

Hartsfield Year 5 Curriculum

Year 5 Art – Learning Objectives	Autumn	Spring	Summer
• to create sketch books to record their observations and use them to review and revisit ideas	Introduce	Revisit	Revisit
• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Introduce	Revisit	Revisit
• to learn about great artists, architects and designers in history.	Introduce	Revisit	Revisit
Year 5 Art - Curriculum	Autumn	Spring	Summer
	<p>Ancient Maya</p> <ul style="list-style-type: none"> •Develop sketching skills through observational drawing. •Develop sketching/colouring skills through observational drawing. •Use of shading, tone, line and shape through observational drawing. •Develop watercolour painting skills. •To design, make and evaluate own Maya mask. 	<p>Ancient Greeks</p> <ul style="list-style-type: none"> •Identify a vanishing point within a picture •Draw lines of perspective towards a vanishing point •Identify multiple vanishing points within a picture •Draw lines of perspective towards multiple vanishing points •Know about ancient Greek architecture. •Develop sketching skills through observations •Draw building using 2 points of perspectives •Draw and sketch Greek vases using chalks •Use clay •Design and draw a Greek inspired design 	<p>Working Outside</p> <ul style="list-style-type: none"> •Draw using perspective •Continue to develop sketching skills •Work collaboratively to create a collage •Textile weaving •Screen printing

Hartsfield Year 5 Curriculum

Year 5 Computing - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	Revisit		Revisit
<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	Revisit		Revisit
<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Revisit	Revisit	
<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 		Revisit	Revisit
<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	Revisit	Revisit	
<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		Revisit	Revisit

Hartsfield Year 5 Curriculum

Year 5 Computing - Curriculum	Autumn	Spring	Summer
	<p>We are Game Developers</p> <ul style="list-style-type: none"> •Word processing skills and using Google Classroom •Design, programme and debug an interactive game using Scratch. •Revise basic controls/programming in Scratch including Sprites, backgrounds, movement and sounds. •Write 'How To Play' instructions. <p>We are Architects</p> <p>Using Sketch Up</p> <ul style="list-style-type: none"> •Design of their own rooms. •Using the blank design worksheet. •Build their work space this lesson. •Create the room, adding a door way and a window. •Complete their room. •Evaluate and share their work. •Use PowerPoint to create information 	<p>We are cryptographers</p> <ul style="list-style-type: none"> • be familiar with semaphore and Morse code • understand the need for private information to be encrypted • encrypt and decrypt messages in simple ciphers • appreciate the need to use complex passwords and to keep them secure • have some understanding of how encryption works on the Internet. <p>We are adventure gamers</p> <p>Creating an interactive adventure using presentation software</p> <ul style="list-style-type: none"> • how to plan a non-linear presentation • to create text as part of a presentation • to add and edit images in a presentation • to use hyperlinks for navigation between the slides of a presentation • to record and add audio narration to a presentation • to use commenting tools to give feedback on a presentation. 	<p>We are web developers</p> <p>Making sense of the Internet and building a website</p> <ul style="list-style-type: none"> • the name and function of components making up the school's network • how information is passed between the components that make up the Internet • what the source code for a web page looks like, and how it can be edited • how a website can be structured • how to add content to a web page. <p>We are VR designers</p> <p>Experimenting with virtual and augmented reality</p> <ul style="list-style-type: none"> • explore real-world and imagined locations in VR (if possible) • create 360° photosphere images • link physical objects to digital content using QR codes • create their own VR scene • program objects and interactions in VR.

