



LA CÔTE INTERNATIONAL SCHOOL
AUBONNE
A NORD ANGLIA EDUCATION SCHOOL

YEAR 5 CURRICULUM BOOK

2025-2026



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WELCOME

Welcome to Year Five's Curriculum Booklet

This booklet sets out all the relevant information that will help parents to understand the structure and content of the year's programmes of study for each subject.

At LCIS, we have developed our own contemporary approach to learning to create an inspiring and personalised education for your children. Our programmes in the Primary School, based on the English National Curriculum and the International Primary Curriculum, have been selected to ensure academic rigour and challenge, while providing an educational journey that allows your children to flourish physically, intellectually, emotionally and ethically.

Our French A, native language programme is guided by the French and Swiss curricula, whilst our French B, foreign language programme supports the standards outlined by the Common European Framework. Our unique Performing Arts programme is the fruit of our collaboration with the world-renowned Juilliard School, while our partnerships with MIT and UNICEF offer our students many enriching global opportunities. Our exclusive online learning platform, 'Global Campus', enables Nord Anglia students across the world to connect, discover and interact with one another through cross-curricular, collaborative projects.

We know that children flourish when they are challenged, when they have opportunities to apply their learning, and when they are empowered to discover and build on their individual strengths and passions. Therefore, authentic learning experiences, both inside and outside the classroom, build the core of the personalised teaching we afford our students and equip them to play a proactive and positive role in the world they will inherit.

This curriculum booklet contains the general teaching sequence for Year 5. Please note that the unit blocks may be rearranged depending on the length of the school terms. Please refer to the Year 5 Academic Long-Term Plan 2025-2026 for the teaching sequence for this year, which is attached to this booklet.

We hope this curriculum booklet will help to answer any questions you may have about the fundamentals of your child's learning, and support the collaboration between school and home throughout the year.

Kind regards,

Year 5 Team



MATHEMATICS

Scheme of Learning

Our model of teaching Mathematics is based on the 'White Rose Maths' approach. Students are taught specific strands for example, "Number: Place Value". Within each block, there are small, incremental steps to ensure progression and allow an integrated approach to fluency, reasoning and problem solving. Whilst each strand is explicitly taught in a block, they are revised throughout the year. Each block has clear links to the year band's Mathematics objectives from the English National Curriculum.

Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division (A)	Number: Fractions (A)	Number: Multiplication and Division (B)	
Number: Fractions (B)	Number: Decimals and Percentages		Measurement: Perimeter and Area	Statistics	Geometry: Properties of Shape
Geometry: Shape	Geometry: Position and Direction	Number: Decimals		Numbers: Negative Numbers	Measurement: Converting Units
					Measurement: Volume

UNITS:

Number: Place Value

- ▶ Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- ▶ Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000
- ▶ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- ▶ Round any numbers up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- ▶ Solve number problems and practical problems that involve all of the above and read Roman Numerals up to 1,000 recognising years

Number: Addition and Subtraction

- ▶ Add and subtract numbers mentally with increasingly large numbers and whole numbers with four digits, using formal written methods
- ▶ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- ▶ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Number: Multiplication and Division (A)

- ▶ Multiply and divide numbers, mentally drawing upon known facts and multiply and divide whole numbers by 10, 100, 1,000
- ▶ Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers
- ▶ Recognise and use square and cube numbers and the notation for squared and cubed
- ▶ Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- ▶ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

Number: Fractions

- ▶ Compare and order fractions whose denominators are multiples of the same number
- ▶ Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths
- ▶ Recognise mixed numbers and improper fractions and convert from one form to the other
- ▶ Write mathematical statements for fractions bigger than 1 whole as a mixed number
- ▶ Add and subtract fractions with the same denominator and denominators that are multiples of the same number

Number: Multiplication and Division (B)

- ▶ Multiply and divide numbers mentally drawing upon known facts
- ▶ Multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- ▶ Divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately
- ▶ Solve problems involving addition and subtraction, multiplication and division and a combination, including understanding the use of the equals sign

Number: Decimals and Percentages

- ▶ Read, write, order and compare numbers with up to three decimal places
- ▶ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- ▶ Round decimals with two decimal places to the nearest whole number and to one decimal place
- ▶ Solve problems involving number up to three decimal places
- ▶ Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- ▶ Solve problems which require knowing percentage and decimal equivalents of for example a half, or a quarter and those fractions with a denominator of a multiple of 10 or 25

Measurement: Perimeter and Area

- ▶ Measure and calculate the perimeter of shapes with right angles in cm and m
- ▶ Calculate and compare the area of rectangles (including squares), using standard units and estimate the area of irregular shapes

Statistics

- ▶ Solve comparison, sum and difference problems using information presented in a line graph
- ▶ Complete, read and interpret information in tables including timetables

Geometry: Properties of Shape

- ▶ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- ▶ Use the properties of rectangles to deduce related facts and find missing lengths and angles
- ▶ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- ▶ Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles
- ▶ Draw given angles, and measure them in degrees
- ▶ Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90°

Geometry: Position & Direction

- ▶ Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Number: Decimals

- ▶ Recognise and write decimal equivalents of any number of tenths or hundredths
- ▶ Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- ▶ Solve simple measure and money problems involving fractions and decimals to two decimal places
- ▶ Convert between different units of measure for example, kilometre to metre

Measurement: Converting Units

- ▶ Convert between different units of metric measure for example, km and m; cm and m; cm and mm; g and kg; l and ml)
- ▶ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- ▶ Solve problems involving converting between units of time



ENGLISH – WRITING

Scheme of Learning

This scheme of learning uses carefully chosen high-quality texts to guide learning in each unit. These texts help children explore rich language, interesting ideas, and different ways to write. Through reading, talking, and activities, children build important skills like expanding their vocabulary, understanding how sentences and grammar work, and learning to organise their writing clearly. They also practice writing for different purposes and audiences, which helps them become confident, creative writers who can express their thoughts effectively. Twice a year, all students from EYFS to Primary take part in a whole-school book study, fostering a sense of community and shared learning through a variety of writing genres.

A glossary of the terminology used in Year 5 English can be found in the attached Appendix – English Grammar Terminology.

Myth	Explanation	Poetry	
Persuasion	Narrative	Discussion	Biography
Narrative Sequel	Poetry		

UNITS:

TERM 1

WRITING OUTCOME		► Myth	► Explanation	► Poem
CLASS TEXT		► The Odyssey by Gillian Cross	► Curiosity by Markus Motum	► Haiku Poems
VOCABULARY, GRAMMAR & PUNCTUATION		<ul style="list-style-type: none"> ► Using the perfect form of verbs to mark relationships of time and cause ► Using expanded noun phrases to convey complicated information concisely ► Using modal verbs or adverbs to indicate degrees of possibility ► Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ► Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: ► Using commas to clarify meaning or avoid ambiguity in writing ► Using brackets, dashes or commas to indicate parenthesis ► Using semi-colons, colons or dashes to mark boundaries between independent clauses ► Using a colon to introduce a list ► Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 	<ul style="list-style-type: none"> ► Using expanded noun phrases to convey complicated information concisely ► Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] ► Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun ► Use of commas to clarify meaning or avoid ambiguity ► Brackets, dashes or commas to indicate parenthesis ► Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] (Y6) 	<ul style="list-style-type: none"> ► Use simple words that describe nature, seasons, or feelings. ► Include a word that shows the time of year (like “snow” for winter or “flowers” for spring). ► Keep sentences short and simple. ► Use present tense (talk about things happening right now). ► Don’t add too many words; keep it clear and direct. ► Use little or no punctuation—focus on the flow of words. ► Add commas, dashes, or periods to help create pauses or separate ideas. ► Use line breaks to show a natural pause or change in thought.
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Planning	<ul style="list-style-type: none"> ► Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ► Noting and developing initial ideas, drawing on reading and research where necessary ► In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 		
	Draft & Write	<ul style="list-style-type: none"> ► Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ► In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. ► Using a wide range of devices to build cohesion within and across paragraphs 		
	Evaluate & Edit	<ul style="list-style-type: none"> ► Assessing the effectiveness of their own and others’ writing ► Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ► Ensuring the consistent and correct use of tense throughout a piece of writing ► Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and Writing and choosing the appropriate register ► Proof-read for spelling and punctuation errors ► Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		

