

SCHEME OF WORK

for History

Year 5



| TERM | TOPICS |
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| 1 | Early Civilizations in Mesopotamia. Rise and Fall of the Egyptian Empire (3000 BC – 300 BC). |
| 2 | The Ancient Greeks (800 – 150 BC) Life in Ancient Greece: Daily Life (Education, Living, Food), Society (Democracy, Justice), Philosophy, Arts, Gods & Goddesses. |
| 3 | Late Period of Ancient Greek (350 – 146 BC) Alexander the Great and the End of the Persian Empire. End of the Greek Empire. |

SCHEME OF WORK

for English

Year 5



| TERM | TOPICS |
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| 1 | <p>Learning objective: to read and analyze non-Fiction.</p> <p>Genre: Non-Fiction.</p> <p>Write and informal recount of an event and change it into a formal report. Biography. Autobiography. Write a balanced report for a class presentation.</p> <p>Learning outcome: to develop awareness of context on a range of non-fiction writing.</p> <p>Assessment Test</p> |
| 2 | <p>Learning objective: to read and analyze non-Fiction.</p> <p>Genre: Non-Fiction.</p> <p>Discuss differences between two information texts. Compare and contrast. Narrative. Write and informal recount of an event and change it into a formal report. Journalism and Newspaper reporting. Argument and discussion. Feature writing containing opinion and persuasive language.</p> <p>Learning outcome: to comment on the writer's use of language and impact on the reader.</p> <p>Assessment Test</p> |

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| 3 | <p>Learning objective: to read and analyse non-Fiction.</p> <p>Genre: Non-Fiction.</p> <p>Discuss differences between two information texts. Compare and contrast. Narrative. Write and informal recount of an event and change it into a formal report. Biography. Autobiography. Interpretive contextualization of different narratives taking into consideration viewpoint.</p> <p>Learning outcome: to compare the language, style and impact of a range of non-fiction writing.</p> <p>Cambridge Primary Progression test Stage 6</p> |
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SCHEME OF WORK

for German First Language

Year 5



| TERM | TOPICS |
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| 1 | <p>Thema 1: Höflich miteinander umgehen: Bitten, Fragen, Auffordern. Telefonieren. Höflichkeitsformen unterscheiden – Eine Diskussion. Sich entschuldigen – Einen Entschuldigungsbrief schreiben</p> <p>Thema 2: Rund um Tiere: Einem Erzähltext Informationen entnehmen. Steckbriefe über Tiere lesen und schreiben. Informationstexte erarbeiten und schreiben.</p> <p>Werkstatt Sprache: Anredepronomen in Briefen. Silben und Laute: Silbentrennendes h, Dehnungs-h. Wörter mit Doppelkonsonanten. Wörter mit ß und ss. Rechtschreibstrategie: Wörter verlängern.</p> <p>Thema 3: Eindrucksvolle Erlebnisse – spannende Abenteuer. Einen Text untersuchen. Den Mittelteil einer Erzählung schreiben. Ein Gedicht zum Vortrag vorbereiten. Eine Angstgeschichte: Erzählplan, Cluster, Erzählung, Schreibkonferenz.</p> <p>Werkstatt Sprache: Artikel, Pronomen, Adjektive, Adverbiale.</p> <p>Assessment test</p> |
| 2 | <p>Thema 4: Eindrucksvolle Erlebnisse – spannende Abenteuer. Einen Text untersuchen. Den Mittelteil einer Erzählung schreiben. Ein Gedicht zum Vortrag vorbereiten. Eine Angstgeschichte: Erzählplan, Cluster, Erzählung, Schreibkonferenz.</p> <p>Thema 5: Märchen lesen und verstehen. Ein kurzes Märchen umformen. Den Zwischenteil zu einem Märchen schreiben. Einen anderen Schluss zu einem Märchen schreiben. Ein Märchen nach Leitwörtern schreiben. Zu</p> |

