



The Shepherdswell Experience



Year 5 - Africa Class - Term 1

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|--|---|---|---|---|
| English | Mountains Non-chronological Report | Mountains Non-chronological Report | The Journey - Descriptive Writing | The Journey - Descriptive Writing | The Journey - Descriptive Writing Or Who let the pencils out | The Journey - Descriptive Writing Or Who let the pencils out | The Journey - Descriptive Writing Or Who let the pencils out |
| SPG | Classroom Secrets - Ready to write | Classroom Secrets - Ready to write | Classroom Secrets - Ready to write | Classroom Secrets - Relative Clauses | Classroom Secrets - Relative Clauses | Classroom Secrets - Relative Clauses | Classroom Secrets - Revision of knowledge |
| Maths | Number - Place Value White Rose Maths Planning | Number - Place Value White Rose Maths Planning | Number - Place Value White Rose Maths Planning | Number - Addition and Subtraction White Rose Maths Planning | Number - Addition and Subtraction White Rose Maths Planning | Number - Addition and Subtraction White Rose Maths Planning | Number - Addition and Subtraction White Rose Maths Planning |
| Science Kent Agreed Syllabus | Animals, Including Humans - How Do Humans Change Over Time? | Animals, Including Humans - How Do Humans Change Over Time? | Animals, Including Humans - Who is Alex Fleming | Animals, Including Humans - How Can We Investigate Changes as We Progress Through the Lifecycle? | Animals, Including Humans - What Happens to Us During Puberty? | Animals, Including Humans - What Can the Size of Animals Incl. Humans Tell Us About Gestation Periods? | Animals, Including Humans - Revisit and assess the substantive knowledge |
| Computing | Computing systems and networks Searching Basics | Computing systems and networks Inaccurate Information | Computing systems and networks Web Quest | Computing systems and networks Informative Posters | Computing systems and networks Web Crawlers | Computing systems and networks How accurate are search engines? | Computing systems and networks Revision of knowledge |
| RE | God - What does it mean if God is loving and holy Making sense of text | God - What does it mean if God is loving and holy Making sense of text | God - What does it mean if God is loving and holy | God - What does it mean if God is loving and holy | God - What does it mean if God is loving and holy Making connections | God - What does it mean if God is loving and holy Making connections | God - What does it mean if God is loving and holy Revision of knowledge |



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| | | | Understanding the impact | Understanding the impact | | | |
| PE | OAA/ Football | | | | | | |
| PHSCE | Being Me In My World – Jigsaw Planning My Year Ahead | Being Me In My World – Jigsaw Planning Being a Citizen | Being Me In My World – Jigsaw Planning Year 5 responsibilities | Being Me In My World – Jigsaw Planning . Rewards and consequences | Being Me In My World – Jigsaw Planning Our learning charter | Being Me In My World – Jigsaw Planning Owning our Learning Charter | Being Me In My World – Jigsaw Planning Revision of knowledge |
| History <i>Taught over two terms</i> | Were the Vikings raiders, traders or something else? When and why did the Vikings come to Britain? | Were the Vikings raiders, traders or something else? Were the Vikings raiders, traders or something else? | Were the Vikings raiders, traders or something else? Where did the Vikings go? How did they get there? | Were the Vikings raiders, traders or something else? Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? | Were the Vikings raiders, traders or something else? What were the impacts of Viking raids and settlements on local communities in Britain? | Were the Vikings raiders, traders or something else? What were the Vikings' achievements and how did they impact the world? | Were the Vikings raiders, traders or something else? Revision of knowledge |
| Geography <i>Taught over two terms</i> | Mountains Describe what a mountain is and locate the world's 'Seven Summits' on a map. | Mountains Describe the key features of mountains and how they are formed. | Mountains Describe the climate of the mountains and explore mountain life. | Mountains Explore and locate the UK's highest mountains | Mountains Recognise the importance of the Himalayas for people living in the region. | Mountains Share your knowledge about a world-famous mountain or mountainous region. | Mountains |
| Art | Taught by specialist teacher | | | | | | |
| French | Getting to know me Look what I can do | Getting to know me When I grow up | Getting to know me How do I spell that | Getting to know me How are you Feeling? | Getting to know me What am I going to do? | Getting to know me Je Me Preesente | Getting to know me Revision |
| Music | Taught by specialist teacher | | | | | | |
| DT | Pop-up books – Kapow Planning | | | | | | |



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- Design
- Risk assesses
- Make
- Evaluate