



## Year 5 – Butterfly and Panther - 2019-2020



| Subject                                      | Term 1<br>Poetry Slam   | Term 2<br>Anti-Bullying week<br>Christmas  | Term 3   | Term 4<br>Book Week<br>Easter  | Term 5<br>SATs KS1 and KS2  | Term 6<br>Fantastic Futures<br>STEM   |
|--|---|--|--|--|---|---|
| <b>Subject Driver</b>                        | <b>PSHE</b>   | <b>History<br/>The Victorians</b>  | <b>Science<br/>Earth and Beyond</b>  | <b>History<br/>The Mayans</b>  | <b>History<br/>Saxons/Vikings</b>   | <b>Geography<br/>The Rainforest</b>   |
| <b>Let's Investigate</b>                     | <i>Everyone is valued. What does this mean in day to day life?</i>                                    | <i>How was Queen Victoria different from our own Queen?</i>  | What is in the universe?   | <i>Who will be sacrificed? What were the achievements of the Ancient Mayans?</i> | Why was everyone so scared of the Vikings?  | What happens when the Rainforest has gone?  |
| <b>Challenge Me</b>                          | Can you learn a poem and recite it for The Poetry Slam  | Can you perform your puppet show?  | Can you adapt your own recipe for bread?   | Can you create a database?   | Can you draw Islamic patterns and talk about them?                                      | Can you learn a rhythm on the djembe drum?  |
| <b>We love to read!</b>                      | There's a Boy in the Girls' Bathroom<br>Tyger Tyger   | Street Child<br>Poem ???   | ??????   | Stories from other cultures: Maui and the sun.<br>+ ??????                       | The Wind in the Willows<br>Poetry – Viking invasions                                    | Kensuke's Kingdom<br>Aaron Becker's "Return"<br>imagination week.                               |
| <b>We love to write!</b>                     | Animal poems – inspired by Blake<br>Character diaries<br>Instructions – how to survive a party        | Character diaries<br>Drama - Mr Stick<br>Puppet show scripts   | Film clip Literacy Shed "Pandora"<br>Non-chronological – alien descriptions<br>Letter to Tim Peake | Retelling myths<br>Create own stories.   | Using dialogue to show character and advance the action                                 | Non-fiction descriptions of animals (orang-utans – KK link<br>Newspaper reports – missing child |
| <b>We love maths!</b>                        | Number – place value<br>Roman Numbers<br>Rounding<br>Addition & subtraction                           | Statistics<br>Factors, multiples, primes, square and cube numbers<br>Multiply and divide by 10,100 and 1000<br>Area and Perimeter  | Multiplication<br>Division<br>Fractions  | Decimals<br>percentages  | Decimals – add and subtract<br>Angles, protractors, calculating angles, 2D and D shapes | Reflection<br>Translation<br>Measurement and volume   |
| <b>Opportunities for learning in context</b> | Baking cakes with fruit and vegetables from the garden. Serving them at our MacMillan coffee morning. | We will be visiting Radstock Museum to experience a day in the life of a Victorian child. We will also be visiting a church where we can also see the effects of weathering on rocks (graves). | Possibly visit local co-op. fairtrade?   | Possibly visit science museum Bristol – science – forces                         | Possible visit to Bath Mosque   | Possible visit to Bristol Botanic – rainforest – giant waterlily. Plant reproduction.           |

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| <b>Geography</b> | Mountains and the water cycle   |   | World Kitchen   |   |  | Rainforest   |   |
| <b>History</b>   |   | Queen Victoria  |   | The Mayans  | Saxons/Vikings   |  |   |
| <b>Science</b>   | Materials and properties<br>Rocks over time   |   | Earth and beyond  |   | Feel the force   |  | The circle of life<br>Plant and animal reproduction |
| <b>DT</b>        | Circuits – science – properties of materials<br>Food – muffins for MacMillan coffee morning | Textiles and sewing – make a puppet for a “Punch and Judy” style show | Food – bread, adapt basic recipe – add Fairtrade choc chips to soda bread. Try unleavened bread (RE link) | Design and make a box for a Fairtrade choc chip crispie cake. | Use fractions to scale up recipe for rhubarb muffins (seasonal food) |  |   |
| <b>Art</b>       | “Tiger in a tropical storm” H. Rousseau. Pencil and paint                                   | Designing puppet  |   | Mayan masks – modroc or paper mache                           | We will use translating patterns to make Islam patterns.             | “The Wave” by Hokusai - pastel<br>Clay animal sculpture                    |   |
| <b>PE</b>        | Netball<br>Passing and Receiving  | Striking and Fielding<br>Hockey<br>Tag Rugby                          | Dance<br>Badminton  | Tennis  | Sticking and Fielding (cricket/rounders)                             | Athletics  |   |
| <b>Computing</b> | Video and Digital Imagery (iMovie)<br>Music and Sound (Audacity)                            | Powerpoint and Presentation software. Create Victorians presentation  | Keyboard/Typing skills and Cyber Safety<br>Digital Research   | Introduction to Databases: Creating our own Mayan database    | Data and Excel   | Word-processing skills (reports)<br>Coding & Programming (Kodu or Scratch) |   |
| <b>RE</b>        | Christianity<br>What do Christians believe about God and Incarnation (links to Christmas)   |   | What do Jewish people believe about God and the covenant and Torah. (links with Passover)                 |   | What do Muslims believe about Islam and Iman?                        |  |   |

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| <b>PSHE</b><br>Wiltshire scheme –<br>on Teachdocs | Our Happy School:<br>everyone is valued | Our and About            | Looking Forward                    | My Friends and Family   | Healthy Bodies                           | Ready, Steady, Go!   |
| <b>Music</b>                                      | Charanga: Livin' on<br>a Prayer         | Charanga: Classroom Jazz | Charanga: Make you<br>Feel My Love | Xylophone: Cabbage Cafe | Charanga: The Fresh Prince of<br>Bel Air | Charanga: Dancing in the<br>Street<br>We will be completing Djembe<br>Drumming workshops<br>throughout the term. |
| <b>MFL</b>  |   |                          |                                    |                         |  |  |