Harry Potter and the cursed child			
Additional Non-fiction and Poetry Units				Narrative- own story/ turning play into narrative Playscripts- acting from published script Poetry- patronus Information text- fantastic beast and where to find them			
Grammar and Punctuation				Expanded noun phrases Relative clauses Reported speech and direct speech			

Enrichment/ Trip/ Hook/ Big Art or Big Design	Hogwarts letter sent home to launch topic Trip to Harry Potter world
Big Write/Extended Pieces (Please plan for 2 per half term)	Hogwarts adventure- story Fantastic beasts and where to find them- guide
History	NA
Geography	NA
Art	A&D.5 to create sketch books to record their observations and use them to review and revisit ideas- sketch Dobby A&D.6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials- paint starry night using hogwarts, chalk patronus A&D.7 bout great artists in history- Van Gogh (starry night)
D&T	D&T.9 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups D&T.10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make D&T.11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately D&T.12 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate D&T.13 investigate and analyse a range of existing products D&T.14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work- packaging for chocolate frogs  D&T.23 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques- make pumpkin pasties.  Invisibility cloak – patchwork design? Link with green screen.

Music	<ul style="list-style-type: none"> <li>M.8 use and understand staff and other musical notations: Use standard notation for a minim, crotchet and semibreve and say how many beats they represent; <b><u>Read notes on a musical staff;</u></b> Understand the purpose of treble and bass clef; Use and understand simple time signatures- keyboards for harry potter theme tune.</li> </ul>
RE	<b>Special Words:</b> Find out about the origins of sacred writings and consider their importance for believers today.
ICT opportunities	Green screen – invisibility cloaks Pottermore – website
Spanish	L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* L.6 present ideas and information orally to a range of audiences* L.7 read carefully and show understanding of words, phrases and simple writing L.8 appreciate stories, songs, poems and rhymes in the language L.9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
PE	Swimming Gymnastics - flight Quidditch
PHSE	<ol style="list-style-type: none"> <li>to research, discuss and debate topical issues, problems and events</li> <li>why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</li> <li>to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</li> <li>to resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>what democracy is, and about the basic institutions that support it locally and nationally</li> <li>to recognise the role of voluntary, community and pressure groups</li> </ol>

	<p>i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment to explore how the media present information.</p>
Computing Topic	E safety focus / social media
SCIENCE Topic	Marvellous Mixtures – potions – RH to complete All Change
Whole School Themes/ concerts etc	<p>Growth Mindset Day Week 3 – Dress up as a superhero</p> <p>Ideas -</p>

WW2 – History and Geography  
Autumn 2

Hook	Trips	Visitors	Big Art	Parents Go Outdoors	Children Go Outdoors	Topic Door	Blog
Kingsland visit to go in plane.	None	Person who was alive during WW2	None	Air raid shelter - Parents to join in and help		<ul style="list-style-type: none"> <li>• Trenches</li> <li>• Air raid shelter</li> <li>• Camouflage</li> </ul>	
Length and Dates of Unit				7 weeks			
Whole Class Text  (please allocate a class text when teaching non-narrative units)				Friend or Foe Letters from the Lighthouse  Chn write own evacuation diary			
Additional Non-fiction and Poetry Units				Instructions- Make Do and Mend, What to do when a siren goes off- use BBC Evacuation Recount- Journal or diary Poem- Blitz			
Grammar and Punctuation				Cohesion Formal Language Sub. Conjunctions Commas for parenthesis			
Big Write / Extended Pieces  (Please plan for 2 per half term)				Evacuee Letter home / Extended diary entry  Story about an evacuee  Non Fiction – WW2 Information guide  Back in time for tea BBC clips			

History	H.9 a local history study – Reginald Mitchell H.10 a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Geography	Gg.17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Gg.14 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Gg.18 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Art	WW2 Art- silhouettes layered with different materials to create effects <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> Propaganda Posters – Print skills / Computing Andy Warhol
D&T	N/A
Music	<ul style="list-style-type: none"> <li>• M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression: Sing and begin to play from memory with confidence; Perform solo or as part of an ensemble; Sing and play expressively and in tune; Hold a part within a round; Sing a harmony part confidently and accurately; Sustain a drone or a melodic ostinato to accompany singing;</li> </ul>