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| | <p>einem Märchen eine Theaterszene schreiben. Einen Text gut vorlesen.</p> <p>Werkstatt Sprache: Verben und Zeitformen</p> <p>Assessment test</p> |
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| 3 | <p>Thema 6: Till Eulenspiegel. Geschichte des Namens „Eulenspiegel“. Eine Eulenspiegelgeschichte nacherzählen. Eine Eulenspiegelgeschichte aus der Ich-Perspektive erzählen. Eine Eulenspiegelgeschichte szenisch spielen. Zu Bildern eine Eulenspiegelgeschichte schreiben. Aus anderer Perspektive erzählen. Eigene Texte entwerfen, besprechen, überarbeiten und präsentieren.</p> <p>Werkstatt Sprache: Satzglieder-Umstellprobe, Subjekt, Prädikat, Dativ- und Akkusativobjekt, Adverbiale Bestimmungen.</p> <p>Thema 7: Eine Ganzschrift lesen. Eine Inhaltsangabe schreiben. Ein Lesetagebuch führen. Literarische Figuren charakterisieren.</p> <p>Assessment test</p> |
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SCHEME OF WORK

for Mathematics

Year 5



| TERM | TOPICS |
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| 1 | <p>Introducing routine: mental math, calendar, shapes</p> <p>Place Value System: Know what each digit represents in whole numbers. Know what each digit represents in 1 and 2 place decimal numbers. Multiply and divide decimals by 10 or 100. Count on and back in steps of constant size, in fractions and decimals, extending beyond 0. Round and estimate (whole numbers and decimals). Order and compare positive and negative numbers. Recognize and extend number sequences. Recognize prime numbers up to 20 and find all prime numbers less than 100.</p> <p>Measurement: Length, mass and capacity: Standard units of measurement up to 3 decimal places. Convert between units of measurement up to 3 decimal places. Read different scales using a range of measuring instruments. Imperial units (know names).</p> <p>Addition and Subtraction: Addition and Subtraction (wholes and decimals). Directed numbers ($-5 + 3 = -2$).</p> <p>Geometry: Shapes and geometric reasoning. Recognize reflective and rotational symmetry in regular polygons. Create patterns with 2 lines of symmetry. Nets of 2D and 3D. Classify polygons. Properties of 3D shapes. Identify and describe properties of quadrilaterals. Estimate, recognize and draw all types of angles and measure them to the nearest degree. Calculate angles in a triangle or around a point. Position and movement. Translation, reflection, rotation through 90°. Read and plot coordinates in all 4 quadrants.</p> <p>Assessment test</p> |

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| 2 | <p>Multiplication and Division: Multiply pairs of multiples of 10 (e.g. 30×40 or 600×40). Multiply by halving one number and doubling the other. Use number facts to generate new multiplication facts (e.g. $17 \times$ table from $10 \times$ plus $7 \times$ table). Multiply numbers up to 3-digit numbers (vertical method). Divide 3-digit numbers by 1- and 2- digit numbers (with and without remainder). Give an answer to division as a mixed number and a decimal. Distributive law, associative law, commutative law. Know squares of numbers to 10×10. Find some common multiples (e.g. 4 and 5 is 20, 40...)</p> <p>Fractions, Decimals, Percentage: Fractions. Recognize equivalence between the decimal and fraction forms. Change an improper fraction to a mixed number. Order mixed numbers and place between whole numbers on a number line. Compare fractions with the same denominator and related denominator. Recognize and use the equivalent between decimal and fraction forms. Reduce fractions to their simplest forms. Begin to convert a vulgar fraction to a decimal fraction using division. Solve simple problems using ratio and direct proportion.</p> <p>Decimals. Recognize and use decimals within the context of measurement. Addition, subtraction, multiplication and division. Derive quickly pairs of decimals with a total of 10 and a total of 1.</p> <p>Assessment test</p> |
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| 3 | <p>Fractions, Decimals and Percentage: Percentage. Understand percentage as the number of parts in every 100 and find simple percentages of quantities. Express halves, tenth and hundredth as percentages. Find simple percentages of shapes and hundreds.</p> <p>Data, Statistics and Probability: Handling data. Real life graphs. Mode, range, median and mean. Probability. Use the language of likelihood and risk.</p> <p>Measurement: Area and Perimeter. Measure and calculate area perimeter of rectilinear shapes. Estimate the area of an irregular shape by counting squares or parts of squares. Calculate perimeter and area of simple compound shapes that can be split into rectangles.</p> <p>Algebra: Identify relationships between numbers and make generalized statements using words, then symbols and letters (e.g. the second number is twice the first number plus five ($n, 2n+5$), all the numbers are multiples of 3-1 ($3n-1$))</p> <p>Cambridge Primary Progression Test Stage 6</p> |
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SCHEME OF WORK

for Music
 Year 5



| TERM | TOPICS |
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| 1 | <p>Music Express Year 5 Unit 1: Cyclic patterns 1 – Exploring rhythm and pulse</p> <p>This unit develops pupils' ability to perform rhythmic patterns confidently and with a strong sense of pulse. In this unit, pupils learn basic rhythmic devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns. Learn about cyclical patterns; identify different speeds of pulse (tempi) by clapping and moving.</p> <p>Music Express Year 5 Unit 2: Roundabout 1 – Exploring rounds</p> <p>This unit develops children's ability to sing and play music in two (or more) parts. They explore the effect of two or more pitched notes sounding together – harmony. They experiment with clusters of pitched notes and discover which combinations are 'comfortable' (concord), and which 'clash' (discord). They sing rounds and experiment with melodic ostinati to provide accompaniments. They play drones and single note accompaniments.</p> |
| 2 | <p>Music Express Year 5 Unit 3: Journey into space 1 – Exploring sound sources</p> <p>This unit develops children's ability to extend their sound vocabulary, including the use of ICT (Information and Communications Technology);, and to compose a soundscape. In this unit, children explore a wide range of sound sources, to capture, explore, change and communicate sounds. They make expressive use of vocal and instrumental possibilities to</p> |

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| | <p>create and structure compositions in groups and share these with the class.</p> <p>Music Express Year 5 Unit 4: Songwriter 1 – Exploring lyrics and melodies</p> <p>This unit develops children's ability to compose a song with an awareness of the relationship between lyrics and melody. In this unit, children learn of the important role played by lyrics in songs. In particular they focus on the different functions of lyrics in conveying mood, expressing attitude or telling a story. They employ simple techniques for composing lyrics of their own and setting these to melodies. They learn about the cultural and social significance of many lyrics and how that meaning should be reflected in performance as well as in the composition itself.</p> |
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| 3 | <p>Music Express Year 5 Unit 5: Stars, hide your fires 1 – Performing together</p> <p>This unit develops and demonstrates children's ability to take part in a class performance with confidence, expression and control. In this unit children sing and play a two-part song, play instrumental accompaniments and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance.</p> <p>Music Express Year 5 Unit 6: Who knows 1 – Exploring musical processes</p> <p>This unit provides an opportunity for children to develop and demonstrate the musical skills, knowledge and understanding achieved in years 5 and 6. During the unit children will develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli.</p> |
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SCHEME OF WORK

for Science

Year 5



| TERM | TOPICS |
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| 1 | <p>Micro-organisms: Where can you find micro-organisms around you and how do they affect your all-day-life?</p> <p>Keeping healthy: Keep fit with exercises. How do physical exercises affect your heart and pulse rate? How does your heart work?</p> <p>Life cycles: Investigate the life cycle of a flowering plant – germination, pollination, fertilisation and fruit and seed dispersal; Animal and human life cycles.</p> |
| 2 | <p>Changing state: Investigate evaporation and condensation, boiling and freezing.</p> <p>Learn about the water cycle.</p> <p>Earth, Sun and Moon: Learn about our solar system, our Moon and its phases and understand why we have night and day and seasons.</p> |
| 3 | <p>Light and shadows: Which light sources do you know? Learn about the Sun and make and investigate shadows.</p> <p>How we see things: Investigate how light is reflected and test reflective materials.</p> |