Nay			THE COMMUNICATION	<u>Chantry Prima</u>	ry School Learning Jou Year 5 2022-2023	rneys	Mr. Co	VARMEETS.
Florine Liberteine Grany Report	Â	Ŕ		Fórces			F L Creation	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	Ancient Maya	WWI			Tudors	Ancient Greece
Trips/ special days		Bexhill museum		Hever castle		Geography field trip with Year 6 (Frogfirle Farm) "Greeks" day
English text	The unforgotten coat	War is over	The Promise	Way home	Varmints	The adventures of Odysseus
Grammar	Ready to write (recap on Yr 4 grammar)	Relative clauses	Parenthesis	Tenses	Commas	Prefixes
		Modal verbs Adverbs	Expanded noun phrases	Sentence recap	Cohesion	Suffixes
Spelling	Words with I sound spelt with y Endings that sound like shus Suffix to words ending in ous	Words with silent letters Words with u spelt ou Words ending in ment	Words with endings ence or ance Words with endings that sound like shul	Words with ough Words with sh spelt ch Able and ible	Endings that sound like shun Adding verb prefixes de- and re- Adding verb prefix over-	Words ending in ce and se Suffixes to words ending in fer Convert nouns
	Homophones & near homophones		Words with endings ture or sure	Words with ie and ei		or verbs into adjectives using suffix -ful
			Homophones & Near Homophones			Convert nouns or verbs into adjectives using suffix - ive
						Convert nouns or verbs into

Maths Science	Number- place value Number- addition, subtracti division	Living things and	Statistics Number: Fractio Number- percen Number- decima	tages als	Measurement- Perimeter, a Measurement- converting u Geometry- position and dir Geometry- properties of sh Properties and	units ection apes Animals
		their habitats			changes of Materials	including humans
Geography	Place knowledgeHow does human and physical geography within Brazil differ?Where in the world is Brazil?What is the human geography within Brazil like?What is the physical geography within Brazil like?How does geography within Brazil look differently across the country?	Location and place knowledge / Human and Physical Geography How does Greece compare to us? How has it changed over time? Where is Greece in the world? Where is Greece in comparison to us? What are the physical geographical features within Greece? What are the human geographical features within Greece? How are the UK and Greece similar and different?	Human and Physical Geography Why is fair trade fair? What is trade? What is fair trade? What does the UK export and import? Where do the products we buy come from? Why isn't trade fair on some people? Why is fair trade fair?	Human and Physical Geography What impact is plastic pollution having on our environment? What is plastic? Where does plastic come from? How do we create plastic? Why is plastic considered to be a problem? What is plastic pollution? How does plastic waste harm sea life? How can we take action?		Fieldwork / Location and place knowledge What is a river and what does it do?
History	How do know we so much about the Ancient Maya? What was the role of child during WW1?		ren and women	understand the	s and artefacts help us lives of people from Tudor the monarchy?	What was so special about life in 5th Century

Art and design	Printing (linking with Mayans)	Trench art – WWI Drawings	Banksy Exploration of significant	Portraits (linking with Tudors)	Turner – water colours (linking with Varmints)	BC Athens that makes us study it and what impact has this had on us? Pottery and dragon eyes (clay)
			designers (1960s)			
Design Technology	Food technology – Cultural – veggie Fajitas	Food technology Design and make Christmas cookies		Mechanical systems - Moon buggys	Textiles – combining fabric shapes	Electrical systems
French	Phonetics and core vocabulary	Fruit	Presenting myself	Family	My home	Clothes
Music	Sing phrases in tune, sustaining long notes for their full length Perform different rhythmic patterns to accompany a song use a variety of sound	Compose a short descriptive piece using the interrelated dimensions of music (elements) Describe the history and purpose of a song Write lyrics for a new verse	Sing the song with expression, and in two parts Write lyrics for a new version of the song including appropriate actions Correctly identify the change of chord	Play the melodic riff starting on D Sing the songs with expression and feeling	Sing in two parts and explain the purpose of the song Create and play a simple drumming part to accompany the song	Sing with increasing confidence and accuracy Play a single line of an accompaniment
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
P.E	Football/Hockey	Gymnastics - balance and sequences	Dance - to music from other cultures.	Basketball	Athletics	Team games, e.g. Stoolball
Computing	Online safety	Coding	Spreadsheets a	nd databases	Game creator	3D modelling

			Word processing		
RE	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.4 Ohristians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)

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Discrete PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	RSHE

PSHE Running throughout via Empowerment approach

- NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity
- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best.
- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.
- STRESS RESPONSE. For children to understand that when are needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.
 HELPING PEOPLE IN A STRESS RESPONSE. For children to know how we can best help people who are experiencing a stress response.