

# YEAR 5 LEARNING JOURNEY

## THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do:

**Performance, Social, Community, Team and Communication.** Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

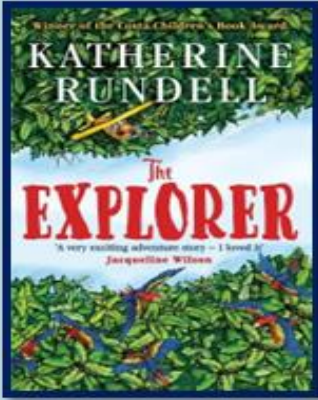
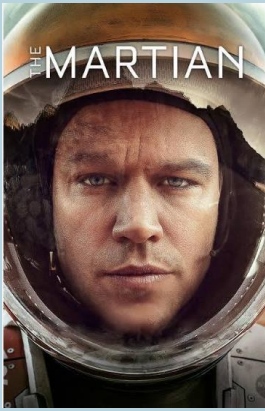
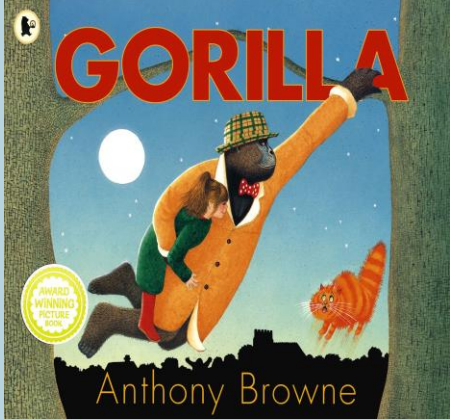
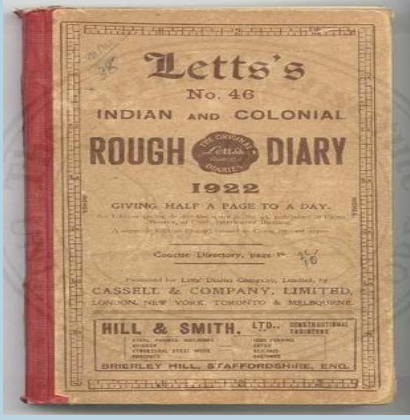
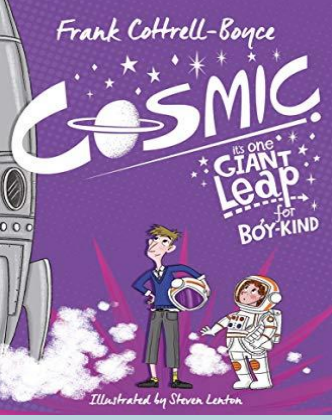

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
				
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.



## BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Learn and perform a dance routine	Plan and cook lunch for friends	Use a map app to navigate a local route	Work together to put up a tent	Learn and teach others a survival skill

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English Class Texts						
Maths Focus	Place Value (3 wk) Addition & Subtraction (2 wk) Multiplication & Division (2 wk)	Multiplication & Division (1 wk) Fractions A (4 wks) Revision/assessment (3 wks)	Multiplication & Division (3 wk) Fractions B (2 wk) Decimals & Percentages (2 wk)	Decimals & Percentages (1 wk) Perimeter & Area (2 wks) Statistics (2 wk)	Shape (3 wk) Position & Direction (2 wk) Decimals (1 wk)	Decimals (2 wk) Negative Numbers (1 wk) Converting Units (2 wk) Volume (1 wk) Revision/assessment (1 wk)
Science Focus	Forces (5 weeks)	Space (5 weeks)	Properties of materials (4 weeks) Animals including humans (2 weeks)	Animals including humans (3 weeks) Life cycles (2 weeks)	Reproduction (3 weeks) Reversible and irreversible changes (3 weeks)	Reversible and irreversible changes (1 weeks) Plastic Pollution (1 week) Reproduction (2 weeks) Consolidation
Science End Points	Children can identify the effects of air resistance, water resistance and friction that act between moving surfaces. Children can use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Children can describe parts of the Solar System, they can describe the movement of the Earth and other planets relative to the Sun in the Solar System and use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	Children can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. They can use and develop keys and other information to identify, classify and describe living things and materials.	Children can identify the six stages of the human life cycle and can describe the physical and developmental changes that occur in each stage. They understand gestation periods of animals and humans and can analyse data and draw conclusions on relationships between gestation periods and lifespans. Children can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, identifying similarities and differences.	Children can describe the process of reproduction in mammals. They can identify the reproductive parts in plants and describe pollination, asexual reproduction and clone plants. They can use relevant scientific language and illustrations to discuss ideas and findings. Children can describe dissolving and the difference between soluble and insoluble substances with examples. Children can describe how to separate materials through sieving and filtering and evaporating and explain reversible and irreversible changes. Children can plan experiments to identify, explain and reflect on changes.	Children can describe plastic pollution and explain the impact of plastic pollution on the planet. Children can compare and discuss results of their plant experiments, interpret data and draw conclusions.
Geography Focus	Mexico		Rivers		Coastal Features & Colwyn Bay	
Geography End Points	Children can locate South America and North America on a map. They can explain what the weather, climate and cities of Mexico are like. They can explain how the physical geography affects the population and land use in Mexico.		Children can explain the physical features of a river and explain how they are used. Children can investigate how rivers are cared for and why.		Children can explain how coastlines change and how different coastal features are formed. They use fieldwork skills to investigate a coastal area and what evidence there is of human influence around the coast.	



SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
HISTORY FOCUS		The Mayans		Ancient Egyptians		Crime and Punishment
HISTORY END POINTS		To develop knowledge of the Mayan civilization and its contrasts with British History, including way of life, beliefs and its legacy to the present day.		Children can describe the achievements of the ancient Egyptians, when and where they were and how they lived; identifying how we know this to be. accurate		Children understand how UK crime and punishment has changed during history, the significance of the Magna Carta and a focus on Knutsford Jail and local criminal Highwayman Higgins.
ART & DESIGN FOCUS	Freda Kahlo Artist Study 	Mayan Celebration Masks 		Ancient Egypt 	Conway Art- Mola Artist Study 	
ART & DESIGN END POINTS	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas. Know that Freda Kahlo was one of Mexico's greatest artists and is remembered for her striking self-portraits. Children can create a self-portrait inspired by Freda Kahlo using colours to enhance the mood of the painting.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can create a life-like mask with real life proportions and then use detail and colour to create a more abstract interpretation. Children can build up layers of colours to create a visually interesting piece.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work Children can experiment with a range of varying marks using cross hatching, stippling and pattern for effect. Children can colour match colours for a contrasting effect.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can sketch lightly before painting to create a visually interesting piece. Children can experiment with symmetry in their work. Children can use pattern and texture in colour for effect.	
DESIGN & TECHNOLOGY FOCUS	Mexican Themed Cooking		Electrical Systems- Doodlers		Arch & Beam Bridges	
DESIGN & TECHNOLOGY END POINTS	Children can contribute ideas to what a healthy Mexican meal will contain. Children can find out the different nutritional qualities of foods in the recipe and work as a team to prepare the ingredients.		Children identify circuit components (battery, bulb, switch) and that they are assembled in a series circuit. Children can describe how a motor works. I can create a functional Doodler that creates scribbles on paper with or without a switch.		Children can identify stronger and weaker shapes and understand that supporting shapes can help increase the strength of a bridge. Children can use triangle to create a simple truss bridge that can support a weight.	

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Outdoor PE Focus	Invasion Games	Lacrosse	Basketball	Tennis	Athletics	Rounders
Outdoor PE End Points	Children can pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Children can use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game	Children can consolidate different ways of throwing and catching, and know when each is appropriate in a game. Keep and win back possession of the ball effectively in a team game. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Children can use different techniques to hit a ball. Identify and apply techniques for hitting a ball. Explore when different shots are best used. Choose and use criteria to evaluate own and others’ performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Children can accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Children can use different techniques to hit a ball. Identify and apply techniques for hitting a ball. Explore when different shots are best used. Choose and use criteria to evaluate own and others’ performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.
Indoor PE Focus	Handball	Gymnastics: Space	Gymnastics: Rivers and Mountains	Gymnastics: Ancient Egypt	Circuit Training	Gymnastics: Movement
Indoor PE End Points	Children can take part in agility drills with good technique and control, use the correct grip when throwing, use an overhead pass, catch a ball effectively, combine skills to move and pass, know how to mark a player, react and intercept a ball, shoot with accuracy and follow the rules.	Children can select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences			Children can set challenges that are achievable, identify speed, agility and quickness and evaluate their strengths in these areas, plan exercises to form a varied circuit.	See autumn 1, spring 1 & 2
MUSIC Focus	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Ukuleles	Ukuleles
MUSIC End Points	Children understand that a melody is a group of notes played one after another and how this contrasts with harmony. They can identify the voices that sing the melodies and the instruments that create the harmonies. Listen, perform instruments and sing to 20 <sup>th</sup> and 21 <sup>st</sup> century orchestral music and joyful gospel styles.	Children understand that Singing and playing in different styles with different grooves is part of being in a band or an ensemble. They explore music from all around the world, considering tempo. Listen to, perform instruments to and sing pop, 20 <sup>th</sup> and 21 <sup>st</sup> century orchestral music and gospel styles.	Children understand that if we play three or more pitches together, we can create chords in music, providing the basis for accompaniment in music. They can use chords to create an accompaniment. Listen to, play instruments and sing to South African pop and 20 <sup>th</sup> and 21 <sup>st</sup> century orchestral styles.	Children understand that layers of sound in music (texture) makes music interesting and recognise that this can be achieved through voices and instrument. They can identify that different styles of music have different textures and how they combine to create this. Listen to, play instruments to and sing to reggae, pop and 20 <sup>th</sup> and 21 <sup>st</sup> century orchestral music styles.	Children can hold the ukulele effectively and use simple strumming patterns. They can play C, F, G, and Am chords and perform a selection of pieces using chord patterns. Children can play as an ensemble.	Children can hold the ukulele effectively and use simple strumming patterns. They can play C, F, G, and Am chords and perform a selection of pieces using chord patterns. Children can play as an ensemble and perform to an audience.

