










# Y5 Extreme Earth- Planning overview/sequential learning grid

Text: Immersive reading text - Into the Volcano

Big Question: What is the impact of our changing world?

	13.04.26	20.04.26	27.04.26	04.05.26 (4 day week)	11.05.26 SATS WEEK	18.05.26 (4 day week)	01.06.26	08.06.26	15.06.26 (3/4/5 Assessment week)	22.06.26	29.06.26	06.07.26	
<b>Literacy</b>	Explanation text - natural disasters  <b>INCIDENTAL OUTCOME</b>	Explanation text - natural disasters  <b>OUTCOME</b> - Page from an information book about a Natural Disaster	Explanation text - natural disasters  <b>Independent write</b> - information text on another disaster type	Balanced argument - reasons to live in an area susceptible to natural disasters  <b>INCIDENTAL OUTCOME</b> - Oral discussion QR code with reflection	Balanced argument - reasons to live in an area susceptible to natural disasters / Storm chasing: is it worth the risk?	Balanced argument - reasons to live in an area susceptible to natural disasters / Storm chasing: is it worth the risk?	Balanced argument - reasons to live in an area susceptible to natural disasters / Storm chasing: is it worth the risk? <b>INDEPENDENT WRITE</b> Storm chasing: is it worth the risk?	<b>Persuasive letter</b>  Persuasive letter about visit to a volcano or persuading for solar panels in school	<b>Persuasive letter</b> Persuasive letter about visit to a volcano or persuading for solar panels in school  Outcome - Persuasive letter	<b>Persuasive letter</b> Persuasive letter about visit to a volcano or persuading for solar panels in school  <b>Independent write</b> - Letter to headteacher	River Poetry  <b>OUTCOME</b> - illustrated poem	River Poetry  <b>OUTCOME</b> - performance poem	
<b>Maths</b>	Area and Perimeter	Converting units		Volume		Properties of Shape	Properties of shape		Position and direction		Statistics		
<b>Science</b>	LO - To explain the life cycle of different living things, e.g. mammals, amphibians, and insect birds.  <b>SUGGESTED OUTCOME</b> - Drama/dance to recreate the life cycles		LO - To know different animals mature at different rates and live to different ages. <a href="https://www.youtube.com/watch?v=7m8QISPP7t0">https://www.youtube.com/watch?v=7m8QISPP7t0</a>  <b>SUGGESTED OUTCOME</b> - Order animals according to life span 		LO - To know some organisms reproduce sexually where offspring inherit information from both parents. <a href="https://explorifu.uk/en/activities/have-you-ever-been-told-you-look-like-your-parents-or-other-relatives">https://explorifu.uk/en/activities/have-you-ever-been-told-you-look-like-your-parents-or-other-relatives</a>  <b>SUGGESTED OUTCOME</b> - Family tree including traits such as eye/hair colour 		LO - To know that environmental change can affect how well an organism is suited to its environment. <a href="https://explorifu.uk/en/activities/odd-one-out/amazing-adaptations">https://explorifu.uk/en/activities/odd-one-out/amazing-adaptations</a>  <b>SUGGESTED OUTCOME</b> - Explanation of how 3 animals are suited to their environment		LO. Explain the process of reproduction in plants.  Revisit Y3 prior knowledge about parts of the flower.  Key question How do plants spread their seeds?		LO - To know some organisms reproduce asexually by making a copy of a single parent. <a href="https://explorifu.uk/en/activities/odd-one-out/three-roots">https://explorifu.uk/en/activities/odd-one-out/three-roots</a>  <b>SUGGESTED OUTCOME</b> - Trees and plants asexual reproduction 		