TERM 2				
WRITING OUTCOME	► Persuasion (Film pitch)	► Alternative Ending (narrative)	► Discussion	► Biography
CLASS TEXT	► The Whale by Ethan and Vita Murrow	► Kasper, Prince and Cats by Michael Morpurgo	► The Strange Case of Origami Yoda by Tom Angleberger	► The man who walked between the towers by Modicai Gerstein
VOCABULARY, GRAMMAR & PUNCTUATION	<ul style="list-style-type: none"> ► Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun ► Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] ► Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ► Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] ► Brackets, dashes or commas to indicate parenthesis ► Use of commas to clarify meaning or avoid ambiguity ► Use of expanded noun phrases to convey complicated information concisely ► How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) ► The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6) 	<ul style="list-style-type: none"> ► Using passive verbs to affect the presentation of information in a sentence ► Using expanded noun phrases to convey complicated information concisely ► Using modal verbs or adverbs to indicate degrees of possibility ► Using commas to clarify meaning or avoid ambiguity in writing ► Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis ► Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] ► Punctuation of bullet points to list information 	<ul style="list-style-type: none"> ► Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] ► Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ► The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] ► Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis ► Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] ► Punctuation of bullet points to list information 	<ul style="list-style-type: none"> ► Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ► Using passive verbs to affect the presentation of information in a sentence ► Using expanded noun phrases to convey complicated information concisely ► Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun ► Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] ► Use of commas to clarify meaning or avoid ambiguity ► Using brackets, dashes or commas to indicate parenthesis
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Planning	<ul style="list-style-type: none"> ► Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ► Noting and developing initial ideas, drawing on reading and research where necessary ► In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 		
	Draft & Write	<ul style="list-style-type: none"> ► Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ► In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. ► Using a wide range of devices to build cohesion within and across paragraphs 		
	Evaluate & Edit	<ul style="list-style-type: none"> ► Assessing the effectiveness of their own and others' writing ► Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ► Ensuring the consistent and correct use of tense throughout a piece of writing ► Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and Writing and choosing the appropriate register ► Proof-read for spelling and punctuation errors ► Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		

TERM 3			
WRITING OUTCOME		<ul style="list-style-type: none"> ▶ Narrative sequel from different character's perspective 	<ul style="list-style-type: none"> ▶ Write a poem with a given structure
CLASS TEXT		<ul style="list-style-type: none"> ▶ The Island by Armin Greder 	<ul style="list-style-type: none"> ▶ The Lost Happy Endings by Carol Ann Duffy
VOCABULARY, GRAMMAR & PUNCTUATION		<ul style="list-style-type: none"> ▶ Develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> ▶ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▶ Using passive verbs to affect the presentation of information in a sentence ▶ Using the perfect form of verbs to mark relationships of time and cause ▶ Using expanded noun phrases to convey complicated information concisely ▶ Using modal verbs or adverbs to indicate degrees of possibility ▶ Learning the grammar for years 5 and 6 in English appendix 2 ▶ Indicate grammatical and other features by: <ul style="list-style-type: none"> ▶ Using commas to clarify meaning or avoid ambiguity in writing ▶ Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 	<ul style="list-style-type: none"> ▶ Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun ▶ Indicate degrees of possibility using modal verbs [for example, might, should, will, must] ▶ Use expanded noun phrases as a descriptive device [revision from LKS2] ▶ The difference between structures typical of informal speech and structures appropriate for ▶ Indicate grammatical and other features by: <ul style="list-style-type: none"> ▶ Using commas to clarify meaning or avoid ambiguity in writing ▶ Using semi-colons, colons or dashes to mark boundaries between independent clauses ▶ Linking ideas across paragraphs using adverbials
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Planning	<ul style="list-style-type: none"> ▶ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▶ Noting and developing initial ideas, drawing on reading and research where necessary ▶ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	
	Draft & Write	<ul style="list-style-type: none"> ▶ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▶ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. ▶ Using a wide range of devices to build cohesion within and across paragraphs 	
	Evaluate & Edit	<ul style="list-style-type: none"> ▶ Assessing the effectiveness of their own and others' writing ▶ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▶ Ensuring the consistent and correct use of tense throughout a piece of writing ▶ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and Writing and choosing the appropriate register ▶ Proof-read for spelling and punctuation errors ▶ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	

ENGLISH – READING

Scheme of Learning

Reading is a fundamental skill, which enables children to access and respond to all areas of the curriculum. Students are offered the opportunity to gain an appreciation and love of reading through a wide and exciting bank of quality texts. Reading skills are taught through a variety of methods, including core texts linked to writing genres, guided reading sessions and research for IPC units. As reading skills are taught continually across many areas, the reading objectives from the English National Curriculum are covered throughout the year and revisited often.

Each objective is related to key readings skills:

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organisation

D = deduction and inference

OBJECTIVES COVERED OVER THE YEAR		STUDENTS WILL LEARN TO...	KEY SKILL
		► Read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation	(READ)
		► Clarify the meaning of unknown words from the way they are used in context	(D)
		► Skim and scan to identify key ideas in a text	(R)
		► Locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index	(R/A)
		► Explore potential alternatives that could have occurred in texts, e.g. a different ending, referring to text to justify their ideas	(D)
		► Summarise and explain the main points in a text, referring back to the text to support and clarify summaries	(R)
		► Identify some features of different fiction genres	(A)
		► Use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text	(D)
		► Identify the point of view from which a story is told	(D)
		► Compare and discuss the structures and features of a range of non-fiction texts	(A)
		► Discuss how an author builds a character through dialogue, action and description	(D)
		► Talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world	(E)
		► Discuss how a text may affect the reader and refer back to the text to back up a point of view	(E)

OBJECTIVES COVERED OVER THE YEAR

► Identify and discuss where figurative language creates images	(E)
► Read all the Y5 high frequency words	(READ)
► Infer and deduce meaning based on evidence drawn from different points in the text	(D)
► Distinguish between fact and opinion	(E)
► Read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling	(D)
► Justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence	(R/D)
► Compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes	(E/A)
► Justify preferences in terms of authors' styles and themes	(E)
► Decide on the quality and usefulness of a range of texts and explain clearly to others	(R/A)
► Identify why a long-established novel, poem or play may have retained its lasting appeal	(E)
► Discuss the difference between literal and figurative language and the effects on imagery	(E)
► Sometimes recognise the use of irony and comment on the writer's intention	(E)
► Recognise some text features within some mixed-genre texts	(A)



INTERNATIONAL PRIMARY CURRICULUM (IPC)

Scheme of Learning

The International Primary Curriculum is a comprehensive, thematic, creative course of study with specific learning goals for the following areas: History, Geography, Science, Art, Technology, International Mindedness and Society. Each unit or topic varies in length and will focus on specific learning goals in Knowledge, Skills and Understanding. The IPC also supports and facilitates personal learning based on the eight IPC personal goals, for student to become: a Collaborator, a Communicator, a Thinker, Empathetic, Ethical, Resilient and Respectful.

In Year Five, students can opt to take their IPC topic lessons in English or in French.

