






Alfred Sutton Primary School

Year 5 Overview



Topic	Autumn Term		Spring Term		Summer Term	
Curriculum, Writing and class texts	 <p>A selection of class texts shared across the term</p> <p>Writing is delivered through our creative curriculum.</p>		 <p>A selection of class texts shared across the term</p> <p>Writing is delivered through our creative curriculum.</p>		 <p>A selection of class texts shared across the term</p> <p>Writing is delivered through our creative curriculum.</p>	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
English Genres	<p>Non-Fiction: Persuasive writing – advertisement and sales pitch Non-chronological report</p> <p>Fiction: Recount / narrative Warning tale</p> <p>Poetry: Shape poems</p>		<p>Non-Fiction: Journalistic writing</p> <p>Fiction: Stories with fantasy Playscript</p> <p>Poetry: Personification Kenning</p>		<p>Non-Fiction: Discussion text Explanation text Formal and informal letter writing</p> <p>Fiction: Biography / flashback</p> <p>Poetry: Haiku Narrative poem</p>	
Spoken Language	<p>The teaching of spoken language is prioritised and taught in a cross curricular context as follows:</p> <ul style="list-style-type: none"> Teachers model spoken language across the Y5 curriculum Pupils are equipped with the technical knowledge and vocabulary to be able to speak about a topic confidently (with key vocabulary also being displayed around classrooms) There is a focus on ensuring pupils can effectively select and use appropriate grammar and register for audience and purpose Frequent structured opportunities (e.g. explaining, discussing, debating, performing and responding) are provided for practising, refining and applying spoken language knowledge and skills. Children are encouraged and supported to perform poetry using expression and fluency – both through whole class and individual recitation. 					
Maths	<p>Number: Place Value Calculation: Addition and Subtraction Decimals Measure – money Roman Numerals</p>		<p>Measure: length, perimeter, area and volume Number - Multiplication and Division Number: Fractions Time: converting between units of time</p>		<p>Geometry - angles Geometry: Shape and symmetry Geometry: position and direction Statistics</p>	





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Year 5 Overview

<p>Science</p>	<p>Properties and changes of materials To compare materials according to their properties To investigate thermal conductors and insulators To investigate electrical conductors and insulators through use of simple circuits To compare and group together everyday materials on the basis of their solubility To use different processes to separate mixtures of materials To design and construct a simple filter To identify and explain irreversible chemical changes</p>	<p>Earth and Space To explain how we know the sun, moon and earth are spherical through use of scientific evidence To name and describe features of the planets in our solar system To enact and explain the movement of the planets To explain day and night and the apparent movement of the sun across the sky To deepen understanding of day and night at different points of the earth To explain the movement of the moon</p>		<p>Forces To identify forces acting on objects To explore the effect gravity has on objects and how it was discovered To investigate the effects of air and water resistance and friction To explore and design mechanisms</p> <p>Living things and their habitats To describe how some plants reproduce To describe the life cycles of different mammals To explore the discoveries of Jane Goodall with regards chimpanzees To compare the life cycles of amphibians and insects Overall comparison of mammals, amphibians, insects, plants and birds</p>	<p>Animals including humans To develop understanding of the life cycle of a human To investigate the development of babies and compare gestation periods of humans and other animals To learn about changes that occur during puberty and why these occur To investigate changes to the body as humans get older and compare life expectancy between humans and animals</p>	
<p>Art</p> <p>Artist Link Key Skills Tools & Materials Inspiration</p>	<p>Drawing: Shading Light and Dark Still Life Objects Graphite Pencils Ancient Artefacts</p> <p>The children will spend this term building an understanding of light and dark and how this can be shown through shading. They will look at objects from different angles and perspectives while showing increasing confidence</p>	<p>Colour: Vincent Van Gogh Complimentary Colours Acrylic Paint Day/Night-time Landscapes</p> <p>Over the term the children will be studying artist, Van Gogh, and developing an understanding of the painting techniques that he uses. They will explore</p>	<p>Mixed Media: Miriam Shulman Layering, Paint Opacity Newspaper, Paint Flowers</p> <p>This term the children will be looking at the work of Miriam Shulman. The children will be working in various layers to create their final pieces. They will begin by collaging a newspaper background before</p>	<p>Pattern: F Hundertwasser Abstract Patterns Various Coloured Mediums Journeys</p> <p>This term the children will be looking at abstract patterns and the work of Hundertwasser. They will be exploring different ways to form abstract patterns and taking inspiration for</p>	<p>Printing: Georgina Brown Layered Mono Printing Printing Ink, Ball Point Pens, Acetate Earth and Space</p> <p>The children will continue to look at Georgina Brown and consider what it needed to create a two-toned or layered mono print. They will use their knowledge of pressure printing and makes two prints on the</p>	<p>Sculpture: Susanne Mack Wire Sculptures Wire, Tissue Paper Flowers</p> <p>This term the children will be looking at artist Susanne Mack. They will be experimenting with different wire thicknesses to create floral structures. They</p>