<b>ICT</b>	LO- To explain how technology can affect health and wellbeing  <b>SUGGESTED OUTCOME</b> - Sort good and bad habits online	<b>Data Handling</b> LO - To read and calculate numbers using binary code.  <b>SUGGESTED OUTCOME</b> - Creating numbers using Binary code.	LO - To find and cite the web address for any information or resource found online.  To use different sources to double check information found.  <b>SUGGESTED OUTCOME</b> - Direct link to history lesson 1.	L.O. - To understand how computers store binary data  <b>SUGGESTED OUTCOME</b> - Matching data sizes to a file type.		L.O. - To represent binary as text  <b>SUGGESTED OUTCOME</b> - writing simple messages using binary code for letters		L.O. To identify the fetch, decode and execute cycle  Discuss the computer systems and how the model starts with inputs and gives outputs  <b>SUGGESTED OUTCOME</b> - Picture outcome of children Fetch, Decode, Execute process with different images.			L.O. To create custom shapes and edit models in detail (e.g., adding textures).  Skills based session looking at generating shapes, changing colours and using simple modelling techniques on Tinkercad.  <b>SUGGESTED OUTCOME</b> - QR Code of techniques		L.O. To apply advanced tools like extrusion and hole Creation.  L.O. To explore importing and modifying complex shapes.  Designing a shelter which can be used to protect against a specific natural disaster.  <b>SUGGESTED OUTCOME</b> - Image of shelter produced
<b>History</b>			LO - To draw a timeline with different historical periods showing key historical events  <b>SUGGESTED OUTCOME</b> - Timeline/mindmap/research of historical natural disasters.					LO - To describe events from the past using dates when things happened: concurrence, meanwhile.  Add evidence and dates to timeline to represent this.  <b>SUGGESTED OUTCOME</b> - Case study presentation of the San Francisco Earthquake					

<p><b>Geog</b></p>	<p>LO - To use atlases to find out about other features of places.</p> <p><b>SUGGESTED OUTCOME -</b> Map19 locating natural disasters/ extreme weather and type in Europe</p>	<p>LO - To analyse evidence and draw conclusions.</p> <p><b>SUGGESTED OUTCOME -</b> Classification diagram for natural disasters.</p> 	<p><b>LO- Use sources to locate physical features</b></p> <p><b>Focus on North America</b></p> <p><b>Where are the Fault lines? What effect does this have on the continent?</b></p> <p><b>SUGGESTED OUTCOME -</b> map of North America with Fault lines identified</p>	<p>LO - To begin to use primary and secondary sources of evidence in their investigations.</p> <p>Ref: San Francisco</p> <p><b>SUGGESTED OUTCOME -</b> Fact sheet about Earthquakes/ documentary explaining <a href="https://www.geolsoc.org.uk/-/media/shared/documents/education%20and%20careers/Resource%20FactSheets/KS2%20Earthquakes%20factsheet%20final.pdf?la=en">https://www.geolsoc.org.uk/-/media/shared/documents/education%20and%20careers/Resource%20FactSheets/KS2%20Earthquakes%20factsheet%20final.pdf?la=en</a></p>	<p>L.O. - Analyse evidence and draw conclusions</p> <p>LO -to describe impact of climate change on natural disasters.</p> <p><b>SUGGESTED OUTCOME -</b> Data outcome and explanation</p>		<p>LO - To explain how rivers are formed.</p> <p>To explain that the features of a river and the surrounding landscape change from source to mouth.</p> <p>L.O. - Suggest questions for investigating</p> <p><a href="https://www.rgs.org/schools/teaching-resources/rivers-(1)/journey-of-a-river/">https://www.rgs.org/schools/teaching-resources/rivers-(1)/journey-of-a-river/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pa8">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pa8</a></p> <p><b>SUGGESTED OUTCOME -</b> Story map detailing the journey of a river and key features</p>	<p>L.O. - Analyse evidence and draw conclusions</p> <p>L.O. - To discuss what happens to the physical environment when flooding occurs.</p> <p><b>SUGGESTED OUTCOME -</b> map local rivers and floodplains</p>		<p>L.O. - To find/recognise places on maps of different scales.</p> <p>L.O. - Compare maps with aerial photographs.</p> <p>Name and locate the five longest rivers in the UK.</p> <p><b>SUGGESTED OUTCOME -</b> Map interpretation</p>		