Brainwaves (Science)	Mission to Mars (Science)	Go with the Flow (Geography, History and Science)
The Great, The Bold and The Brave (History)		Existing... Endangered... Extinct? (Science)
What a Wonderful World (Geography)		Fascinating Forces (Science)

UNITS:

Brainwaves

The Big Idea

Every day we are learning lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.

Explaining the Theme

In this unit, students will be finding out:

- ▶ About different methods of teaching and how we like to learn
- ▶ About some of the different areas of the brain
- ▶ How information gets into the brain
- ▶ How relaxation can help prepare us for learning
- ▶ How we can improve our memory
- ▶ How positive thinking can help us to succeed
- ▶ How we can support each other to achieve our goals
- ▶ How we can become more active global citizens

Mission to Mars

The Big Idea

One day, humans may need to leave Earth and settle on another planet. Mars is our most likely destination – a world that we believe once harboured life and, with our intervention, may do so again in the future.

Explaining the Theme

In Science, students will be finding out:

- ▶ About the planets in our solar system
- ▶ About mass and weight, and the effects of gravity
- ▶ How to grow seeds and plants, and choose those that will be suitable for Mars
- ▶ How to identify a living organism
- ▶ About different energy sources
- ▶ About different forces and their effects
- ▶ How to choose the best energy source/s for our Mars shelter

In International Mindedness, students will be finding out:

- ▶ How to write their own international rules and regulations for Mars
- ▶ About the reasons why we might one day need to live on another planet

Go with the Flow

The Big Idea

We will be learning about journeys of rivers and how they play a vital role in shaping the geography of our planet. Why are rivers considered one of our planet's most precious resources? We will need to be geographers, scientists and historians to find out how rivers both threaten and sustain lives.

Explaining the Theme

In Geography, students will be finding out:

- ▶ Major rivers around the world
- ▶ Why people choose to live in settlements and cities beside rivers
- ▶ How the course of a river changes over time
- ▶ How rivers change the land through which they flow
- ▶ The names of features of rivers and the surrounding landscape
- ▶ Deltas and how they are formed
- ▶ How to avoid or manage floods
- ▶ The River Nile.

In History, students will be finding out:

- ▶ The River Nile in Ancient Egyptian life.

In Science, students will be finding out:

- ▶ The water cycle
- ▶ How to grow a stalactite
- ▶ How to clean polluted water
- ▶ Using water to generate electricity
- ▶ Freshwater river habitats.

The Great, The Bold and The Brave

The Big Idea

The history of western civilisation begins with the Greeks and the Romans. Their expanding empires helped to spread ideas about architecture, food, entertainment, literature, science, medicine and politics across the globe. As their empires ended, other cultures rose to prominence, absorbing and passing on their own ideas and cultures – creating the world we know today.

Explaining the Theme

In History, students will be finding out:

- ▶ About the Greek city-states of Athens and Sparta
- ▶ How people voted in Athens and Sparta
- ▶ How the Persian War brought the Greek city-states together
- ▶ What the Parthenon can tell us about Athenian life
- ▶ How to perform our own Greek play
- ▶ About the life Alexander the Great and what he achieved
- ▶ Why Rome had a republic and then an emperor
- ▶ What daily life was like in Ancient Rome
- ▶ What happened when the Romans invaded another country
- ▶ Why the Roman Empire declined
- ▶ What happened when the Anglo-Saxons invaded and settled in Britain
- ▶ About the Viking invasion of Britain
- ▶ About the life and legacy of Alfred the Great
- ▶ How to use archaeological evidence to find out about the past
- ▶ About the history of Britain, from the Roman occupation to the Norman Conquest

In Art, students will be finding out:

- ▶ About Ancient Greek and Roman art
- ▶ How to create our own piece of art in a Greek or Roman style

In International Mindedness, students will be finding out:

- ▶ About the effects of invasion on countries around the world

Existing... Endangered... Extinct?

The Big Idea

From tiny tadpoles to giant squid, living things exist in an amazing variety of forms. Why is there so much variety and how do scientists sort, identify and classify the millions of species living today?

Explaining the Theme

In Science, students will be finding out:

- ▶ How and why living things are classified
- ▶ How a vertebrate and an invertebrate are different
- ▶ How to classify local plants and animals
- ▶ About the effects of food chains in our locality
- ▶ About friendly and unfriendly micro-organisms
- ▶ How fungi are different from plants and animals
- ▶ Why composting is good for the environment

In International Mindedness, students will be finding out:

- ▶ How the international community can protect endangered species
- ▶ Why biodiversity is important for the well-being of the planet

What a Wonderful World

The Big Idea

Natural forces have been shaping our planet for many billions of years and these dramatic changes are still going on, right now, all around us. Throughout this unit we will be learning more about the physical processes that shape our planet – and the vital role that we play in safeguarding our planet and its resources for future generations.

Explaining the Theme

In Geography, students will be finding out:

- ▶ About different regions and environments around the world
- ▶ How to use different types of map to find out information
- ▶ About the forces and processes that shape our planet
- ▶ About extreme weather events and how they affect people and localities
- ▶ About the possible causes of climate change and its effects on our planet
- ▶ How man-made changes can alter/change our local environment

In Computing, students will be finding out:

- ▶ How to program an online quiz to test our knowledge of biomes

In International Mindedness, students will be finding out:

- ▶ About local and global environmental issues
- ▶ How different international aid groups and charities are helping those affected by environmental issues

Fascinating Forces

The Big Idea

Forces are pushing and pulling at everything in our Universe. Even as we sit in our classroom, the walls and the ceiling are pushing and pulling at each other, while gravity and friction hold us in our seats. Let's find out more about forces!

Explaining the Theme

In Science students will be finding out:

- ▶ How a ball flies through the air
- ▶ What friction is and how it helps us
- ▶ How different objects fall
- ▶ What gravity is and how it pulls on objects
- ▶ How air resistance affects moving objects
- ▶ How water pushes up on floating objects
- ▶ Why some objects float and others sink

In International Mindedness, students will be finding out:

- ▶ How countries use natural forces as energy
- ▶ How we can work together to meet our energy needs without harming our planet



FRENCH A

Le programme

Le français en Year 5 occupe 5 heures de l'emploi du temps hebdomadaire des élèves. Durant ces cinq périodes, nous proposons à nos élèves un programme inspiré des deux systèmes suisse et français où l'étude de la langue se fait en contexte, au sein de séances de lecture et d'écriture. Nous travaillons sur des activités explicites spécifiques pour comprendre le fonctionnement de la langue. Les grandes lignes du programme sont les suivantes:

- ▶ Maîtriser les relations entre l'oral et l'écrit
- ▶ Identifier les constituants d'une phrase simple et se repérer dans la phrase complexe
- ▶ Acquérir l'orthographe grammaticale
- ▶ Enrichir le lexique et acquérir l'orthographe lexicale

Enquête	Récit
École	Policier
Contes	Histoire et Poésie

UNITS:

GENRE / DESCRIPTION	Enquête	Récit
	Que feriez-vous si vous soupçonniez votre grand frère d'avoir commis un crime horrible ? Ricky, le héros, est rongé par le doute...	Idriss vit dans une banlieue, un univers où se côtoient violence et solidarité, délinquance et amitié. Ce récit contemporain d'apprentissage met en scène la relation très forte qui se noue entre le jeune héros et un vieil homme, peintre en lettres.
EXPRESSION ÉCRITE	<ul style="list-style-type: none"> ▶ Raconter la suite d'une histoire ▶ Exposé sur les animaux 	<ul style="list-style-type: none"> ▶ Faire le portrait d'un personnage
GRAMMAIRE	<ul style="list-style-type: none"> ▶ La phrase ▶ La ponctuation 	<ul style="list-style-type: none"> ▶ Les types de phrase ▶ Les formes affirmatives, négatives et exclamatives
CONJUGAISON	<ul style="list-style-type: none"> ▶ Passé, présent, futur ▶ L'infinitif et les groupes de verbes ▶ Le verbe conjugué 	<ul style="list-style-type: none"> ▶ Le présent des verbes du premier groupe ▶ Le présent de quelques verbes du premier groupe (en -ier, -uer, -ouer, -cer, -ger)
ORTHOGRAPHE	<ul style="list-style-type: none"> ▶ Les sons [j] et [s] ▶ La lettre -g- ▶ La lettre -h- ▶ -M-devant m, b, p ▶ Les consonnes doubles ▶ Les lettres finales muettes 	<ul style="list-style-type: none"> ▶ Les noms terminés par le son [oer] ▶ Les noms terminés par le son [war] ▶ Les noms féminins terminés par les sons [e] et [te] ▶ Les accents ▶ Les mots invariables
VOCABULAIRE	<ul style="list-style-type: none"> ▶ Chercher un mot dans le dictionnaire ▶ Lire et comprendre un article dans le dictionnaire 	<ul style="list-style-type: none"> ▶ Les mots de la même famille ▶ Les préfixes / les suffixes

NB. La mémorisation de cinq à huit poèmes est programmée sur l'année.

GENRE / DESCRIPTION	École Tout irait pour le mieux dans le monde des morts-vivants si tout à coup Petit Vampire ne décidait pas qu'il veut absolument aller à l'école pour rencontrer des copains. Une plongée dans l'univers fantastique créé par Joann Sfar, avec cette bande dessinée drôle et sensible dans laquelle chaque enfant pourra retrouver ses propres repères.	Policier Un vieil égyptologue vient d'être assassiné dans d'étranges conditions : à ses côtés, une lettre vierge parfumée d'une odeur de menthe, une drôle de fléchette et un chat noir qui rôde. Au commissariat, l'enquête est au point mort et la consternation, générale. Ce court roman policier réunit tous les ingrédients du genre : une intrigue remarquablement construite, des indices disséminés avec parcimonie et une chute surprenante.
EXPRESSION ÉCRITE	<ul style="list-style-type: none"> ► Ecrire un dialogue ► Faire un résumé 	<ul style="list-style-type: none"> ► Rédiger un évènement (article de journal) ► Rédiger un exposé sur un hobby
GRAMMAIRE	<ul style="list-style-type: none"> ► Le verbe ► Le sujet du verbe 	<ul style="list-style-type: none"> ► Les pronoms circonstanciels et les compléments d'objet ► Les adverbes
CONJUGAISON	<ul style="list-style-type: none"> ► Le présent des verbes du deuxième groupe ► Le présent des verbes prendre et venir 	<ul style="list-style-type: none"> ► Le présent des verbes être, aller, faire et dire ► Le présent des verbes avoir, vouloir, voir et pouvoir
ORTHOGRAPHE	<ul style="list-style-type: none"> ► Les homophones grammaticaux : ► a / à, son / sont, et/est/es, on / on n' / ont 	<ul style="list-style-type: none"> ► Les homophones grammaticaux : ► ce / se, ces / ses, ou / où, mais / mes
VOCABULAIRE	<ul style="list-style-type: none"> ► Les homonymes ► Les synonymes 	<ul style="list-style-type: none"> ► Les antonymes ► Les niveaux de langue

NB. La mémorisation de cinq à huit poèmes est programmée sur l'année.

GENRE / DESCRIPTION	Contes <p>Dans ces cinq fabliaux du Moyen Âge où il est question de prévôts peu scrupuleux, de paysannes gourmandes et de larrons imprudents, les enfants retrouvent quantité de thèmes et de scènes qui font partie de notre patrimoine et qui ont nourri toute la littérature jusqu'à nos jours. Comiques ou sérieux, les fabliaux sont porteurs d'un message édifiant facile à percevoir par le lecteur. Ceux qui vous sont proposés ont été adaptés pour le théâtre par Françoise Guillaumond afin que les élèves s'approprient les textes en les jouant et les mettent en scène pour leur plus grand plaisir.</p>	Histoire et Poésie <p>Voici l'histoire d'un peintre chinois à la recherche de nouveaux paysages. Ses tableaux sont si beaux qu'on les dit magiques ! Mais un jour, l'empereur convoque le jeune maître pour le menacer d'un terrible châtement ...</p>
EXPRESSION ÉCRITE	<ul style="list-style-type: none"> ► Rédiger une lettre ► Exposé (version améliorée) sur un fait d'actualité 	<ul style="list-style-type: none"> ► Raconter un voyage. ► Faire une fiche documentaire
GRAMMAIRE	<ul style="list-style-type: none"> ► Les noms communs et les noms propres ► Le groupe nominal ► Les articles ► Les déterminants possessifs et démonstratifs 	<ul style="list-style-type: none"> ► L'adjectif ► Le complément du nom ► Les pronoms personnels ► Nature et fonction des mots
CONJUGAISON	<ul style="list-style-type: none"> ► Le futur des verbes du premier et deuxième groupe ► Le futur des verbes prendre et venir ► Le futur des verbes faire, aller, être et dire ► Le futur des verbes avoir, vouloir, voir et pouvoir 	<ul style="list-style-type: none"> ► L'imparfait des verbes du premier et deuxième groupe ► L'imparfait des verbes prendre et venir ► L'imparfait des verbes être, aller, faire et dire ► L'imparfait des verbes avoir, vouloir, voir et pouvoir ► Le passé composé l'auxiliaire avoir et être
ORTHOGRAPHE	<ul style="list-style-type: none"> ► Le féminin des noms ► Le féminin des adjectifs ► Le pluriel des noms ► Le pluriel des noms terminés en -au, -eau, -eu ► Le pluriel des noms terminés en -al, -ail 	<ul style="list-style-type: none"> ► Le pluriel des adjectifs ► Les accords dans le groupe nominal ► L'accord du verbe avec son sujet ► Le participe passé en -é ou l'infinitif en -er
VOCABULAIRE	► Enrichir son vocabulaire	► Enrichir son vocabulaire

NB. La mémorisation de cinq à huit poèmes est programmée sur l'année.

FRENCH B

Programme

At the end of Year 5, the objective is to reach at least the level of A2 from the Common European Framework of Reference for Language. The students will be developing the four skills of listening, speaking, reading, and writing while discovering various themes and topics related to Art, Science, and Geography in a stimulating and engaging context. As a framework, we will be using a textbook entitled Les Loustics 5. Half of the year's communication goals are inspired by the textbook Les Loustics, the other half is intricately linked to our everyday life as LCIS community members, in a series of topics created by the teachers; project-based learning is a fun way for the students to assimilate and demonstrate what they learn. We also use the DELF standardised tests regularly each term to measure our students' attainment and progress against the Common European Framework Reference for Languages.

Outlined below is an overview of the themes and the skills, which will be introduced this year.

ADDITIONAL TOPICS	LES LOUSTICS
My environment	All different
Winter around the world	Junior gardeners
A perfect world	The past is past

UNITS:

MY ENVIRONMENT / ALL DIFFERENT		
COMMUNICATION GOALS	<ul style="list-style-type: none"> ► Talk about your holiday ► Express how you feel about the new school year ► Name places in town and different shops ► Follow a local itinerary and guide someone in the area ► Say what activities you do outside school and talk about the things you like / don't like to do 	<ul style="list-style-type: none"> ► Say where you come from ► Express where you are going and where you left from ► Describe people, make comparisons, express similarities and differences
GRAMMAR	<ul style="list-style-type: none"> ► Introduction of the questions: Comment étaient tes vacances? Où es tu parti? Avec qui? Qu'est ce que tu as fait? Qu'est-ce qu'il y a dans ta ville? Où est...? Qu'est-ce qu'il y a? Que veut dire? Tu connais? Comment tu te sens? ► Use of the structures: Je me sens/ Je suis/ J'habite + à /j'ai fait/ je suis allé(e)/ j'ai visité/ c'était ► Use the present tense of the verbs avancer, continuer 	<ul style="list-style-type: none"> ► The present tense of the verbs avoir, être, aller et venir ► Comparative expressions ► Prepositions ► Numbers from 0 to 999

NB : We will be studying a variety of books, songs and poems linked to each theme throughout the term.

