Leominster Year 5 planning yearly overview

Term 1 : Greeks	Term 2: What keeps us where we are?	Term 3: Romans
History **Ancient Greece** a study of Greek life and achievements and their influence on the Western World	Science • **Forces** (P & C of M) materials response to magnets • **Earth and Space**	**History** **Roman Empire and its impact on Britain** – this could include: • Julius Caesar's attempted invasion in 55-54BC • The Roman Empire by AD42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance – e.g. Boudica • "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.
Human/Physical Geography • Describe and understand key aspects of physical geography, including the water cycle (including transpiration) Describe and understand key aspects of human geography including trade links and economic activity	Locational Knowledge • Locate the main countries in Europe and North or South America. Locate and name some principal cities. • Locate and name the main countries and cities in England	Science • (LT & H) reproduction in plants • **Animals including humans** • **Living things and their habitats** (LT & H) life cycles
Place Knowledge • Understand some of the reasons for geographical similarities and differences	**Geography** Skills and Fieldwork • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, four and six figure grid references, symbols and use of a key (including OS maps) to build their knowledge of the United Kingdom past and present. • Identify the position and significance of latitude/longitude and the Greenwich Meridian and times zones (incl. night and day)	Locational Knowledge • Compare land use maps of UK from past with the present, focusing on land use. • Describe key aspects of the distribution of natural resources – to focus upon food. Whole school day of activities
Science • **Properties and changes of materials**	• .	:

To be covered through out the year:

Computing	**Art and Design**	**Design and Technology**	**Physical Education**
• Design and write programs to achieve specific goals, including solving problems • Use logical reasoning • Understand computer networks • Use internet safely and appropriately • Collect and present data appropriately	• Use sketchbooks to collect, record, and evaluate ideas • Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects and designers	• Use research & criteria to develop products which are fit for purpose. • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work. • Use mechanical systems in own work. • Understand seasonality, prepare and cook mainly savoury dishes.	• Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, modified as appropriate • Develop flexibility and control in gym, dance and athletics • Compare performances to achieve personal bests Swimming proficiency at 25m (KS1 or KS2)
Religious Education	**Modern Languages**	**Music**	**Geography**
Continue to follow locally agreed syllabus for RE.	• Listen and engage • Ask and answer questions • Speak in sentences using familiar vocabulary • Develop appropriate pronunciation • Show understanding of words and phrases • Appreciate stories, songs, poems and rhymes Broaden vocabulary	• Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music • Listen with attention to detail • Appreciate wide range of live and recorded music • Begin to develop understanding of history.	• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. **Camping**

Science statutory requirements:

Term 1:	Term 2:	Term 3:
Properties and changes of materials **Pupils should be taught to:** • 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. • 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 describe 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. • 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.	**Earth and Space** **Pupils should be taught to:** • 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 relative to the Earth. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Living things and their habitats** **Pupils should be taught to:** ○ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ○ Describe the life process of reproduction in some plants and animals.
	Forces **Pupils should be taught to:** • 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.	**Animals including humans** **Pupils should be taught to:** • Describe the changes as humans develop to old age. • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.