<p><b>DT</b></p>		<p><b>Textiles</b></p> <p><b>Evaluate</b></p> <p>L.O. - To evaluate existing products</p> <p>Evaluate types of bags and look at purpose and audience for each type</p> <p>What bag would be used for safety or emergencies?</p> <p>Generate Rubric for a survival bag.</p> <p><b>SUGGESTED OUTCOME -</b> Product research and RUBRIC</p>		<p><b>Design</b></p> <p>L.O. - To design a product considering the main component shapes required and creating an appropriate template.</p> <p>Designing a survival bag - how will it attach together and what would you put into the bag to support survival?</p> <p><b>SUGGESTED OUTCOME -</b> Bag design which holds survival resources</p>		<p><b>Skills</b></p> <p>L.O. - To use a variety of stitching techniques to join fabrics.</p> <p>Discuss the different types of stitches which can be used - look at the best types of stitch to join fabric.</p> <p>Practice different types of stitches</p> <p><b>SUGGESTED OUTCOME -</b> piece of fabric with practice stitches</p>		<p><b>Make</b></p> <p>L.O. - To create strong and secure blanket stitches when joining fabric.</p> <p>Follow design to put the bag together and use blanket stitches to bring the fabric together.</p> <p>Include a flap to go over the top or closing mechanism.</p> <p><b>SUGGESTED OUTCOME -</b> Completed bags - print from art onto the bag for survival kit design</p>				<p><b>Evaluate</b></p> <p>L.O. - To test and evaluate an end product and give points for further improvements.</p> <p>Can your bag hold all your equipment without splitting?</p> <p>How would you improve it?</p> <p><b>SUGGESTED OUTCOME -</b> Test the bag and written evaluation of product improvements.</p>
<p><b>Art</b></p>	<p>LO: Discuss and review own and others work, expressing thoughts and feelings, and identify modifications.</p> <p>Artist: Deyanira Harris or Bob Barker</p> <p><b>SUGGESTED OUTCOME -</b> artist study</p> 	<p>LO To use different techniques for different purposes i.e. shading, hatching within their own work.. (focus on pastels)</p> <p><b>SUGGESTED OUTCOME -</b> sketchbook skills lesson</p>		<p>LO: Work in a sustained and independent way to create a detailed drawing.</p> <p>LO: Start to develop their own style using tonal contrast and mixed media.</p> <p><b>SUGGESTED OUTCOME -</b> composition of final piece - pastel, pencil crayon</p>		<p>LO: Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications.</p> <p><b>SUGGESTED OUTCOME -</b> reflection/evaluation of final piece</p>	<p>LO: Show experience in a range of monoprint techniques and overlay layers</p> <p><b>SUGGESTED OUTCOME -</b> sketchbook skills lesson</p> <p>E.g.</p> 		<p>LO: Start to overlay prints with other media.</p> <p>Survival bag logo design to incorporate onto survival bag</p>  <p><b>SUGGESTED OUTCOME -</b> final piece for design for the survival kit</p>	<p>LO: Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications.</p> <p><b>SUGGESTED OUTCOME -</b> reflection/evaluation of final piece on the bag design.</p>		

												
<b>PE</b>	<b>ATHLETICS</b> LO - To be able to apply different speeds over varying distances.	<b>ATHLETICS</b> LO - To develop fluency and coordination when running for speed.	<b>ATHLETICS</b> LO - To develop technique in relay changeovers.	<b>ATHLETICS</b> LO - To develop technique and co-ordination in the triple jump.	<b>ATHLETICS</b> LO - To develop throwing with force for longer distances.	<b>ATHLETICS</b> LO To develop throwing with greater control and technique  <b>SUGGESTED OUTCOME</b> - Photos of skill development over the term	<b>NETBALL</b> LO - To develop passing and moving to maintain possession.	<b>NETBALL</b> LO - To create and use space to support a teammate	<b>NETBALL</b> LO - To change direction and speed to lose a defender	<b>NETBALL</b> LO - To use defending skills to gain possession	<b>NETBALL</b> LO - To develop the shooting action.	<b>NETBALL</b> LO - To develop the shooting action.
<b>Music</b>	L.O. To perform the "syncopa" rhythm  L. O. To place so, mi and la on the stave  L.O. To sing do, re, mi songs  <b>Suggested outcome</b> - Sing and play seagull sit on the shore, sing London Bridge is falling down  Introduce the rule for showing la on the stave  Sing Suogan and show shape of melody with people sitting/kneeling/standing	L.O. To perform the "syncopa" rhythm  L. O. To place so, mi and la on the stave  L.O. To sing do, re, mi songs  <b>Suggested outcome</b> - Sing and play seagull sit on the shore, sing London Bridge is falling down. Begin singing together in groups  Pass the ball on the floor stave - have one child each in so, mi and la positions. Pass the ball to the correct pitches on hearing the melody sung  Sing Hot cross buns and rain is falling down with parachute/stretchy band. Then try Suogan	L.O. To perform the "syncopa" rhythm  L. O. To place so, mi and la on the stave  L.O. To sing do, re, mi songs  <b>Suggested outcome</b> - Sing and play Alabama girl  Pass the ball on the floor stave - have one child each in so, mi and la positions. Pass the ball to the correct pitches on hearing the melody sung  Sing the three do re mi songs from last week, showing handsigns and humming the "middle" sound. Introduce this sound as re	L.O. To perform the "syncopa" rhythm  L. O. To place so, mi and la on the stave  L.O. To sing do, re, mi songs  <b>Suggested outcome</b> - Sing and play Alabama girl. Accompany with a "ti-ti, ti-ti, ta, ta" ostinato. Compare to the rhythm of "ain't I rock candy". Find the word that doesn't match and use a tie to make it longer.  Complete some songs on the stave, with pitches missing  Recap known do re mi songs and sing with handsigns	L.O. To perform the "syncopa" rhythm  L.O. To sing do, re, mi songs  <b>Suggested outcome</b> - Sing and play Alabama Girl. Recap the tied rhythm and replace with syncopa. Find the new rhythm in other songs sung this term.  Re-order jumbled up pitches for do re mi songs		L.O. To identify and mark metre in 3s  L.O. To identify the "tam-ti" rhythm  L.O. To place do, re and mi on the stave  <b>Suggested outcome</b> - Learn Stoopin' on a window game (Y5 Spring)  Learn Bravo Bravissimo game  Introduce glockenspiel and how to play it. Play some one-note playalongs  Start with HCB on the stave, use it to introduce the mi re and do rules	L.O. To identify and mark metre in 3s  L.O. To identify the "tam-ti" rhythm  L.O. To place do, re and mi on the stave  <b>Suggested outcome</b> - Play Stoopin' on a window  Learn Chairs to mend  Play Bravo bravissimo  Show HCB with C on a ledger line.  Show how to play these "next door notes" on the glockenspiels and play the song	L.O. To identify and mark metre in 3s  L.O. To identify the "tam-ti" rhythm  L.O. To place do, re and mi on the stave  <b>Suggested outcome</b> - Play Stoopin' on a window  Sing Chairs to mend in three parts  Learn Lavender's blue game with stretchy band  Correct a jumbled version of rain is falling down on the stave, then play this and hot cross buns on glockenspiels	L.O. To identify and mark metre in 3s  L.O. To identify the "tam-ti" rhythm  L.O. To place do, re and mi on the stave  <b>Suggested outcome</b> - Learn Viva la musica clapping game  Play Lavender's blue game  Learn Oi Dana as another song in ¾  Play Suogan on the glockenspiel	L.O. To identify and mark metre in 3s  L.O. To identify the "tam-ti" rhythm  L.O. To place do, re and mi on the stave  <b>Suggested outcome</b> - Sing Viva la musica, using different dynamics  Sing chairs to mend with "ta ta ti-ti ta" ostinato  Have 3 beat bar rhythm battles  Compose own ending to Suogan	L.O. To identify and mark metre in 3s  L.O. To identify the "tam-ti" rhythm  L.O. To place do, re and mi on the stave  <b>Suggested outcome</b> - Analyse the rhythm of Chairs to mend ostinato, adding a tie to show the longer sound. Present the "tam-ti" rhythm  Improvise 3 beat rhythms to play while singing Oi Dana  Perform own versions of Suogan
<b>MFL</b>	L.O. - To recall specific vocabulary  Recall the vocabulary for the different colours  <b>SUGGESTED OUTCOME</b> - Colour wheel in French	L.O. - To recall specific vocabulary  Recall the vocabulary for the different Clothes  <b>SUGGESTED OUTCOME</b> - Languagenut clothes activity		L.O. To form written sentences  Describe what they are wearing and the colours of clothing  <b>SUGGESTED OUTCOME</b> - Written description of clothing		LO: To use basic weather vocabulary  <b>SUGGESTED OUTCOME</b> - Match vocab with weather image - labelled diagram.	LO: To use weather vocabulary to explain the current weather  <b>SUGGESTED OUTCOME</b> - Video - present a weather forecast.		LO: To express likes and dislikes about the weather  <b>SUGGESTED OUTCOME</b> - Draw an image to match the sentence/s about the weather.		L.O. To say simple time sentences in French  <b>SUGGESTED OUTCOME</b> - Draw an image to match the sentence/s about the weather.	