WINTER AROUND THE WORLD / JUNIOR GARDENERS

COMMUNICATION GOALS	<ul style="list-style-type: none"> ► Express what winter means to/ symbolises for you ► Describe what winter looks like in different parts of the world and make comparisons with Switzerland ► Describe what clothes and accessories you would bring in your suitcase for a winter in a mystery country 	<ul style="list-style-type: none"> ► Discover a tourist site ► Describe a garden ► Position yourself in space and time ► Identify and categorise plants and flowers
GRAMMAR	<ul style="list-style-type: none"> ► Use the expressions: selon moi, pour moi etc. ► Use the verbs: porter, habiller, aller, manger etc. ► Use comparison words such as: mais, par contre, en revanche ► Use the structures: moins que / de, plus que / de, autant ► Use the structure: dans ce pays... il y a 	<ul style="list-style-type: none"> ► The present tense of the 1st, 2nd and 3rd group verbs ► Sentence structure with the pronoun qui

NB : We will be studying a variety of books, songs and poems linked to each theme throughout the term.

A PERFECT WORLD / THE PAST IS PAST

COMMUNICATION GOALS	<ul style="list-style-type: none"> ► Express which human values are important to you ► Write a letter to express your gratitude toward someone. ► Design and describe what the ideal world would look like to you, including its physical and moral aspects (nature, buildings, plants, animals, laws etc.) 	<ul style="list-style-type: none"> ► Understand the biography of an artist ► Say where you have been in the past ► Go shopping ► Participate in a survey ► Talk about history: dates, timelines, historical events
GRAMMAR	<ul style="list-style-type: none"> ► Use the infinitive verbs: avoir, montrer, témoigner ► Adjectival agreement ► Introduction of the questions: Quelles sont tes valeurs? Quelles sont tes qualités? À quoi ressemble ton monde idéal? ► Use the conditional tense with: je voudrais, j'aimerais 	<ul style="list-style-type: none"> ► Use the past perfect tense with avoir and être ► Use the past perfect tense with reflexive verbs ► Numbers from 0 to 9 999

NB : We will be studying a variety of books, songs and poems linked to each theme throughout the term.

GERMAN B

Programme

German is one of Switzerland's four official languages. As such, we recognise the importance of offering it as a Foreign Language 'B' course, from Year 5. This programme continues in Year 6, and is a foreign language option in our secondary school section. It is intended for students who are already proficient in French. As a framework, the student will work through the textbook series called 'Beste Freunde' starting now up to the Year 9.

The aims for the students are to start working at the A1 level of the Common European Framework of Reference for Languages and guide them in their first interactions with this new language.

Students will experience a range of communicational situations using the target vocabulary, based on school and their personal life. Activities and interactive exercises are introduced through books, games and iPads.

Introduction module
Me and the world
Me in the school

UNITS:

INTRODUCTION MODULE

Communication Goals

- ▶ Get to know German language
- ▶ Greet somebody / say goodbye
- ▶ Express their opinion
- ▶ Ask about the name
- ▶ Say, that they don't know about something
- ▶ Introduce themselves or somebody

Grammar

- ▶ Spelling & alphabet
- ▶ Nouns and articles in nominative
- ▶ Regular verbs - ich und du forms
- ▶ Prepositions aus/in + city, country

Vocabulary

- ▶ Greetings
- ▶ Colours
- ▶ Numbers (up to 20*)
- ▶ School items

ME AND THE WORLD

Communication Goals

- ▶ Introduce themselves or somebody
- ▶ Name their home country and place of living
- ▶ Say, what they do
- ▶ Say, what they like / don't like to do
- ▶ Make a suggestion, accept or reject it
- ▶ Describe, what they like doing with friends
- ▶ Say, where a place is
- ▶ Ask somebody how they are doing

Grammar

- ▶ Regular verbs: other forms + plural
- ▶ Verbs sein and haben
- ▶ Verb position in the sentence
- ▶ Subject position in the sentence
- ▶ W - questions and yes / no questions
- ▶ Negation with nicht

Vocabulary

- ▶ Furniture, sport items, free time activities
- ▶ Sports, music, countries

ME IN THE SCHOOL

Communication Goals

- ▶ Talk about their timetable and plans
- ▶ Talk about their language skills
- ▶ Answering questions positively and negatively

Grammar

- ▶ Answers with doch
- ▶ Preposition am + days

Vocabulary

- ▶ School subjects
- ▶ Languages
- ▶ Calendar (days, months, seasons)

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

Scheme of Learning

Our PSHE education programme has been developed to support our students to thrive in a time of rapid change by addressing their social, emotional, physical, cultural and moral needs. In line with UK guidelines, our programme focuses on three core themes:

- ▶ Health and Wellbeing
- ▶ Relationships
- ▶ Living in the Wider World

Students have the opportunity to explore their attitudes, values and beliefs around these core themes and to develop the skills, language and strategies necessary to manage the challenges they encounter in their daily lives.

PSHE is taught from Year 1 to Year 6 as a stand-alone lesson and is also woven into the school day, such as during registration and circle time, or discussions after breaks. The programme 'Jigsaw' offers a structure to our PSHE lessons, whilst sessions of mindfulness and yoga, in addition to focus weeks and social communication complement our wellbeing scheme of learning.

Being Me In My World	Celebrating Differences (including anti-bullying)
Dreams and Goals	Changing Me
Relationships	Healthy Me

GENERAL DESCRIPTION

Health and Wellbeing	Relationships	Living in the Wider World
<p>Children will learn about:</p> <ul style="list-style-type: none"> ▶ the importance of personal hygiene ▶ the physical differences between boys and girls ▶ road safety, cycle safety and online safety ▶ people who help us ▶ how to talk about their feelings ▶ the benefits of physical activity. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> ▶ recognise that their behaviour can affect other people ▶ listen to other people and work and play cooperatively ▶ identify special people in their lives (parents, siblings, friends) and how they should care for each other ▶ distinguish what physical contact is acceptable and what to do if they're being bullied. 	<p>Children will learn:</p> <ul style="list-style-type: none"> ▶ how to make and follow group, class and school rule ▶ what protects and harms the environment ▶ how to make choices about spending or saving money ▶ ways in which we are all unique and the things we have in common ▶ about basic human rights; and to respect national, regional, religious and ethnic identities.

