

SCHEME OF WORK

For Art
 Year 5



TERM	TOPICS
1	<p>Objects and Meaning: In this unit, students will select, arrange and present objects in a still-life painting. Students will complete the scholarly investigation of the work of artists who have used the theme of still life in a variety of ways to convey ideas and feelings. Pupils will develop skills of observation and recording, and knowledge and understanding of hue, tone, and composition through “still life” pencil drawings. Students will investigate to draw natural forms to explore the proportion and arrangement of objects within an imaginary space. Students will learn about how to measure proportion and create pictorial images through arrangements of inanimate objects.</p>
2	<p>Colors, Shades and Tones: Students will explore the craft tradition of making vessels and containers. Sketchbooks and experimentation will be used throughout the unit. Look at designers who work with the appropriate materials for inspiration. What are the functions and need for these objects and how can they be improved? Students develop skills of observation and recording, and knowledge and understanding of shape, tone and composition in 3D drawing through pencil sketches. Learners will develop their own designs and build a three-dimensional form to represent a vessel or container that will hold something special. Additionally, students will create theme-based artworks relating to the German project topic “History of Braunschweig,” including crafting their own stained-glass windows.</p>

3	<p><u>Narratives textiles:</u> Pupils will explore how stories have been represented in textiles in different times and cultures. They will sketch ideas and talk about them throughout the unit. Students will investigate and use a range of materials, techniques and textile processes to create surface patterns and textures. Students will examine the work of artists. Pupils will work together to make a two- or three-dimensional work of art based on a familiar story, myth or legend. Additionally, students will complete theme-based artworks relating to the German project topic of Earth Day.</p>
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SCHEME OF WORK

for EMR (Ethics, Morality, Religion)

Year 5



TERM	TOPICS
1	Guy Fawkes Day Harvest festivals around the world Diwali What do we know about Jesus– the Gospels, peoples’ interpretations about Jesus; what did Jesus’ enemies think about him – so what was Jesus like – my own view Explore how media present information
2	New Year Resolutions Valentine’s day Courageous leaders in history What do signs and symbols mean in religion? Easter Story – Temptations (Jesus tempted by Satan)
3	Different methods of worship Judaism Leadership in society – Rules and Laws

SCHEME OF WORK

for English First Language

Year 5



TERM	TOPICS
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>

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 English Stage 6</p>
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SCHEME OF WORK

for Geography and History

Year 5



TERM	TOPICS
1	<p>GEOGRAPHY Review Continents and Oceans</p> <ul style="list-style-type: none"> • Locate the countries and capitals in an outline map of Europe • My city – geographical features and their effects on the region • Learn to draw maps to scale; What is a Map Key/Legend?; compass rose • Using Grid references, latitudes and Longitudes and climatic regions • How to read an atlas <p>Assessment test</p>
2	<p>Natural disasters with focus on:</p> <ul style="list-style-type: none"> • Volcanoes – anatomy of a volcano; identify volcanoes of the world • Earthquakes – what is an epicentre of an earthquake; causes of earthquakes; countries prone to earthquakes – study the reason behind it. <p>Assessment test</p>
3	<p>HISTORY Early Civilizations:</p> <ul style="list-style-type: none"> • Mesopotamian civilisation • Civilisation: Ancient Egypt • The Indus Valley Civilisation – Mohenjo Daro and Harappa <p>Students will be assessed through regular quizzes/presentations</p>

SCHEME OF WORK

for German First Language

Year 5



TERM	TOPICS
1	<p>Thema 1: Nach den Ferien. Einen persönlichen Brief/ eine E-Mail schreiben. Geschichten aus der Schule: literarische Texte untersuchen.</p> <p>Thema 2: Mit eigenen Leseerfahrungen und Leseerwartungen auseinandersetzen. Figuren charakterisieren. Schlüsselstellen verstehen. Erzählschritte, Erzählformen und Erzählweise. Kreativer Umgang mit dem literarischen Text. Ein Lieblingsbuch präsentieren.</p> <p>Thema 3: Spannend erzählen – Abenteuer im Alltag. Eine Erzählung gliedern, Mittel zur Spannungssteigerung einsetzen. Passende Überschriften finden. Einen Schreibplan erstellen. Literarische Texte untersuchen und eigene Texte gestalten.</p> <p>Training Rechtschreibung und Grammatik unterrichtsbegleitend: Laute und Buchstaben. Einen Text überarbeiten. Wörter und Wortarten.</p> <p>Assessment Test</p>
2	<p>Thema 4: Lustige Geschichten lesen und verstehen. Handlungsverlauf, Figurenentwicklung und Figurengestaltung. Eine Geschichte nacherzählen.</p> <p>Thema 5: Sachtexte untersuchen. Unterschiede zu fiktionalen Texten herausarbeiten. Informationen sammeln, in Tabellen und Grafiken darstellen und präsentieren. Ein Poster gestalten.</p> <p>Thema 6: Märchen. Merkmale von Märchen. Märchen lesen und vergleichen. Märchen aus verschiedenen Kulturen kennen lernen. Eigene Märchen schreiben.</p> <p>Training Rechtschreibung und Grammatik unterrichtsbegleitend: Laute und Buchstaben. Sätze und Satzglieder.</p> <p>Assessment Test</p>