Hartsfield Year 5 Curriculum

Year 5 Design Technology - Learning Objectives	Autumn	Spring	Summer
Design <ul style="list-style-type: none"> • 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 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	Introduce	Revisit	Revisit
Make <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 		Introduce	Revisit
<ul style="list-style-type: none"> • 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 		Introduce	Revisit
Evaluate <ul style="list-style-type: none"> • investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 		Introduce	Revisit
<ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world 		Introduce	Revisit
Technical Knowledge <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		Introduce	

Hartsfield Year 5 Curriculum

<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		Introduce	
<ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 			
<ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products. 			
Cooking & Nutrition <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet 	Introduce		
<ul style="list-style-type: none"> •prepare and cook a variety of predominantly savory dishes using a range of cooking techniques 	Introduce		
<ul style="list-style-type: none"> • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	Introduce		
Year 5 Design and Technology - Curriculum	Autumn	Spring	Summer
	Food and Nutrition – The Mayans <ul style="list-style-type: none"> •Know where food is grown •To gain an understanding of the food eaten by the Maya civilization. •To know why this food was available to them. •To identify food from each food group. •To look at the nutrition information of guacamole and salsa. 	Bridges <ul style="list-style-type: none"> •To explore how to create a strong beam •To build a spaghetti truss bridge •To build a wooden bridge structure •To improve and reinforce a bridge structure 	Mechanisms - Pop up Books <ul style="list-style-type: none"> •To use different moving parts - sliders and levers •Design and make a pop-up story book EYFS pupils - each page should use a mechanism to make it interactive. •Put book together. •Add colour, detail and words to pop up book •Add animals to pop up/sliders/levers

Hartsfield Year 5 Curriculum

	<ul style="list-style-type: none">•To taste and review guacamole and salsa.•To make a savoury dip (salsa or guacamole).•To research and design a persuasive advert and packaging for their dip.•Other tasting ideas linked to Maya civilization: chocolate, tortillas.•Look closely at the process of Cocoa beans to chocolate.		<ul style="list-style-type: none">•Add layers to hide mechanisms
--	---	--	--

Hartsfield Year 5 Curriculum

English- Years 5 & 6 – Learning Objectives

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading: Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

Hartsfield Year 5 Curriculum

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing: Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing: Handwriting & Presentation

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing: Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Hartsfield Year 5 Curriculum

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- summarising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2.

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Hartsfield Year 5 Curriculum

English Year 5 – Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by –</p> <ul style="list-style-type: none"> •Summer poetry •Mars Transmission •La Luna – Pixar short film •Pandora – Literacy Shed clip •Pie Corbett’s Magnificent Machines. •Road’s End – Short film by Bri Maya •Fingers on the back of the Neck – Margaret Mahy •Room 13 – Robert Swindell - Extract •The Hand – Extract •The Rain Player - David Wisniewski •Poetry – Wings – Pie Corbett •The Christmas story <p>Guided Reading</p> <ul style="list-style-type: none"> •The Boy at the Back of the Class – Onjali Rauf •Ninja Comprehension <p>Essentials Spelling Year 5</p>	<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by –</p> <ul style="list-style-type: none"> •Is screen use making children lazy? – The Write Stuff •The Trojan Horse •Fair Trade Persuasive Letter •Fair Trade Book –Juliana’s Bananas – Ruth Walton •Harry Kane Persuasive Letter •The Easter story <p>Biographies:</p> <ul style="list-style-type: none"> • Usain Bolt • Jurgan Klopp • Mary Anning • Andy Murray • David Walliams <p>Myths and Legends:</p> <ul style="list-style-type: none"> • King Arthur • Robin Hood • Ulysess and the Bag Window • Father Sky Mother Earth • The Greatest Flood • How fire came to Earth • The Boy who fell out of the sky • Stone Girl Bone Girl – Laurence Anholt • Performance Poetry – The Ant and The Grasshopper • A List of Small and Happy Things – Pie Corbett <p>Guided Reading</p> <ul style="list-style-type: none"> •Who Let The Gods Out –Maz Evans •Non-Fiction – The Greeks <p>Ninja Comprehension</p> <p>Essentials Spelling Year 5</p>	<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by –</p> <ul style="list-style-type: none"> •Mediterranean / European Study •Treasure Island – Robert Louis Stevenson •Tom’s Midnight Garden – Philippa Pearce •Volcanoes •BBC Teach Clip – Mount Vesuvius <p>Poetry</p> <ul style="list-style-type: none"> • Cat Began – Andrew Matthews • Grace Nichols –You, Moon-Mad and Darkness and Light <p>Guided Reading</p> <ul style="list-style-type: none"> •There’s a Boy in Girls’ Bathroom – Louis Sachar •Ninja Comprehension <p>Essentials Spelling Year 5</p>