OVER-ARCHING OBJECTIVES

<p>Children will learn about:</p> <ul style="list-style-type: none"> ▶ What is meant by a healthy lifestyle ▶ How to maintain physical, mental and emotional health and wellbeing ▶ How to manage risks to physical and emotional health and wellbeing ▶ Ways of keeping physically and emotionally safe ▶ How to manage change, transition and loss ▶ How to make informed choices about health and wellbeing, and where to get help with this ▶ How to respond in an emergency ▶ To identify different influences on health and wellbeing 	<p>Children will learn to:</p> <ul style="list-style-type: none"> ▶ How to develop and maintain a variety of relationships, within a range of social and cultural contexts ▶ How to recognise and manage emotions within relationships ▶ How to respond to risky or negative relationships, including bullying and abuse ▶ How to respond to risky or negative relationships and ask for help ▶ How to respect equality and diversity in relationships 	<p>Children will learn:</p> <ul style="list-style-type: none"> ▶ About respect for themselves and others, and the importance of responsible actions and behaviour ▶ About rights and responsibilities as members of families, other groups and citizens ▶ About different groups and communities ▶ To respect equality and diversity, and how to be a productive member of a diverse community ▶ About the importance of respecting and protecting the environment ▶ About where money comes from, keeping it safe, and the importance of managing it effectively ▶ The part that money plays in people's lives
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PHYSICAL EDUCATION (PE)

Scheme of Learning

During Lower Key Stage 2 Physical Education, students will continue to apply and develop a broader range of skills and learning how to use them in different ways to make actions and sequences of movement more efficient. Students will be taught to enjoy communicating, collaborating and competing with each other. Students will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

UNITS:

- Cross-Country and Fitness
- Invasion Games
- Ski Camp
- Net Games
- Gymnastics and Parkour
- Striking and Fielding Activities
- Athletics
- Sports Day

Cross-Country and Fitness

Explaining the Theme

In this curriculum unit, students will embark on an exciting journey through the realms of cross-country running and fitness. Through tailored activities and engaging sessions, students will delve into the intricacies of endurance running and the principles of physical fitness. In this unit, students will not only develop their physical fitness and endurance but also cultivate important life skills such as self-discipline, and a positive attitude towards exercise. This unit will lay the foundations of health and well-being.

In this unit, students will develop their ability to:

- ▶ Enhance cardiovascular endurance and experience the demands of cross country running
- ▶ Develop knowledge of components of fitness and fitness testing
- ▶ Understand and identify their fitness strengths and weaknesses
- ▶ Embrace the enjoyment of running and engage in fitness challenges.

Invasion Games

Explaining the Theme

In this unit, students will focus on improving and applying basic skills for a variety of invasion games. In all games activities, students will think about how to use tactics and strategies to outwit the opposition. They will learn to plan basic principles of attack and make informed decisions during small-sided games. Students will also be taught to understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment.

In this unit, students will develop their ability to:

- ▶ Move with efficiency and control and apply individual skills to a game
- ▶ Apply tactics and strategies to attacking and defending situations
- ▶ Understand their individual role, strengths and weaknesses as part of a team
- ▶ Communicate effectively with their team.

Ski Camp

Explaining the Theme

In this unit students will take part in a residential ski and snowboard camp in the beautiful ski domain of the Portes du Soliel. Under the careful eye of our ski instructors and teachers, students will follow the LCIS Snowsports Award scheme and be taught in small groups of eight or less based on their ability. At the end of the week, they will be presented with their level and receive a booklet to record their achievement. In the evenings students will be involved in an exciting range of fun activities.

In this unit, students will develop their ability to:

- ▶ Perform specific skills related to our Snowsports award scheme
- ▶ Replicate accurate movements requiring control and agility on the snow
- ▶ Understand the safety considerations which must be followed when on ski slopes
- ▶ Develop the resilience and independence associated with being away from home.

Net Games

Explaining the Theme

In net games activities, students will think about the use of strategies to outwit opponents. Focus on improving the skills of sending, receiving, positioning and accuracy. Students will be required to make informed decisions during games and simplified versions of competitive activities. Students will also continue to understand the effect of exercise and develop an attitude of fair play and enjoyment.

In this unit, students will develop their ability to:

- ▶ Develop their tactical knowledge and understanding of net games
- ▶ Use hand-eye and racquet eye coordination to perform individual skills more efficiently
- ▶ Understand the common tactical and strategical demands of net games
- ▶ Understand their personal strengths and areas of weakness in their performance.

Gymnastics and Parkour

Explaining the Theme

Students will demonstrate and consolidate the basic actions of travelling, jumping and landing, transferring of weight, balancing, rolling and turning both on the floor and when using apparatus. Students will incorporate control, levels and aesthetics into individual and group sequences showing creativity. Students will evaluate and assess movements to improve sequences. Students should learn how to erect and dismantle apparatus safely.

In this unit, students will develop their ability to:

- ▶ Move efficiently and with control in individual skills and whilst transitioning between skills
- ▶ Recognise the strengths and weaknesses of their own and others' performances
- ▶ Choreograph routines which show good use of space, variety and levels
- ▶ Understand the physical demands of different gymnastics activities.

Striking and Fielding Games

Explaining the Theme

Students will develop the range and consistency of their sending, receiving, batting and bowling skills, especially in specific striking and fielding games such as rounders, cricket, softball and Danish long ball. Students will work on quality of replication with the intention of outwitting opponents. Students will learn to implement simple tactics to form an attacking and defending principle when both batting or fielding. Students will continue to develop an attitude of fair play, sportsmanship and enjoyment.

In this unit, students will develop their ability to:

- ▶ Replicate efficient movements associated with bowling, batting and fielding
- ▶ Develop an understanding of the common rules associated with striking and fielding games
- ▶ Understand scoring systems and apply tactics according to the scoring systems of the game
- ▶ Understand personal strengths and how these relate to their place within the fielding and batting team
- ▶ Understand the common rules associated with striking and fielding games.

Athletics

Explaining the Theme

In this unit students will learn to accurately replicate and use running, jumping and throwing skills both singly and in combination. Students will take part in challenges and competitions that require precision, speed and stamina. In all athletic activities, students will engage in performing and improving their skills, measuring and comparing times and distances. Students will also develop a deeper knowledge of the type of fitness needed for each event.

In this unit, students will develop their ability to:

- ▶ Perform athletic events with efficiency, fluency and control
- ▶ Understand the athletics principles of faster, higher, further
- ▶ Develop an understanding of the different demands of athletics events
- ▶ Officiate and measure a variety of throwing, running and jumping events
- ▶ Understand the rules and regulations for throwing, running and jumping events.

Sports Day

Explaining the Theme

Students will focus on improving and applying basic skills in a variety of competitive games and activities in preparation for sports day. In all games activities, students will think about how to use tactics and strategies to attack the opposition. They will learn to plan basic principles of play and make informed decisions during small-sided games. Students will continue to understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment. Students will compare and contrast a variety of games and look for similarities in the principles of play.

In this unit, students will develop their ability to:

- ▶ Understand the origins of a variety of global games
- ▶ Compare and contrast the principles of play across different games
- ▶ Perform individual skills with efficiency and control and learn how to apply these skills in a game
- ▶ Communicate clearly and effectively with the opposition and teammates
- ▶ Play fairly within the rules and understand the concepts of fair play and sportsmanship.

MUSIC

Scheme of Learning

Music has a rare and unique ability to bring us all together. It is part of the everyday fabric of our lives. In Year 5 Music, our students will be supported in their musical progression as they develop further their understanding of the subject through whole-class piano teaching, ensemble singing and the study of academic music theory. Students will discover new genres and styles from the songs of Nina Simone, to the traditional music of Ancient China via the musical signatures of Shostakovich and Bach. Their musical educational development will be supported further by accessing our Juilliard Creative Classroom partnership which will enhance their musical experience as they broaden and deepen their knowledge and love of music.

The Song	An exploration of the art of the Song, culminating in a class composition celebrating the individuality of each member of the class	Skills: Appraising, Composition and Ensemble Performance
Notation	A focus on music theory – using non-traditional notation to think about why we write music down and how we do it in different cultures	Skills: Music Theory and Appraising
Learning by Ear (Exit Point)	A workshop-style unit exploring the skills required to play and sing by ear	Skills: Class Singing, Bands and Appraising

UNITS:

The Song

A study of the basic tools of song composition

Explaining the Theme

Songs play important and elemental roles in musical and human experiences across nearly all cultures. By exploring songs from a range of styles and time periods, listeners can hear the distinctive timbres of each performer's voice, learn the musical devices used to convey poetry, and explore each song's function within its respective culture. In this unit, the students will explore the skill of song-writing whilst focusing on the Juilliard core work of 'Feeling Good' by Nina Simone. The students will have opportunities to compare and contrast common song forms and explore elements of production and arranging, whilst developing their piano skills, creativity and ensemble musicianship. The students will:

- ▶ Broaden their knowledge of song-writing and compositional techniques as they learn about form, structure, melody, texture, lyric writing and rhythm
- ▶ Learn to play Feeling Good by Nina Simone, using the bass ostinato (LH) and triadic chords (RH)
- ▶ Explore creative writing and work in groups to compose, rehearse and perform a song performance with lyric rhyming scheme
- ▶ Use Logic Pro X music software to record and edit a multi-track recording of their song
- ▶ Consider "The Song" as they explore the Juilliard Core Work content

Solo Performance / Theory and Appraising / Ensemble Performance / Composition

Students will all perform the bass line of Feeling Good on the piano and depending on their ability level will either play the LH bass line, the chordal RH line or both hands together with added rhythmic intensity. They will work on their accuracy of notes, fluency of rhythm and musicality. They will also complete a short ensemble performance assessment as we write our class song and record it using Logic Pro X. As an ensemble they will need to demonstrate a shared sense of pulse as well as the individual ability to play their part.

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ Treble clef (g-clef)
- ▶ Treble clef (g-clef)
- ▶ Bass clef (f-clef)
- ▶ Rhythmic notation (beats and rests)
- ▶ Italian terms for dynamics and tempo
- ▶ Contextual knowledge about song-writing

Non-traditional notation

A Focus on developing music theory skills using non-traditional notation as inspiration

Explaining the Theme

In this unit, students will be looking at cultures that use non-traditional forms of music notation to strengthen and reinforce their understanding of Western classical notation. They will explore the musical signatures of Dimitri Shostakovich and J.S. Bach and write their own musical signatures using the treble and bass clefs. Students will:

- ▶ Learn mnemonics and techniques to build their confidence in reading classical music notation
- ▶ Discover the similarities and differences between music written in different periods and cultures
- ▶ Learn more about the identity and the cultural context of the different composers
- ▶ Use musical notation to write their own compositions
- ▶ Build upon their theory knowledge by learning about different musical notation symbols

Piano /Theory and Appraising

Students will all be assessed in their ability to read the notes on the page.

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ Treble clef (g-clef)
- ▶ Bass clef (f-clef)
- ▶ Rhythmic notation (beats and rests)
- ▶ Italian terms for dynamics and tempo
- ▶ Instruments of the orchestra
- ▶ Basic intervals

Learning by Ear (Exit Point)

A Workshop-Style Unit Exploring the Skills Required to Play and Sing in an Ensemble

Explaining the Theme

Learning and playing music by ear is a skill that often feels at odds with the pursuit of reading notated music. Even the way it has been referred to pedagogically, as “informal learning,” seems to undermine its efficacy. However, studies have shown that the skill of learning by ear positively affects other areas of music performance, including improvisation, sight-reading, the ability to perform rehearsed music, and playing from memory.

In this unit, students will explore the art of learning by ear. As a class we will learn a song together, with multiple harmonic layers and the opportunity for students to take on vocal and instrumental solos. Students will then have the creative space to explore other ensembles with their peers and will make vocal groups, bands and more as they begin to prepare pieces for performance at the Exit Point.

Students will:

- ▶ Broaden their knowledge of styles and genres of music
- ▶ Explore the skills required to play successfully in a musical ensemble
- ▶ Work in a chosen band or group to rehearse and eventually perform a short piece for their parents and friends
- ▶ Present their learning in a Music Exit Point
- ▶ Consider their personal growth as a young musician as they challenge themselves both personally and practically

Ensemble Performance / Theory and Appraising

Students will all perform a class performance of a song. They will present their process and final performance at the Music Exit Point.

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ Treble clef (g-clef)
- ▶ Bass clef (f-clef)
- ▶ Rhythmic notation (beats and rests)
- ▶ Italian terms
- ▶ Contextual knowledge about their chosen pieces

DRAMA

Scheme of Learning

In Drama lessons, students are given opportunities to explore, discuss and deal with a range of scenarios, and express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, students are encouraged to take responsible roles and make choices – to participate in and guide their own learning. Using the Juilliard approach, teachers take an open-ended approach, concentrating on the process of learning, at least as much as – if not more than – the product.

Personal and Social Development	Creative Exploration and Expression
Performance	Technical Incorporation
Drama in Society	Reflection, Evaluation, and Appreciation

UNITS:

Personal and Social Development

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ understand and maintain appropriate behaviours in drama
- ▶ work to enhance the creative ideas and performances of others
- ▶ exhibit increasing self-confidence in both formal and informal performances.

Supported by Juilliard Core Unit: 'Defining the empty space'

Creative Exploration and Expression

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ express and explore feelings and emotions, including those of others, through role play
- ▶ use a variety of materials to convey location and character symbolically
- ▶ recognise the value of individual creative thought and make suggestions to develop it further
- ▶ script an original story and follow through to production
- ▶ find appropriate ways to take action through the performing arts.

Supported by Juilliard Core Unit: 'Doing One Thing at a Time'

Performance

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ maintain an appropriate stage presence
- ▶ use performance as a problem-solving tool
- ▶ choose and use numerous formats and performance types appropriately, for example, polished musical versus improvised mime
- ▶ use persuasive techniques in body language and facial expression
- ▶ improvise sequentially, freely and immediately with confidence and imagination.

Supported by Julliard Core Unit: 'The Fourth Wall'

Technical Incorporation

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ perform using a series of props, sets, costumes and make-up
- ▶ portray a character using special effects such as make-up, wigs and costumes
- ▶ understand the importance of appropriately incorporating props, set, make-up, costume, sound and lighting into a production
- ▶ write a script using plot, tension, climax and resolution and follow through to production
- ▶ play a character within a production with confidence, memorizing lines and complex stage directions.

Supported by Julliard Core Unit: 'Exploring the Shakespearean Ladder'

Drama in Society

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ experience a wide variety of live performances
- ▶ recognise varying cultural perspectives and how they are expressed through drama
- ▶ identify and communicate with local community theatre groups
- ▶ understand and appreciate some of the varied roles of theatre practitioners and interview, research and write about careers within the performing arts.

Supported by Julliard Core Unit: 'Taking it to the extreme'

Reflection, Evaluation and Appreciation

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ discuss performance and presentation experiences, to identify what has been effective and what needs to be developed, paying attention to what worked well, and why
- ▶ develop rubrics and checklists for self-, peer and group assessments.

Supported by Julliard Core Unit: 'Everything in the Moment'

INTERNATIONAL COLLABORATIONS

We educate your child for a changing world. We collaborate with pioneering institutions such as MIT and Juilliard, developing programmes that will give them the skills, qualities and outlook to create their own exciting future.

JUILLIARD	MIT	GLOBAL CAMPUS
<p>Founded in 1905, The Juilliard School is a world leader in performing arts education.</p> <p>In collaboration with The Juilliard School, we aim to transform your child's understanding of the Performing Arts in Music, Drama and Dance. Students will discover iconic works, and their creativity and collaborative skills will flourish with help from a worldwide network of performers and teachers.</p>	<p>MIT (Massachusetts Institute of Technology) has played a key role in the development of modern technology and science, ranking it among the most prestigious academic institutions in the world.</p> <p>Students will tackle challenges and workshops created by MIT experts, and develop skills that will help them invent the future. This practical, hands-on programme will open your child's eyes to the possibilities of science, technology, engineering, arts and mathematics.</p>	<p>Our Global Campus platform brings together online students from different countries and cultures, and encourages them to collaborate, create and learn.</p> <p>With more than 70 international schools in the Nord Anglia family, the world is at your child's doorstep.</p>



APPENDIX 1:

ENGLISH GRAMMAR TERMINOLOGY

EXPANDED NOUN PHRASES

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

The scary monster

The dinosaur had sharp teeth.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

An enormous, menacing monster in the mouth of a dark cave.