Year 5 Overview

	using graphite pencils. They will make links to their history topic by creating still life drawing of ancient artefacts.	complimentary colours and consider how colours can stand out against each other. The children will then take inspiration from day and night to create scenes in the style of Van Gogh.	adding a wash of paint. They will investigate paint opacity before doing this. Finally, they will paint flowers onto the background. Note: Due to Eagle class attending compulsory swimming lessons in Autumn term, they will follow the Autumn lessons during Spring 1 and 2	the world around them before creating a piece inspired by Hundertwasser of a journey, for example and journey of a boat on sea.	same piece. The children will be using different coloured inks each time to show the layers. They will have the opportunity to evaluate their work.	will then use tissue paper and PVA glue to add colour to their wire sculptures. The children will have the opportunity to use appropriate tools for this making technique.
Computing	Sharing information Explain how computers can be connected into systems. Describe the role of computer systems in our lives. Describe how people contribute to a project, share online and work together remotely. Contribute to a shared online project.	Video editing Explain what makes an effective video. Identify some digital devices used in video production. Capture video using a range of techniques and evaluate it. Planning a storyboard. Consider how a video can be improved through reshoots and editing. Consider the choices we make when we share a video.	Programming – Selection (Scratch) Understand how selection is used in computer programs: statements connected to outcomes. Explain how selection directs the flow of a program. Design a program using selection. Evaluate and debug their program.	Flat-file Databases Create a paper database and understand its uses. Use grouping and sorting to answer questions physically and digitally. Use knowledge of databases to answer real-world questions. Use a computer program to display data visually.	Vector Drawing Investigate the tools used in vector drawing. Create vector drawings and understand that they are created by combining shapes. Use layers to add to their vector drawings. Group objects to make tasks easier.	Programming (microbit) Control a simple circuit connected to a computer. Write a program using count-controlled loops. Explain the outcome when the condition is met. Design a physical project using count-controlled loops and selection.
D & T	Topic: Cooking Project: Pasta Salad	Topic: Architecture Project: Wooden Towers	Topic: Mechanisms Project: CAM Toy	Topic: Circuits Project: Alarm System	Topic: Structure Project: Biscuit Box	Topic: Textiles Project: Cushion Covers
	The children will design a recipe to show how to make a dish. They will have the opportunity to work in a wider context and follow a recipe and make a pasta salad. while developing the appropriate kitchen skills. They will evaluate their dish and consider how to improve their dish. They will demonstrate how to cook safely and hygienically.	With increasing confidence, the children will design annotated cross-sectional designs for a tower. They will choose from various materials to ensure that they can build a sturdy and stiff tower which can stand upright. They will continuously test the durability of their product before evaluating the	The children will create annotated cross-sectional drawings to design and make a CAMS toy with more than one mechanism. The children will have the opportunity to work with wooden dowels to build their mechanisms. They will evaluate their work through discussions and written evaluations and test	This term the children will be exploring circuits to make alarm systems. They will have the opportunity to make and test a circuit with a buzzer as their sounding alarm element and ensure that their system is efficient and effective. They will be able to evaluate their work through written evaluations with confidence.	The children will have the opportunity to design and make a biscuit tin for a target audience. They will create annotated sketches and use their knowledge of nets to cut, score, fold and join their boxes with accuracy. Finally, the children will consider the success of their product and whether it is suitable for their target audience.	With confidence in their sewing skills, children will explore alternative types of stitches to join recycled fabrics together and create a cushion cover. The children will have the opportunity to develop their skills in using fabric scissors. They will evaluate their work and





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Year 5 Overview

		strengths and weaknesses of their design.	their final product to ensure it works and would be a suitable toy.			consider whether it is fit to be used and whether the stitching is sturdy enough.
MFL: Spanish	<ul style="list-style-type: none"> -How many countries speak Spanish? -Greetings and introducing yourself. -Phonics – Spanish Alphabet – spelling your name. -School Subjects: expressing preferences and giving reasons, Verb to like – ‘Gustar.’ Affirmative – Negative form. Conjunction but - ‘pero’ Describing subjects: Adjectives - Interesting, boring, fun, difficult, easy.) Adjective agreement (masculine, feminine, singular, plural) Verb to be - ‘ser’ Subordinated conjunction – Because = porque -Sports/Free time – Near future. ‘ir a + infinitive’ Irregular verb ‘ir.’ Personal pronouns. -Spanish punctuation: upside down question mark and exclamation mark – ¿, ¡ -Accents on a syllable. -Use a bilingual dictionary 	<ul style="list-style-type: none"> - In the town Buildings in a city There is – there are Preposition – ‘en’ possessive adjective: my – mi, (singular) - Directions – Asking and giving directions: How do I get to...? Where is the....? Is there a close by? ordinal numbers near, far. Take ... