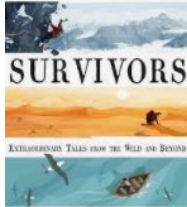


Thematic Blocked Curriculum Half-termly Overview

Year group: **YEAR 5**

Half term/year: **SPRING1** Theme: **The Great Outdoors**



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SUBJECT BLOCK		Geography (with stand-alone Science)			ICT	Art	Assessment	DT
English Learning Journey	Text / Class Novel							Narrative
	Phonics / Spelling	See Spelling LTP						
	Reading	Make predictions, justifying these with evidence from the text. Retrieve, record and present information from texts. Draw inferences using evidence from the text to justify these. Summarise the main idea across paragraphs. Show an understanding of texts by explaining the meaning of words in context. Draw inferences about the character and justify them with evidence from the text. Discuss and evaluate the author’s use of language for effect.					Assessment Week	Make predictions, justifying these with evidence from the text. Retrieve, record and present information from texts. Draw inferences using evidence from the text to justify these. Summarise the main idea across paragraphs.
	Grammar	Use brackets, dashes and commas to indicate parenthesis Write in the active and passive voice. Use and identify relative pronouns. Use adverbials to link paragraphs. Use adverbs/model verbs to indicate a degree of possibility.						

<p>PSHCE Geography History Art & Design Design & Technology (incl. food tech) Music (incl. song links) RE MfL</p> <p>Outdoor Learning / LotC (incl. trips/visitors & outdoor lessons)</p>	<p>Locate and name the highest mountains within the United Kingdom.</p> <p>Name and locate many of the world’s most famous mountainous regions in an atlas.</p> <p>Explain the course of a river.</p> <p>Explain how a location fits into its wider geographical location with reference to human and economical features.</p>			<p>Research the work and life of an artist and use their work to replicate/develop a style.</p> <p>Complete a detailed sketch using pencil to create tone, shade and texture.</p> <p>Evaluate my artwork and the artwork of others.</p>	Assessment	<p>Come up with a range of ideas after collecting information from different sources.</p> <p>Produce a detailed, step-by-step plan.</p> <p>Suggest alternative plans; outlining the positive features and draw backs.</p> <p>Understand the importance of a prototyping.</p> <p>Make a prototype before make a final version.</p>
RE	<p>Hinduism</p> <p>Understand the significance of key writings and teachings.</p> <p>Understand and make connections between key teachings in religious and non-religious worldviews.</p> <p>Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning.</p>	<p>Judaism</p> <p>Understand the significance of key writings and teachings.</p> <p>Understand and make connections between key teachings in religious and non-religious worldviews.</p> <p>Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning.</p>	<p>Sikhism</p> <p>Understand the significance of key writings and teachings.</p> <p>Understand and make connections between key teachings in religious and non-religious worldviews.</p> <p>Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning.</p>	Assessment		

PSHCE	Valuing Difference Define some key qualities of friendship.	Valuing Difference Rehearse active listening skills.	Valuing Difference Identify and describe the different groups that make up their school/wider community other part of the UK.	Valuing Difference Understand that the information we see online, either text or images, is not always true or accurate.		Valuing Difference Identify the consequences of positive and negative behaviour on themselves and others.
	Describe ways of making friendship last.	Demonstrate respectfulness in responding to others	Describe the benefits of living in a diverse society.	Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them.		Give examples of how individual group actions can impact on others in a positive or negative way.
	Explain why friendships sometimes end.	Respond appropriately to others.	Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.		
Quality Outcome (writing / art / production / presentation / assembly etc...)	Shackleton's Journey-Outdoor Learning		Mountain Habitats		Hiking trip – Malham Cove/Bolton Abbey	