



Kingsway Primary School
Autumn 2025
Year: 5



Project Title:	Ancient Benin and Modern Day Nigeria <i>Belonging, Equality and Justice</i>		
KIT Values:	Kindness Empathy Tolerance Respect Equity		
Enrichment opportunity:	Horniman Museum and Gardens Virtual Workshop - Kingdom of Benin (KS2)		
English (core texts and genres)	<ul style="list-style-type: none"> • <i>The Lost Thing</i>, Shaun Tan (picture narrative writing text - Own version narrative, diaries, formal letters, adverts, descriptions and non-chronological reports). • <i>Freedom Bird</i>, Jerdine Nolan (historical fiction writing text - Biographies, non-narrative poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts, narrative poems) • <i>Freedom</i>, Catherine Johnson (historical fiction reading text - Vocabulary, Inference, Prediction, Explanation, Summarising) 		
SPaG	Spelling	Punctuation	Grammar
	<ul style="list-style-type: none"> • Recap year 3/4 statutory spellings and introduce year 5/6 word list. Endings: <ul style="list-style-type: none"> • /or/ sound spelt au, augh, or, ough • The sounds of the 'ough' letter string 	<ul style="list-style-type: none"> • Know how to use inverted commas (Speech marks) and other relevant punctuation to punctuate direct speech. • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity 	<ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Know how to determine the word class of a word and know that some words can be within different classes based on its use in the sentence e.g. play/ a play

	<ul style="list-style-type: none"> • Spell some words with silent letters - b, kn, gn, sc 	<ul style="list-style-type: none"> • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> • Know how to start sentences using a subordinating conjunction and how to move it to the end of the sentence for effect. • Know that a fronted adverbial can be of time, place, frequency or manner and use them to build cohesion • Understand formality in writing and know when is appropriate to use it
Maths	<ul style="list-style-type: none"> • Know Roman Numerals to 1000 • Read, write and understand the place value of digits within numbers up to 1,000,000 • Count in steps of powers of 10 • Compare and order numbers up to 1,000,000 • Round to the nearest 10,100 and 1000 within 1,000,000 • Add and subtract whole numbers with more than four digits • Use the inverse to check calculations • Know how to reason and problem solve with addition and subtraction 		
Project	<p><u>The Kingdom of Benin, Nigeria and The Transatlantic Slave Trade</u></p> <ul style="list-style-type: none"> • *Know the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Arctic/ Antarctic Circle, and their characteristics • *Know how to use geographical tools to identify and name significant countries in Africa. • *Know how to use an atlas/globes to locate places in the UK and world • *Know how to compare maps with aerial photographs. • *Know how to use geographical tools to identify and name significant countries in Africa. • *Know the geographical similarities and differences (environmental regions, key physical and human characteristics, countries, and major cities between UK and Africa. • *Know how to use maps to locate places within Africa • *Know how to use an atlas/globes to locate places in the UK and world 		

- *Know that weather and climate affects land use and food production e.g. tropica climate of rainforest and suitability for food production
- *Know how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world e.g. rainforest deforestation
- *Know how to explain the effect of commercial and industrial activity on the environment and suggest ways to improve it e.g. work of the Rainforest Alliance
- *Know how to plan a historical enquiry, suggesting the evidence needed to carry out the enquiry. By identify methods to use to carry out research to answer questions
- *Know how to use different sources of evidence to investigate the past (artefacts, pictures, paintings, photos, stories, internet, information books etc.) and how there is a difference between primary and secondary sources of evidence.
- *Know that some events in a time period can be considered more significant than others and that some historical events occurred concurrently in different locations by giving examples (e.g. Victorians and invasion of Benin).
- Know that some events in a time period can be considered more significant than others and that some historical events occurred concurrently in different locations by giving examples
- Know that some sources of information are subjunctive e.g. opinion, propaganda etc. Start to understand that this affects historical interpretations.
- Know that there can be many versions of the same events in history.. Know how to explore and compare the significance of some of these
- Know that the actions of individuals can be the cause of change e.g. Ruby Bridges à national attention to the struggle for school desegregation à desegregation of the American education system
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Science

Changing Materials

- Know how to plan different types of scientific enquiries to answer questions, including how to recognise and control variables where necessary.
- Know how to record data and results using scientific diagrams, classification keys, tables, and line graphs.
- Know how to evaluate the reliability of results and recognise when further tests are needed.
- Know how to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Know how to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Know how to demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
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RE

What does it mean if Christians believe God is Holy and loving?

- Know the main vocabulary used by Christians when discussing God
- Know how to interpret passages from the bible.
- know how to portray feelings and ideas about God through artwork
- Know how Christians respond to God. Know how Christian buildings reflect ideas about God.
- Know what it means if Christians believe God is loving and holy

What does it mean to be a Muslim in Britain today?

- Know the key features of a Mosque.
- Know how the Five Pillars affect Muslims today.
- Know how Zakah is important to Muslims.
- Know why Muslims go on Pilgrimage.
- Know the significance of Hajj.
- Know what it means to be a Muslim in Britain today.