TENSE

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

PAST SIMPLE – the action took place in the past and is now finished.

I walked to my friend's house.

PAST PROGRESSIVE – the action took place in the past over a period of time.

I was walking to my friend's house.

PAST PERFECT – the action was completed by a particular point in the past

I had walked to my friend's house.

PRESENT SIMPLE – the action takes place regularly.

I walk to my friend's house.

PRESENT PROGRESSIVE – the action is taking place now.

I am walking to my friend's house.

PRESENT PERFECT – the action is now completed.

I have walked to my friend's house.

The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

SENTENCE TYPES

STATEMENT – tells the reader something.

Tigers have sharp teeth.

COMMAND – tells you to do something.

Go and look at the tiger.

QUESTION – gains further information by asking something.

Did you see the tiger at the zoo?

EXCLAMATION – makes a statement but is usually said with a strong emotion such as anger or surprise.

What sharp teeth the tiger had!

RELATIVE CLAUSES AND RELATIVE PRONOUNS

A relative clause is a specific type of subordinate clause that adapts, describes or modifies a noun. They add information to sentences by using a relative pronoun (who, that, which, when, where, whose, whom).

The book, which is very popular with the class, is unavailable in the school library.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

An enormous, menacing monster in the mouth of a dark cave.

CO-ORDINATING CONJUNCTIONS

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence. There are many co-ordinating conjunctions but some of the main ones can be remembered using the acronym **FANBOYS**.

F	for	I like swimming <u>and</u> my brother likes football.
A	and	
N	nor	We might go to the cinema <u>or</u> we could go to the funfair.
B	but	
O	or	I want to wear my sunhat <u>but</u> it is raining.
Y	yet	
S	so	

SUBORDINATING CONJUNCTIONS

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions but some of the main ones can be remembered using the acronym **A WHITE BUS**.

A	although, after, as	We couldn't do PE today <u>because</u> it was raining.
WH	when	
I	if	<u>When</u> playtime was over, the teacher rang the bell.
T	that	
E	even though	Make sure you wear your coat <u>if</u> it gets too cold.
B	because	
U	until, unless	We wanted to eat the cake <u>that</u> my mum made yesterday.
S	since	

ADVERBS AND FRONTED ADVERBIALS

ADVERBS give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym **TRaMP**.

T – time (when)	R – reason (why)	M – manner (how)	P – place (where)
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Please make sure that you come home soon. (time)

The dog greedily ate its dinner. (manner)

FRONTED ADVERBIALS are words or phrases at the beginning of a sentence, used to describe the action that follows.

As fast as he could, the little boy sprinted for the finishing line.

MODAL VERBS

A modal verb is a special type of verb which changes or affects other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.

Examples: will, must, should, would, could, might, ought to, can.

You must brush your teeth at least twice a day.

He could decide whether to do his homework now or later.

APPENDIX 2: YEAR 5 LONG TERM PLAN 2025-2026

AUTUMN TERM – 15 Weeks																			
	Aug			September				October			November				December				
	18 th	25 th	1 st	8 th	15 th	22 nd	29 th	6 th	13 th	20 th	27 th	3 rd	10 th	17 th	24 th	1 st	8 th		
Maths	Block 1			Block 2				Half Term											
English	Grammar Focus	The Odyssey - Myths				Poetry - Haiku													
IPC	Brainwaves	Go With the Flow				STEAM													
Art/DT	Painting - Colour mixing, tints, tones and shades	Le récit : la vie des autres L.O.L.A et Idriss				STEAM			Design and paint own planets, phases of the moon										
French A	Révisions et bilan diagnostic	Tous différents							L.O.L.A		Extrait d'oeuvres - Le récit épistolaire - Le journal		Histoires à compléter						
French B	Einstieg - introduction							Voyageons à travers le monde											
German	Personal and Social Development *What Fourth Wall?*				STEAM					Testwoche		Weihnachten							
Drama	Word Processing				STEAM			Performance: Defining the Empty Space											
ICT	Being Me in My World							Online Safety				Concept Maps							
PSHE	SAQ / Fitness / Cross Country				Invasion Games			Celebrating Differences (including anti-bullying)											
PE	Class composition - The Song							Invasion Games										Winter Games	
Music								Singing together											

Drama: * ____*: Julliard Drama Core Work

MATHS BLOCKS	
Block 1	Place Value
Block 2	Addition and Subtraction
Block 3	Multiplication and Division (A)
Block 4	Fractions (A)
Block 5	Multiplication and Division (B)

SPRING TERM – 12 Weeks																
	January				February				March							
	5 th	12 th	19 th	26 th	2 nd	9 th	16 th	23 rd	2 nd	9 th	16 th	23 rd	30 th			
Maths	Ski Week	Block 1		Block 2		Half Term								Block 3	Block 4	Block 5
English		The Whale - Film Pitch		Kaspar, Prince of Cats - Persuade		The Strange Case of Origami Yoga - Discussion								The Man Who Walked Between Two Bridges -Bio		
IPC		Existing, Endangered and Extinct		The Great, The Bold and The Brave												
Art / DT		Pencil sketching - animals		3D - Greek pottery, classical building junk modelling												
French A		La famille, l'espoir : 35kg d'espoir -		Un bonheur simple : C'est bien ! - Enrichir son vocabulaire												
French B		Des jardiniers en herbe		Le français à travers l'art											Testwoche	
German		Lektion 2		Lektion 3												
Drama		Creative Exploration and Expression *Living in the Impossible*		Drama in Society *Feeling run down*												
ICT		Coding		Spreadsheets & Databases												
PSHE		Dreams and Goals		Changing Me												
PE		Net Games		Net Games											Gymnastics	
Music		Notation		Ensemble Play and Compose - Film Music												

Drama: * ____*: Julliard Drama Core Work

MATHS BLOCKS	
Block 1	Area and Perimeter
Block 2	Statistics
Block 3	Shape
Block 4	Fractions (B)
Block 5	Position and Direction

SUMMER TERM – 9 Weeks									
	April		May				June		
	20 th	27 th	4 th	11 th	18 th	25 th	1 st	8 th	15 th
Maths	Block 5	Block 1	Block 2		Block 3		Block 4		Block 5
English	The Island - Narrative Sequel					The lost Happy Ending - Poetry		Here We Are	
IPC	What a Wonderful World							Fascinating Forces	
Art / DT	Create biomes and collage							Perspective	
French A	Etre responsable: Cabot Caboche - La narration au passé - Révisions et bilan								
French B	Le passé, c'est passé !								
German	Lektion 4					Testwoche	Puffer / Wiederholung		Filmwoche
Drama	Reflection, Evaluation & Appreciation *Everything in the moment*			Technical Incorporation *Exploring the Shakespearean O!*					
ICT	3D Modelling			Game Creator					
PSHE	Healthy Me								
PE	Fitness	Striking Games				House Games			
Music	Learning by Ear								

Drama: * ____ : Julliard Drama Core Work

MATHS BLOCKS	
Block 1	Volume
Block 2	Negative Numbers
Block 3	Decimals
Block 4	Converting Units
Block 5	Shape



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