<b>RE</b>	<b>Summer Investigation focus: 5.3 Why are there now over 200 Mosques in Yorkshire?</b>											
	L.O. To explain that 'special' place has to do with how an individual feels about the place, and this may not be the same for everyone.  What makes a place special?  <b>SUGGESTED OUTCOME</b> - Artwork representation spaces that are special to me	L.O. - To select vocabulary to describe a Muslim special Place (mosque).  How do Muslim people feel about the local mosque?  <b>SUGGESTED OUTCOME</b> - Diary entry of Ayesha's experience of her first day at mosque.	L.O. - To develop awareness of the mosque as a special / sacred place for Muslims.  L.O. - To explain some of the important features of a Mosque.  Why does a mosque matter for Muslims?  <b>SUGGESTED OUTCOME</b> - Photographs/Padlet 'Ask me about how Muslims worship at a Mosque'		L.O. - To know why Muslims go to a Mosque, what they do there and how they care for it, including an exploration of the idea of respect.  Respect: what does it mean, and how is it shown?  <b>SUGGESTED OUTCOME</b> - Create a poster showing how respect can be shown at a Mosque		L.O. - To evaluate different points of view about questions facing British Muslim Communities  What's the significance of the mosque?  <b>SUGGESTED OUTCOME</b> - Town Council Debate about building new Mosques		L.O. - To explain similarities and differences between their special places and the Mosque in Islam.  Are there connections between mosques and other sacred places?  <b>SUGGESTED OUTCOME</b> - Venn diagram - similarities and differences			L.O. - To explain reasons why mosques exist and matter, and why their numbers have grown.  The mosques of Yorkshire: why numbers grown?  <b>SUGGESTED OUTCOME</b> -Rank statements - photograph/explanations over

			Visit an actual or virtual mosque. Expert talk.									reasoning.
<b>PSHE</b>	<p>LO - To plan a healthy meal</p> <p>Kapow Health and Wellbeing L6</p> <p><b>SUGGESTED OUTCOME -</b> A healthy recipe including values for specific aspects e.g. fats, sugars, salts - with colour coding red, yellow or green as seen on packaging</p>		<p>LO - To explain self respect</p> <p>Kapow Families and relationship L4</p> <p><b>SUGGESTED OUTCOME -</b> Self respect shield with four quadrants - Positive self talk, self care, boundaries, strengths</p>			<p>LO - To explain different family relationships.</p> <p>Kapow Families and relationships L5</p> <p><b>SUGGESTED OUTCOME</b> Pictures of discussion from stories of family relationships where someone may be unhappy.</p>		<p>LO -To explain risk of the sun and how to avoid them.</p> <p>Kapow Health and Wellbeing L7</p> <p><b>SUGGESTED OUTCOME -</b> 5 S's poster to put into the playground for children to follow.</p>		<p>LO - To understand how others can influence and how to make our own decisions.</p> <p>Kapow Safety and changing body L7</p> <p><b>SUGGESTED OUTCOME -</b> Discussions based on scenarios of peer pressure and influence.</p>		