

### Year 5 – 2017/18

	1	2	3	4	5	6
Science	Earth and Space	Forces	None	Properties of Materials	Living Things and their habitats	Animals including Humans <i>Science Week</i>
Computing	Controlling Devices	Webpage Building	Data Handling	Multimedia	Scratch	Networks Computer Science
History	Ancient Egypt	None	Ancient Greece	None	None	<i>Cultural Week</i>
Geography	None	Brazil and the Amazon	None	None	None	Maldon
Art	None	Printing	None	Sketching	None	<i>Textiles Art Week</i>
DT	Clay Containers (Egypt)	None	Moving Toys	None	Bread	None
RE	Views about God	Christmas around the world	Muhammad and Muslims	How do Christians follow Jesus' example?	Animal Law case suit	Inner forces
PSHE	Being Me <i>Black History week</i>	Celebrating Differences <i>Anti Bullying Week</i>	Dreams and goals <i>Citizenship week</i>	Healthy me <i>Science Week</i>	Relationships	Changing me
Trips/Immersive experience central to learning journeys	Greenwich Observatory  Astrodome in school  History off the page	Kew Gardens  Science Museum – Fantastic forces trail + Forces workshop	History off the page  Royal Courts of Justice	Shaking up Shakespeare – Literacy  Cable cars (art – sketching viewpoints)	Butterfly gardens needed for science (order before easter)	Maldon (book coach)

### Curriculum Overview

Science and Topic units must be planned when medium term planning at the start of each term using the Scott Wilkie Learning Journey during which children are given the opportunity to raise and investigate their own questions .

Where possible, Immersive experiences such as trips, workshops, History of the page should form the central part of each learning journey so that children use these experiences to answer their own enquiries and explain what they have learnt. This often works best when subjects are blocked.

For example: History Block

Monday PM	Tuesday – all day	Wednesday - PM
Hook which will spark curiosity so children can explore and generate their own questions (carefully planned to direct the children; ensuring the questions raised can be answered on immersive experience)	History off the page day Planned activities Photos Exit cards	Answer the questions raised in their books using the knowledge and evidence gained on History off the page day. Supported by photos.