Hartsfield Year 5 Curriculum

Year 5 MFL (French) – Learning Objectives	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding	Introduce	Revisit	Revisit
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words			
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*		Introduce	
speak in sentences, using familiar vocabulary, phrases and basic language structures	Introduce	Revisit	Revisit
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Introduce	Revisit	Revisit
present ideas and information orally to a range of audiences			Introduce
read carefully and show understanding of words, phrases and simple writing	Introduce	Revisit	Revisit
appreciate stories, songs, poems and rhymes in the language			Introduce
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Introduce	Revisit	Revisit
write phrases from memory, and adapt these to create new sentences, to express ideas clearly		Introduce	Revisit

Hartsfield Year 5 Curriculum

describe people, places, things and actions orally and in writing		Introduce	Revisit
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Introduce	Revisit	Revisit
Year 5 MFL (French) - Curriculum	Autumn	Spring	Summer
	<p>La phonétique trois</p> <ul style="list-style-type: none"> • Third set of phonemes • Letter strings <p>As-Tu un Animaux</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. 	<p>Quel temps fait-il?</p> <ul style="list-style-type: none"> • vocabulary for weather • Ask what the weather is like today. • Say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols. <p>Les Vetements</p> <ul style="list-style-type: none"> • vocabulary for a variety of clothes 	<p>Les jeux Olympiques</p> <ul style="list-style-type: none"> • key facts of the history of the Olympics. • key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading • Say the nouns for key sports in the current Olympic games.

Hartsfield Year 5 Curriculum

	<ul style="list-style-type: none"> • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”). <p>La date</p> <ul style="list-style-type: none"> • the seven days of the week. • the twelve months of the year. • numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. 	<ul style="list-style-type: none"> • Use the appropriate genders and articles for these clothes • Use the verb PORTER in French with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. 	<ul style="list-style-type: none"> • Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. • Understand the concept of de la, de l’ and du when you say you play a sport in French. <p>En Classe</p> <ul style="list-style-type: none"> • 12 classroom objects with their indefinite article/determiner • Replace an indefinite article/determiner with a possessive adjective. • Say and write what they have and do not have in their pencil case.
--	---	---	--

Hartsfield Year 5 Curriculum

Year 5 Geography – Learning Objectives	Autumn	Spring	Summer
Locational Knowledge <ul style="list-style-type: none"> 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, and major cities 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 			Introduce
<ul style="list-style-type: none"> 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). 		Introduce	
Place Knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 		Introduce	
Human & Physical Geography Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			Introduce

Hartsfield Year 5 Curriculum

<ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 		Introduce	
Geographical Skills & Fieldwork <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 			Introduce
<ul style="list-style-type: none"> • 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 			Introduce
<ul style="list-style-type: none"> • 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. 			Introduce
Year 5 Geography - Curriculum	Autumn	Spring	Summer
	Maya – History topic	Fairtrade: <ul style="list-style-type: none"> • What is fair trade? • Why isn't fair trade always fair? • Where are fair trade countries? • Why do the focus countries grow coffee? 	Mediterranean study including Greece: <ul style="list-style-type: none"> • Where is Europe and what are its countries like? • Why would you visit the Mediterranean? • What is the landscape of Greece like today? • Why do tourists come to Greece? • Where would you visit in Athens?

Hartsfield Year 5 Curriculum

			<ul style="list-style-type: none">• How does life in Athens compare with other places? <p>Mountains</p> <ul style="list-style-type: none">• What is a mountain?• How are mountains made?• What is it like on a mountain?• What are the UK's highest mountains like?• What is it like in the Himalayas?• What can I find out about the world's highest mountains?
--	--	--	--

Hartsfield Year 5 Curriculum

Year 5 History – Learning Objectives	Autumn	Spring	Summer
<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 			
<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 			
<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots 			
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			
<ul style="list-style-type: none"> • a local history study 			
<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			
<ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 			
<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 		Introduce	
<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	Introduce		

Hartsfield Year 5 Curriculum

Year 5 History - Curriculum	Autumn	Spring	Summer
	<p>Maya Civilisation</p> <ul style="list-style-type: none"> •Who are the Maya and where do they live? •What are the main occupations of Maya people today? •Identify and describe how the physical features affect the human activity within a location. •What did Stephens and Catherwood discover in 1839? •What do the ruins of Chichen Itza tell us about the lives of ancient Maya? •Why was pok-a-tok more than just a ball game? •Why do historians know so much about ancient Maya society? •Why did the ancient Maya leave their jungle cities? 	<p>Ancient Greeks</p> <ul style="list-style-type: none"> •Who were the ancient Greeks? And Where and when did the Ancient Greeks live? • What did the ancient Greeks wear? •Greek States of Athens and Sparta. • Who did the ancient Greeks worship and why? •Ancient Greece and its achievements, legacy and influences- the Olympic Games. •The Trojan Horse – <ul style="list-style-type: none"> - What is the story of the Trojan Horse? - What evidence exists to authenticate the story? - What other explanations could there be for the origin of the story? 	

Hartsfield Year 5 Curriculum

Maths - Learning Objectives YEAR 5	Autumn	Spring	Summer
	<p>Place Value</p> <ul style="list-style-type: none"> •Place Value and rounding of large numbers •Place value of numbers with up to three decimal places •Multiply and divide by 10, 100 and 1,000 <p>Properties of Numbers</p> <ul style="list-style-type: none"> •Multiples, factors and common factors *Prime and composite numbers •Multiply and divide mentally •Solve problems Involving knowledge of key facts •Add and Subtract using a range of strategies •Add and subtract using formal written methods •Formal written method for multiplication •Formal written method of short division •Equivalent fractions *Compare and order fractions 	<ul style="list-style-type: none"> •Strategies for multiplication and division (mental and written) •Multiply fractions by whole numbers •Fraction problem solving •Fractions, decimals and percentages problem solving •Fractions scaling by simple fractions and rates <p>Problem Solving</p> <ul style="list-style-type: none"> •All four operations •Solving problems involving adding and subtracting <ul style="list-style-type: none"> • Formal methods for division and Multiplication in increasingly complex problems 	<ul style="list-style-type: none"> •3-D Shapes from 2-D representations •Reflection and translation perimeter •Estimate, compare, measure and draw angles •Identify unknown angles •Conversion of imperial and metric units of measure •Reading timetables and calculating with time •Distinguish between regular and irregular polygons •Use properties of rectangles <ul style="list-style-type: none"> •Solve comparison, sum and difference problems using Information in a line graph •Statistics – interpreting and evaluating information presented in charts and tables •Roman numerals

Hartsfield Year 5 Curriculum

Year 5 Music - Learning Objectives	Autumn	Spring	Summer
• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Introduce	Revisit	Revisit
• improvise and compose music for a range of purposes using the inter-related dimensions of music		Introduce	Revisit
• listen with attention to detail and recall sounds with increasing aural memory	Introduce	Revisit	Revisit
• use and understand staff and other musical notations	Introduce	Revisit	Revisit
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Introduce	Revisit	Revisit
• develop an understanding of the history of music.	Introduce	Revisit	Revisit
Year 5 Music - Curriculum	Autumn	Spring	Summer
	Following ' <i>Charanga</i> ' scheme <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition Listen, join in, improvise, play and appraise : Living on a Prayer- Bon Jovi <ul style="list-style-type: none"> ● We Will Rock You by Queen ● Smoke On The Water by Deep Purple 	Following ' <i>Charanga</i> ' scheme <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition Listen, join in, improvise, play and appraise : Make you Feel my Love - Adele Make you Feel my Love – Bob Dylan So Amazing – Luther Vandross	Following ' <i>Charanga</i> ' scheme <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition Listen, join in, improvise, play and appraise : Dancing in the Street –Martha and the Vandellas I can't help myself – The Four Tops

Hartsfield Year 5 Curriculum

	<ul style="list-style-type: none"> ● Rockin' All Over The World by Status Quo ● Johnny B.Goode by Chuck Berry <p>Holst's- Planets Suite – Learn about the composer</p> <p>Christmas songs - Production</p>	<p>Hello- Lionel Ritchie</p> <ul style="list-style-type: none"> ● Musical Activities - building on their knowledge and understanding ● Learn to Sing the Songs, vocal warm-ups and singing. <p>Listen, join in, improvise, play and appraise : The Fresh Prince of Bel Air – Will Smith</p> <p>Me. Myself and I – De La Soul</p> <p>Ready or Not – The Fugees</p>	<p>I heard it through the Grapevine – Marvin Gaye</p> <p>Musical Activities - building on their knowledge and understanding</p> <ul style="list-style-type: none"> ● Learn to Sing the Songs, vocal warm-ups and singing.
--	--	---	--

Hartsfield Year 5 Curriculum

Year 5 PE - Learning Objectives	Autumn	Spring	Summer
• use running, jumping, throwing and catching in isolation and in combination	Introduce	Revisit	Revisit
• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Introduce	Revisit	Revisit
• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Introduce	Revisit	Revisit
• perform dances using a range of movement patterns	Introduce	Revisit	
• take part in outdoor and adventurous activity challenges both individually and within a team			Introduce
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Introduce	Revisit	Revisit
Swimming & Water Safety • All schools must provide swimming instruction either in KS1 or KS2. • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.			Introduce
Year 5 PE - Curriculum	Autumn	Spring	Summer
	Play Leaders <ul style="list-style-type: none"> • To know the responsibilities of a play leader • To know how to communicate effectively to young children • To use the STEP principle when leading playground games 	Lacrosse <ul style="list-style-type: none"> • To use an appropriate grip when carrying a ball • To understand how to pass the ball to a team mate • To know and use different methods to scoop the floor from the floor 	Athletics <ul style="list-style-type: none"> • To be able to apply different speeds over varying distances. • To develop fluency and co-ordination when running for speed. • To develop technique in relay changeovers.

Hartsfield Year 5 Curriculum

	<ul style="list-style-type: none"> • To know the importance of warming up and choose a warm up that raises the heart rate • To lead already known games with groups of peers and younger children • To create own game/activity with a partner and lead younger children <p>Netball</p> <ul style="list-style-type: none"> • To develop passing and moving. • To be able to use the attacking principle of creating and using space. • To be able to change direction and lose a defender. • To be able to defend ball side and know when to go for interceptions. • To develop the shooting action. • To use and apply skills and tactics to small sided games. <p>Gymnastics</p> <ul style="list-style-type: none"> • To be able to perform symmetrical and asymmetrical balances. • To develop the straight, forward, straddle and backward roll. 	<ul style="list-style-type: none"> • To understand how to move with the ball and shoot towards a goal • To know when to use the overhand pass in a game situation • To apply lacrosse skills learnt in a lacrosse tournament <p>Hockey</p> <ul style="list-style-type: none"> • To develop dribbling to beat a defender. • To develop sending the ball using a push pass. • To develop receiving the ball with control. • To be able to move into space to support a teammate. • To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. • To apply the rules and skills you have learnt to play in a hockey tournament. <p>Sports hall athletics</p> <ul style="list-style-type: none"> • To develop speed and agility when running using the reversaboard and athletics obstacles • To develop the standing long jump technique • To develop the standing triple jump technique 	<ul style="list-style-type: none"> • To develop technique and co-ordination in the triple jump. • To develop throwing with force for longer distances. • To develop throwing with greater control and technique. <p>Cricket</p> <ul style="list-style-type: none"> • To develop throwing accuracy and catching skills. • To develop batting accuracy and directional batting. • To develop catching skills (close/deep catching and wicket keeping). • To develop overarm bowling technique and accuracy. • To develop a variety of fielding techniques and to use them within a game. • To develop long and short barriers and apply them to a game situation. <p>Volleyball</p> <ul style="list-style-type: none"> • To develop the fast catch volley. • To be able to volley the ball using a set shot. • To develop the dig and understand when to use it. • To keep a continuous rally going over the net. • To develop the underarm serve and learn the rules of serving. • To apply the rules, skills and tactics learnt to play in a volleyball tournament.
--	---	--	--

Hartsfield Year 5 Curriculum

	<ul style="list-style-type: none"> • To be able to explore different methods of travelling, linking actions in both canon and synchronisation. • To be able to perform progressions of inverted movements. • To explore matching and mirroring using actions both on the floor and on apparatus. • To be able to create a partner sequence using apparatus. <p>Dance THEME: The Maya</p> <ul style="list-style-type: none"> • To develop set choreography inspired by a Mayan god. • To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. • To use structure to create a dance performance. <p>THEME: Chinese Dance</p> <ul style="list-style-type: none"> • To use matching, canon and unison in the style of the lion dance. • To use space and relationships to create a dragon dance. • To select and combine dance tools to perform a Chinese dance. 	<ul style="list-style-type: none"> • To develop throwing for distance using indoor javelins • To develop speed and accuracy of jumping using speed bounce and skipping • To use core strength to maintain balance • To set and beat own personal best scores throughout sessions <p>Dance THEME: Dance by chance</p> <ul style="list-style-type: none"> • To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing dynamics changes the appearance of the performance. • To understand and use relationships and space to change how a performance looks. <p>THEME: Rock n roll</p> <ul style="list-style-type: none"> • To copy and repeat movements in the style of rock 'n' roll. • To work with a partner to copy and repeat actions keeping in time with the music. • To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. 	<p>OAA</p> <ul style="list-style-type: none"> • To recognise, orientate and follow the school orienteering map To recognise the orienteering map is a 'bird's eye view' diagram of the ground • To apply map reading skills to navigate in pairs to and from orienteering controls • To navigate as a team to an orienteering control marker sign using the school orienteering map • To navigate in pairs to orienteering controls, applying tactics and techniques • To set up an orienteering course using the school orienteering map • To work in relay teams, planning and communicating tactics and techniques <p>Swimming</p> <ul style="list-style-type: none"> • Pupils are grouped according to ability and will spend five 1 hour lessons working towards an increasingly challenging set of objectives suited to their experience and ability. All pupils will cover: • Basic skills in water safety and floating. • Techniques for personal survival
--	---	---	---

Hartsfield Year 5 Curriculum

Year 5 PSHE – Learning Objectives

Me and My Relationships

- Explain what is meant by the terms negotiation and compromise;
- Describe strategies for resolving difficult issues or situations.
- Demonstrate how to respond to a wide range of feelings in others;
- Give examples of some key qualities of friendship;
- Reflect on their own friendship qualities.
- Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help.
- Identify characteristics of passive, aggressive and assertive behaviours;
- Understand and rehearse assertiveness skills.
- Recognise basic emotional needs, understand that they change according to circumstance;
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
- Understand that online communication can be misinterpreted;
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.

Valuing Difference

- Define some key qualities of friendship;
- Describe ways of making a friendship last;
- Explain why friendships sometimes end.
- Rehearse active listening skills:
- Demonstrate respectfulness in responding to others;
- Respond appropriately to others.
- Recognise some of the feelings associated with feeling excluded or 'left out';
- Give examples of ways in which people behave when they discriminate against others who are different from them;
- Understand the importance of respecting others, even when they are different from themselves.
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Understand that the information we see online either text or images, is not always true or accurate;
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
- Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

Hartsfield Year 5 Curriculum

Keeping Myself Safe

- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.
- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Recognise and describe the difference between online and face-to-face bullying.
- Define what is meant by a dare;
- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare.
- Recognise which situations are risky;
- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation.
- Reflect on what information they share offline and online:
- Recognise that people aren't always who they say they are online;
- Know how to protect personal information online.
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

Rights and Responsibilities

- Identify, write and discuss issues currently in the media concerning health and wellbeing;
- Express their opinions on an issue concerning health and wellbeing;
- Make recommendations on an issue concerning health and wellbeing.
- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read.

Being My Best

- Know two harmful effects each of smoking/drinking alcohol.
- Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Identify people who are responsible for helping them stay healthy and safe;
- Identify ways that they can help these people.
- Describe 'star' qualities of celebrities as portrayed by the media;
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.

Hartsfield Year 5 Curriculum

<p>Growing and Changing</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. 			
Year 5 PSHE - Curriculum			
	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>Me and My Relationships</p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>Rights and Responsibilities</p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>Growing and Changing</p> </div>
	<ul style="list-style-type: none"> • Collaboration Challenge! • Give and take • How good a friend are you? • Relationship cake recipe • Being assertive • Our emotional needs 	<ul style="list-style-type: none"> • What's the story? • Fact or opinion? • Rights, responsibilities and duties • Mo makes a difference • Spending wisely • Lend us a fiver! • Local councils 	<ul style="list-style-type: none"> • Taught through science curriculum and RSE week <p style="text-align: center; margin-top: 10px;">Keeping Myself Safe</p>

Hartsfield Year 5 Curriculum

	<ul style="list-style-type: none"> • Communication 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Valuing Difference</div> <ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • Happy being me • The land of the Red People • Is it true? • It could happen to anyone 	<ul style="list-style-type: none"> • 'Thinking' about habits • Jay's dilemma • Spot bullying • Ella's diary dilemma • Decision dilemmas • Play, like, share • Drugs: true or false? • Smoking: what is normal? • Would you risk it?
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Being my Best</div> <ul style="list-style-type: none"> • Getting fit • It all adds up! • Different skills • My school community (2) • Independence and responsibility • Star qualities? • Basic first aid, including Sepsis Awareness 		

Hartsfield Year 5 Curriculum

Year 5 RE – Learning Objectives	Autumn	Spring	Summer
<p>Beliefs and practices <i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations</p>	Introduce	Revisit	
<p>Sources of wisdom <i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities</p>			Introduce
<p>Symbols and actions <i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning</p>	Introduce	Revisit	
<p>Prayer, worship and reflection <i>Observe and understand</i> varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness</p>	Introduce	Revisit	
<p>Identity and belonging <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities may be valuable in their own lives</p>	Introduce	Revisit	
<p>Ultimate questions <i>Discuss and present</i> thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</p>		Introduce	
<p>Human responsibility and values <i>Consider and apply</i> ideas about ways in which diverse communities can live together for the wellbeing of all.</p>			Introduce

Hartsfield Year 5 Curriculum

Respond thoughtfully to ideas about values, respect and human responsibility			
Justice and fairness <i>Discuss and apply</i> their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.	Introduce		Revisit
RE - Curriculum	Autumn	Spring	Summer
	Judaism & Christianity <ul style="list-style-type: none"> •To learn about the similarities and differences between Judaism and Christianity, considering internal diversity •To understand the importance of rules for living •To understand the 10 commandments and how they have influence life in the UK as a historically Christian country •To write commandments for living, reflecting on ideas about what is right and wrong •To understand how the laws of religions influence the everyday lives of their followers: Shabbat •To reflect upon own feelings concerning Friday nights 	<ul style="list-style-type: none"> •To reflect upon rituals marking important moments in life in different religions •To learn about the lives of leaders in Christianity and Judaism •To explore the role of prayer, reflection, meditation and stillness •To consider differing ideas about God and ultimate questions •To explore how religious followers today celebrate key events in their history, •To consider common themes and symbolism between Passover and Easter 	Judaism & Christianity <ul style="list-style-type: none"> •To interpret and respond to a range of stories, sacred writings and sources of wisdom. •To reflect on the impact of beliefs and teachings as ways of seeing the world •To consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. •To investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom. •To respond thoughtfully to ideas about values, respect and human responsibility.

Hartsfield Year 5 Curriculum

	<ul style="list-style-type: none"> •To understand how the laws of religions influence the everyday lives of their followers: Kosher •To discover how and why artefacts are used in prayer and practice to express meaning •To develop an understanding of spiritual journeys and the importance of pilgrimage for believers •To understand the use of light as a religious symbol •To explore how faith is communicated and expressed through creative arts •To understand the symbolism of the festival of Hanukkah •To understand religious festivals have common themes but meanings unique to each faith 		<ul style="list-style-type: none"> •To consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. •To discuss and apply their own and others ideas about ethical questions, reflecting on what is right and wrong, just and fair.
--	---	--	---

Hartsfield Year 5 Curriculum

Y5 Science - Learning Objectives	Autumn	Spring	Summer
<p>Working Scientifically (Upper Key Stage 2) During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> •planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •using test results to make predictions to set up further comparative and fair tests 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •identifying scientific evidence that has been used to support or refute ideas or arguments 	Introduce	Revisit	Revisit
<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> •describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 			Introduce
<ul style="list-style-type: none"> •describe the life process of reproduction in some plants and animals 			Introduce

Hartsfield Year 5 Curriculum

<p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> •describe the changes as humans develop to old age 			Introduce
<p>Properties and changes of materials Pupils should be taught to:</p> <ul style="list-style-type: none"> •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 		Introduce	
<ul style="list-style-type: none"> •know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 		Introduce	
<ul style="list-style-type: none"> •use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 		Introduce	
<ul style="list-style-type: none"> •give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 		Introduce	
<ul style="list-style-type: none"> •demonstrate that dissolving, mixing and changes of state are reversible changes 		Introduce	
<ul style="list-style-type: none"> •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 		Introduce	
<p>Earth and space Pupils should be taught to:</p> <ul style="list-style-type: none"> •describe the movement of the Earth and other planets relative to the sun in the solar system 	Introduce		
<ul style="list-style-type: none"> •describe the movement of the moon relative to the Earth 	Introduce		

Hartsfield Year 5 Curriculum

•describe the sun, Earth and moon as approximately spherical bodies	Introduce		
•use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky	Introduce		
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	Introduce		
•identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Introduce		
•recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Introduce		

Y5 Science - Curriculum	Autumn	Spring	Summer
	Earth and Space <ul style="list-style-type: none"> •Movement of Earth and other planets in relation to the sun. •Earth and Moon orbits •Proof Earth is spherical •Seasons •Shadows •Phases of the moon •Movement of the moon. •Use of rotation to explain day and night. •Satellites •Astronauts 	Properties and changes in materials <ul style="list-style-type: none"> •Solids, gases and liquids •Grouping materials based on their properties of solubility and conductivity. •Dissolving investigations Insulating and conducting properties •Separating mixtures •Separating materials 	Living Things and their Habitats <ul style="list-style-type: none"> •Life cycles of a flowering plants •Parts of a flower •Pollination •Seed dispersal •Differences in life cycles between a mammal, an insect, an amphibian and a bird. •Asexual reproduction.

Hartsfield Year 5 Curriculum

	Forces <ul style="list-style-type: none">•Gravity•Air and water resistance•Friction•Pulleys and gears•Escape the room•Practical investigations.	<ul style="list-style-type: none">•Irreversible changes in materials•Dissolving and rusting investigations	Animals (including Humans) <ul style="list-style-type: none">•Puberty•Gestation periods•Changes into old age.
--	---	---	--