PSHE

Being Me in My World

- Learning: Know that we can face challenges, set goals, and value our school.
- Learning: Know that we have rights and responsibilities and can empathise with others.
- Learning: Know that we have rights and responsibilities that extend beyond our own community
- Learning: Know that our choices have consequences affecting ourselves and others.
- Learning: Know that individual behaviour affects the group and the need to contribute positively.
- Learning: Know that having a voice helps our school and the need to follow agreed rules.

Celebrating Difference

- Learning: Know that cultural differences can cause conflict and we all have our own culture.
- Learning: Know that racism exists and we have attitudes towards different groups.
- Learning: Know that rumours and name-calling are bullying and there are ways to deal with it.
- Learning: Know that bullying can be direct or indirect and we can support positive choices.
- Learning: Know that life differs around the world and happiness isn't based on wealth.
- Learning: Know that cultures differ and all cultures deserve respect.

PE

Dance (Monster Dance)

- Know how to learn and perform dances expressively, using a range of performance skills with accuracy and fluency.
- Know how to choreograph dances by using, adapting and developing actions and steps from different dance styles.
- Know how to use dynamics confidently to express different dance styles.
- Know how to use direction and patterning confidently to express different dance styles.
- Know how to perform dances expressively, showing improved accuracy and fluency through effective performance skills.

Hockey

- Know how to use attacking skills to beat a defender.
- Know how to apply attacking skills under pressure.
- Know how to communicate with teammates, move into space and take the ball towards goal.
- Know how to use defensive techniques to gain possession.
- Know how to use defending tactics to gain possession.
- Know how to apply rules, skills and principles when playing in a tournament.

Basketball

- Know how to move the ball and apply these skills in different situations.
- Know how to use movement skills to lose a defender in different situations.
- Know how to communicate with teammates, move into space and take the ball towards the goal.
- Know how to defend an opponent and when to try to intercept.
- Know how to shoot and decide when to pass, dribble or shoot.

- Know how to use and apply skills, principles and tactics in a game situation.

Handball

- Know how to send and receive the ball under pressure.
- Know how to select skills to move towards the goal, away from defenders and into space.
- Know how to combine attacking skills to create shooting opportunities.
- Know how to use defensive skills to gain possession.
- Know how to defend as a team, deny space and regain possession.
- Know how to apply rules, tactics, skills and principles when playing in a tournament.

Art

Artwork Inspired by The Kingdom of Benin

- Know that drawing shows personal ideas and emotions.
- Know how to refine use of line, tone, and texture in sketchbooks.
- Know that artists use hue and texture to create mood.
- Know how to explore wet and dry painting techniques and textured effects.

DT

Freedom Quilt

- Know how to use research to develop a criteria for a successful end product.
- Know how to develop their design ideas through detailed labelled drawings, cross sectional diagrams and creating prototypes where necessary.
- Know that there is need to develop a clear idea of the making process by creating a detailed plan including materials and equipment.
- Know how to select suitable tools and equipment to perform practical tasks with accuracy and explain what the tool is used for.
- Know how to select materials and components suitable for the task according to functional properties and aesthetic qualities.
- Know how to work safely using a wider range of tools.
- Know how to evaluate their own products and start to seek peer evaluation against the original design criteria during the making process at appropriate times.
- Know the strengths of their product and possible changes they might make and identify the impact it will have on their product, throughout the making process.
- Know how to give detailed explanations of the whole process, evaluate their own ideas/skills and give areas for development in own learning.
- Know how to demonstrate combining techniques to produce an end piece.

- Know how to use a number of different stitches creatively to produce different patterns and textures.

Music

Shaping Music

- Know how to organize music with structure, dynamics, and tempo
- Know how to use music software.
- Know basic music notation.
- Know how to keep a steady beat and understand time signatures.
- Know how to play melodies with correct notes and rhythm..
- Know how to keep in time with the beat.

Unlocking Vocal Potential

- Know how to sing in groups or solo with good posture and breath control.
- Know how to sing songs from memory.
- Know how to talk about feelings and opinions in music.
- Know how to lead singing.

Computing

Databases

- Know how to pick the best way to communicate online for the audience and message
- Know how to work with others to create and share digital content.
- Know how to make digital work better using feedback and say what worked well, revising other people's digital work fairly.
- Know how to break big problems into smaller steps to make algorithms.

Quizzing

- Know how to pick the best way to communicate online for the audience and message
- .Know how to work with others to create and share digital content.
- Know how to make digital work better using feedback and say what worked well, revising other people's digital work fairly.

All About Me

- Know how to recognise and use key phrases related to introducing yourself
- Know how to extend sentences using conjunctions to talk about hobbies and activities
- Know how to take part in a short conversation about yourself and who you live with
- Know how to ask and answer questions about people's jobs using the appropriate verb endings
- Know how to talk about future job prospects
- Know how to introduce yourself orally and in writing

The Way We Look

- Know how to recognise and use vocabulary related to body parts
- Know how to describe your hair and eyes
- Know how to describe activities in the classroom or around school
- Know how to use the verb *llevar* to describe what someone is wearing
- Know how to apply knowledge of Spanish adjectives to describe feelings
- Know how to explain what is wrong when you're feeling unwell