	<p>Sing with controlled breathing</p> <ul style="list-style-type: none"> <li>• M.7 listen with attention to detail and recall sounds with increasing aural memory; Choose from a wide range of musical vocabulary to accurately describe and appraise music</li> </ul> <p>M.10 develop an understanding of the history of music.</p>
RE	<p><b>Sacred Writings:</b> Identify a variety of forms of literature found in sacred books and investigate a range of religious teachings.</p> <p>Jews / Judaism / struggles in WW2 / Boy in the striped pajamas??</p>
ICT opportunities	NA
Spanish	<p>Food</p> <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>L.6 present ideas and information orally to a range of audiences*</p> <p>L.7 read carefully and show understanding of words, phrases and simple writing</p> <p>L.8 appreciate stories, songs, poems and rhymes in the language</p> <p>L.9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>
PE	<p>Dance – Bollywood/Indian Dancing</p> <p>Swimming</p>
PHSE	<p>1. Pupils should be taught:</p> <ol style="list-style-type: none"> <li>a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society</li> <li>b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</li> <li>c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</li> <li>d) <u>to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</u></li> </ol> <p>about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future to look after their money and realise that future wants and needs may be met through saving.</p>

Computing Topic	NA
SCIENCE Topic	Everyday materials (8) and Get sorted (6)
Whole School Themes/ concerts etc	Christmas writing for the last two weeks Whole school art Whole school D&T Christmas card making



Classics (Literature and Art, Music)

Spring 1

<b>Hook</b> Wind in the Willows Theatre Trip	<b>Trips</b> New Vic Theatre  Hanley museum or an art gallery?	<b>Visitors</b> None	<b>Big Art</b> No (chn focus on classic artists)	<b>Parents Go Outdoors</b>	<b>Children Go Outdoors</b> Secret Garden link?	<b>Topic Door</b> Wind in the Willows / Secret Garden	<b>Blog</b> Twitter updates
Length and Dates of Unit				6 weeks			
Whole Class Text  (please allocate a class text when teaching non-narrative units)				Wind in the Willows – 2 weeks Alice in Wonderland - The Secret Garden (Topic) Dickens? Oliver? (Topic)			
Additional Non-fiction and Poetry Units				Highway Man (Guided Read) Cats – 2 weeks			
Grammar and Punctuation				Cohesion Formal Language Sub. Conjunctions Commas for parenthesis Modal Verbs			
Big Write  (Please plan for 2 per half term)				Secret garden – setting description Alice in Wonderland – down the rabbit hole...			
History							

Geography	
Art	<p>Classic Arts  Monet – linked to secret garden / wind in the willows  A&amp;D.5 to create sketch books to record their observations and use them to review and revisit ideas  A&amp;D.6 to improve their mastery of art and design techniques, including drawing, painting (Y3&amp;Y5) and sculpture (Y3&amp;Y5) with a range of materials [for example, pencil, charcoal, paint, clay]  A&amp;D.7 about great artists (Y3&amp;Y5), architects and designers in history. (Y3, Y4 &amp; Y5)</p>
D&T	N/A
Music	<ul style="list-style-type: none"> <li>• M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression: Sing and begin to play from memory with confidence; Perform solo or as part of an ensemble; Sing and play expressively and in tune; Hold a part within a round; Sing a harmony part confidently and accurately; Sustain a drone or a melodic ostinato to accompany singing; Sing with controlled breathing</li> <li>• M.7 listen with attention to detail and recall sounds with increasing aural memory; Choose from a wide range of musical vocabulary to accurately describe and appraise music</li> </ul> <p>M.10 develop an understanding of the history of music.</p>
RE	<p><b>Water in Religious festivals:</b> Investigate some features of key religious festivals and celebrations and identify similarities and differences.</p>

ICT opportunities	N/A
Spanish	<p>Directions</p> <p>L.5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>L.6 present ideas and information orally to a range of audiences*</p> <p>L.7 read carefully and show understanding of words, phrases and simple writing</p> <p>L.8 appreciate stories, songs, poems and rhymes in the language</p> <p>L.9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>
PE	<p>Gymnastics – Body Shape</p> <p>Swimming</p>
PHSE	<ol style="list-style-type: none"> <li>a. <a href="#">what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</a></li> <li>b. <a href="#">that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</a></li> <li>c. about how the body changes as they approach puberty/ sex education</li> <li>d. which commonly available substances (incl cigarettes and alcohol) and drugs are legal and illegal, their effects and risks</li> <li>e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</li> <li>f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>g. <a href="#">school rules about health and safety, basic emergency aid procedures and where to get help.</a></li> <li>h. E-safety</li> <li>i. How to stay safe around water</li> </ol> <p>4. Pupils should be taught:</p> <ol style="list-style-type: none"> <li>j. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>k. <a href="#">to think about the lives of people living in other places and times, and people with different values and customs</a></li> </ol>

	<ul style="list-style-type: none"> <li>l. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</li> <li>m. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> <li>n. to recognise and challenge stereotypes</li> <li>o. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability where individuals, families and groups can get help and support.</li> </ul>
SCIENCE Topic	Feel the Force - RH
Whole School Themes/ concerts etc	Wind in the Willows Wk 6- Multi- cultural/ spiritual/ history week

Circle of Life – Geography / Art / Music  
Spring 2

Hook	Trips	Visitors	Big Art	Parents Go Outdoors	Children Go Outdoors	Topic Door	Blog
Musical Day – Djembe drums.	London – Theatre trip to see the Lion King.		Face paints – lion king characters and mask making	None	Jungle activity	Pride rock/ jungle from lion king A huge lion	
Length and Dates of Unit				7 weeks			
Whole Class Text  (please allocate a class text when teaching non-narrative units)				Lion King DVD			
Additional Non-fiction and Poetry Units				David Attenborough- our planet ( African)			
Grammar and Punctuation				Expanded noun phrases Model verbs Relative clauses Parenthesis- commas, brackets and dashes Reported speech and direct speech			
Big Write  (Please plan for 2 per half term)				Information text Story- lion cub adventure			
History				N/A			

Geography	<p>Africa focus</p> <p>Gg.13 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)</p> <p>Gg.11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries,</p>
Art	<p>African landscapes</p> <p>Face paints and masks</p>
D&T	As above - linked
Music	<p>Musical Day – Djembe drums.</p> <p>Bridge Centre?</p>
RE	<p><b>Values and Beliefs:</b> Investigate the life of a person who has been inspired by their faith and make links between belief and action. Famous person – Nelson Mandela South African</p>
ICT opportunities	NA
Spanish	Animals
PE	<p>Athletics</p> <p>Cricket/Rounders</p>

<p>PHSE</p>	<ul style="list-style-type: none"> <li>a. to research, discuss and debate topical issues, problems and events</li> <li>b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</li> <li>e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</li> <li>f. to resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>g. what democracy is, and about the basic institutions that support it locally and nationally</li> <li>h. to recognise the role of voluntary, community and pressure groups</li> <li>i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul> <p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment to explore how the media present information.</p>
<p>SCIENCE Topic</p>	<p>Reproduction in plants and animals Circle of life</p>
<p>Whole School Themes/ concerts etc</p>	<p><b>UKS2 production</b></p>

Romans – History/Geography  
Summer 1 and 2

Hook	Trips	Visitors	Big Art	Parents Go Outdoors	Children Go Outdoors	Topic Door	Blog
TBC	None	None	None	None	Amphitheatre / marching / formations / Roman soldier training		
Length and Dates of Unit				4 weeks			
Whole Class Text  (please allocate a class text when teaching non-narrative units)				Non – fiction The time travelling cat and the Roman eagle? Escape from Pompeii – Christina Ballit Diary of a slave			
Additional Non-fiction and Poetry Units							
Grammar and Punctuation				Expanded noun phrases Model verbs Relative clauses Parenthesis- commas, brackets and dashes Reported speech and direct speech			
Big Write  (Please plan for 2 per half term)				Handbook – Roman soldiers handbook Letters home Debate Time travellers writing piece			



History	H.6 the Roman Empire and its impact on Britain
Geography	Gg.11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries,
Art	Mosaics – permanent piece of art work A&D.5 to create sketch books to record their observations and use them to review and revisit ideas A&D.6 to improve their mastery of art and design techniques, including drawing, painting (Y3&Y5) and sculpture (Y3&Y5) with a range of materials [for example, pencil, charcoal, paint, clay]
D&T	Food tech – visit to Ormiston? Italian soup
Music	<ul style="list-style-type: none"> <li>• M.7 listen with attention to detail and recall sounds with increasing aural memory; Choose from a wide range of musical vocabulary to accurately describe and appraise music</li> <li>• M.10 develop an understanding of the history of music.</li> </ul>
RE	NA
ICT opportunities	
Spanish	NA

PE	Short Tennis Cricket/Rounders
PHSE	<ul style="list-style-type: none"> <li>j. to research, discuss and debate topical issues, problems and events</li> <li>k. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>l. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>m. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</li> <li>n. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</li> <li>o. to resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>p. what democracy is, and about the basic institutions that support it locally and nationally</li> <li>q. to recognise the role of voluntary, community and pressure groups</li> <li>r. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul> <p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment to explore how the media present information.</p>
SCIENCE Topic	Our Changing World & Reproduction in plants and animals.
Whole School Themes/ concerts etc	We Will Rock You Y5/6 production – summer 2 Whole School Reading Week – Week 4 summer 1