3	<p>Thema 7: Tierische Gedichte vortragen und gestalten. Form und Klang entdecken. Gedichte untersuchen. Mit Sprache spielen.</p> <p>Thema 8: Tiere als Freunde– Beschreiben. Informationen zusammentragen, einen Steckbrief gestalten. Einen Kurzvortrag halten.</p> <p>Training Rechtschreibung und Grammatik unterrichtsbegleitend</p> <p>Assessment Test</p>
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SCHEME OF WORK

for Mathematics

Year 5



TERM	TOPICS
1	<p>Introducing routine: mental math, calendar, shapes. 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>
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. 17x table from 10</p>

	<p>x plus 7 x 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 10x10. 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. 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>
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 Mathematics Stage 6</p>

SCHEME OF WORK

for Music

Year 5



TERM	TOPICS
1	<p>Exploring rhythm and pulse: This unit develops pupils' ability to perform rhythmic patterns confidently and with a strong sense of pulse.</p> <p>Performing together: This unit develops and demonstrates children's ability to take part in a class performance with confidence, expression and control.</p> <p>Autumn 1 Livin' On A Prayer Glockenspiel and Recorder Stage 3</p> <p>Autumn 2 Classroom Jazz 1 Three Note Bossa, The Five Note Swing.</p>
2	<p>Exploring sound sources: 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.</p> <p>Exploring lyrics and melodies: This unit develops children's ability to compose a song with an awareness of the relationship between lyrics and melody.</p> <p>Spring 1 Make You Feel My Love</p> <p>Spring 2 Songwriter notebook</p>

3	<p>Exploring rounds: This unit develops children's ability to sing and play music in two (or more) parts. They sing rounds and experiment with melodic ostinati to provide accompaniments. They play drones and single note accompaniments.</p> <p>Exploring musical processes: This unit provides an opportunity for children to develop and demonstrate the musical skills, knowledge and understanding achieved.</p> <p>Summer 1 Dancing In the Street</p> <p>Summer 2 Reflect, Rewind and Replay</p>
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SCHEME OF WORK

for Science

Year 5



TERM	TOPICS
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> <p>Cambridge Primary Progression Test Science Stage 5</p>

SCHEME OF WORK

for Sports

Year 3, 4, 5



TERM	TOPICS
1	<p>At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:</p> <ul style="list-style-type: none"> • rules during sports lessons and expected behaviour in the changing room • how to handle all the equipment (setting up, moving equipment, storing it safely in its allocated place, etc.) <p>Gymnastics (floor exercises and apparatus gymnastics): Pupils should extend their body management skills and improve the variety and quality of movement through practice on floor and apparatus. Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Explore, practice and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching (for example learning sequences leading to forward role, backward role, handstand, cartwheel, etc.) • Explore, select, develop, refine and repeat sequences of movement in response to set tasks on the floor; • Emphasise changes of speed, direction and shape. • <u>Apparatus gymnastics</u>: explore, practice and refine movement skills using the horizontal bar, parallel bars, long box, rings etc. <p>Dance</p> <ul style="list-style-type: none"> • Develop more effective use of space levels, for example high, medium, low, directions, speed and strength, for example heavy/light;

	<ul style="list-style-type: none"> • Move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings; • Create, practice and perform movement sequences, using a variety of stimuli, for voice, music, percussion, traditional street rhymes, poems, stories and art work; • Structure dances with clear beginnings, middles and ends; Perform any simple dance (for example folk dance)
2	<p>Games (net- and invasion games)</p> <p>Pupils should develop co-operation and team-work through involvement in a variety of games.</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Develop control in running, jumping, changing speed, stopping and starting, with and without small equipment; • Improve their skills of handling, hitting and kicking; • Explore and understand common skills and principles, including attack and defence, in invasion, net/wall, and field/run-scoring games; • Make up, play and refine their own games and explain the rules of scoring; • Develop an understanding of, and play, small-sided, adapted and mini-games.
3	<p>Athletics</p> <p>Pupils should become involved in personal challenges and, through them, improve performances.</p> <p>Pupils will be encouraged to explore and develop:</p> <ul style="list-style-type: none"> • Practice and develop basic actions in: running over short and longer distances and relays; jumping for height or length; throwing for accuracy and distance using a variety of equipment • Measure, compare and improve their performances. <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> • Taking part in outdoor and adventurous activity challenges both individually and within a team • Orienteering inside the gym and outside (school grounds etc.)