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Focus	Search Engines	Mars Rover 1	Internet Safety	Programming Music		Stop Motion Animation
Computing End Points	Children understand what a search engine is and understand that things online aren't always true and know what to check for. They use keywords and know what TASK, copyright and 'fair use' mean.	Children can identify what types of data the Mars Rover could collect and explain how it transmits this back to Earth. Children can read any number in binary up to eight bits.	Children understand that passwords need to be strong. Know who to go to if they need help with online matters. Know that bullying can happen online and in the real world.	Children can iterate ideas, test and change them during the lesson. They can code a piece of music that combines a variety of structures and loops in their programming.		Children can create a toy with simple images in a single movement. They can create a short stop motion with small changes between images. They can add effects such as extending parts and titles.
PSHE Focus	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
PSHE End Points	Children can think about challenges they may face in the year ahead and understand democracy, how it affects the school and how they can contribute to it.	Children can talk about culture and cultural differences. They understand what racism is and how to be aware of their own feelings towards people from different cultures.	Children talk about their dreams and goals and what will help them achieve them. They learn about different jobs and think about what they might like to do when they're older.	Children understand the risks linked to smoking and alcohol use. They can demonstrate the recovery position and know how to contact the emergency services.	Children understand about self-esteem and ways this can be boosted. They understand their mental health can be affected by their online lives and how to have healthy screen time limits. They also learn how to stay safe online and what online grooming is.	Children understand self-esteem and body image. They understand the bodily changes in males and females and simple ways of conception, e.g. IVF and the development of the foetus.
Religious Education Focus	God, the World and Self	Personal Belief	Marking Life's Journey	Authority	Religious/Non-Religious Viewpoint Hindu	Belonging
Religious Education End Points	Hindu Dharma Enquiry 1 What is the best way for a Sanatani to show commitment to God?	Is the Christmas story true?	Hindu Dharma Enquiry 2 How can Brahman be everywhere and in everything?	How significant is it for Christians to believe that God intended Jesus to die?	Dharma Enquiry 3 Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives? + Humanism (1 lesson) How do inspirational people impact on how Humanists live today?	What is the best way for a Christian to show commitment to God? OR Does belief in the Trinity help Christians make better sense of God as a whole?
French Focus	Phonetics & Pets	Family	Weather	At the tea room	My Home	Clothes
French End Points	Children know how count to 20 in French. They can ask somebody how they are feeling and give an appropriate response back. They can ask somebody their age, name, where they live and reply	Children remember the nouns for family members in French from memory. They can describe our own or a fictitious family in French by name, age and relationship, count up to 100 in French. Children can understand possessive adjectives better in French ('my' form only).	Children can recognise and recall the 9 weather expressions in French from memory. They ask what the weather is today and give a reply in French. Children describe the weather in France, in French using a weather map with symbols.	Children can recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. They understand better how to make nouns plural in French. They can improve our knowledge of French currency. Children order in French what we would like to eat and drink in a role-play.	Children can say whether they live in a house or an apartment and say where it is. They can repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. They can tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Children can attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	Children recognise and recall from memory 21 items of clothing. They can explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Children revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.