

# Year 5 Autumn Term 1 - 2025



## Science

**Intent:** To understand the properties and changes of materials.

### SEQUENCE OF LESSONS

#### Properties and Changes of Materials

1 and 2. Irreversible changes - Burning.  
3 and 4. Irreversible changes - Acids and bicarbonate of soda.  
5 and 6. Reversible changes - Dissolving, mixtures and changes of state.  
7 and 8. Separation by filtration and sieving.

#### Key Vocabulary:

properties, changes, materials, reversible, irreversible, burning, acid, alkali, filtration, sieving, dissolving, mixtures

**Impact:** Children can understand the properties and changes of materials.

## History - Roman Republic

**Intent:** To understand the Roman Republic and some of its key events.

### SEQUENCE OF LESSONS

1. Romulus: the first king of Rome
2. The Roman Republic
3. Rome vs Carthage
4. Hannibal's attack on Rome
5. Scipio saves Rome
6. Culture in the Roman Republic

**Key Vocabulary:** legend, Romulus, Remus, Tiber, shepherd, omen, 753BC, Rome, senators, unity, toga, temples, cunning, Sabine, festival, signal, religious, seven hills, Tarquin the Proud, Brutus, senate, represent, consuls, republic, SPQR, Peninsula, Carthage, Carthaginians, surrendered, Punic Wars, heavy fines, Hannibal, revenge, camp, cavalry, battlefield, were lost, ambushed, Scipio Africanus, threat, criticized, patrician, plebeians, elect, representatives, overrule, enslaved

**Impact:** Children can recall key facts about the Roman Republic, understand some key events and explain how much power the senate had.

## Geography – The Rhine and the Mediterranean

**Intent:** To understand water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities.

### SEQUENCE OF LESSONS

1. The River Rhine
2. Cologne: city on the Rhine
3. Rotterdam: the mouth of the Rhine
4. The changing Rhine
5. The Mediterranean Sea
6. The Suez Canal

**Key Vocabulary:** Rhine, Alps, North Sea, Upper Rhine, Lower Rhine, confluence, Cologne, banks, rainfall, flooding, flood walls, port, harness, importing, exporting, canal, wetlands, drained, lock, strait, the med, enclosed sea, peninsula, mainland, waterway, Suez Canal, Red Sea

**Impact:** Children can explain how different parts of the Rhine and the Mediterranean are used by people.

## RE – The family of Jesus

**Intent:** To understand why these stories are important to Christians and how Jesus is depicted in the art of different cultures.

### SEQUENCE OF LESSONS

1. Judea in the first century BC
2. The coming of the Messiah
3. Mary and Joseph
4. The Annunciation
5. Mary visits her cousin Elizabeth
6. Why are these stories important for Christians?

**Key Vocabulary:** Judea, Herod, pledges, Messiah, anointing, foretold, the Davidic line, Mary, Nazareth, Joseph, carpenter, engaged, lily, Old Testament, New Testament, Gospels, Christ, Elizabeth, Gabriel, the Annunciation, Hail Mary, Christmas carol, rejoicing, appearance, angelic

**Impact:** To explain why the idea of 'Messiah' is so important to Christians.



**PSHE** Intent: To understand the rights and responsibilities we have as members of our school community.

**SEQUENCE OF LESSONS**

1. My year ahead - setting goals
2. Understanding the rights I have as a citizen of my country.
3. Understanding the responsibilities I have as a citizen of my country.
4. Rewards and consequences and making our own choices about our behaviour.
5. Creating our learning charter
6. Owning our learning charter.

**Key Vocabulary:**

education, appreciation, opportunities goals, motivation, vision, hopes, challenge, rights, collaboration, communication

**Impact:** Children can understand the rights and responsibilities we have as members of our school community.

**Music** Intent: To create and perform music inspired by Living on a prayer by Bon Jovi.

**SEQUENCE OF LESSONS**

6 progressive steps (lessons) based on the following activities:

1. Listen and Appraise 'Living on a Prayer' and other classic rock songs.
2. Warm Up Games and Flexible Games based around the c.
3. Learn to sing the song.
4. Learn to play the song using glockenspiels and other instruments.
5. Perform the song.

**Key Vocabulary:**

listen, appraise, evaluate, create, perform, rhythm, tempo, beat, arrangement, timbre

**Impact:** Children can create and perform music inspired by Living on a Prayer.

# Year 5 Autumn Term 1 - 2025

## Computing

**Intent:** 1.To code efficiently. 2. To understand how to stay safe online.

**SEQUENCE OF LESSONS**

**Coding:**

1. Coding efficiently.
2. Simulating a physical system.
3. Decomposition and abstraction.
4. Friction and Functions.
5. Introducing Strings.
6. Text variables and Concatenation.

**Online safety:**

1. Message in a game
2. Online behaviour
3. Screen time

**Key Vocabulary:**

abstraction, concatenation, coding, algorithm, debug, debugging, decomposition, debugging, function, physical system

**Impact:** Children can code efficiently and stay safe online.

## PE

**Intent:** To learn and develop the skills and techniques needed in Outdoor Adventurous Activity and Gymnastics.

**SEQUENCE OF LESSONS**

**Outdoor Adventurous Activities**

1. Communicate and collaborate, 2. Agility and Endurance, 3. Navigation skills, 4. All about Maps, 5. Around the Grounds, 6. Orienteering around the grounds.

**Gymnastics - Movement**

1. Jumps and Leaps, 2. Rolls, 3. Vaulting, 4. Handstands, cartwheels and round-offs, 5. Linking Moves, 6. Performance

**Key Vocabulary:**

orienteering, map, compass, collaborate, communicate hurdle step, round off, pike, stag jump, split leap, springboard, vault

**Impact:** Children can learn and develop the skills and techniques needed in Outdoor Adventurous Activity and Gymnastics.

## Art

**Intent:** To investigate the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs.

**SEQUENCE OF LESSONS**

1. To apply observational drawing skills to interpret forms accurately.
2. To apply composition skills to develop a drawing into print.
3. To apply an understanding of architecture to design a building.
4. To extend design ideas through research and sketchbook use.
5. To explore and evaluate the intention of a design.

**Key Vocabulary:**

abstract annotate architect architectural architecture birds eye view, built environment, commemorate composition crop design design brief design intention elevation

**Impact:** Children can create a building design based on a theme or set purpose.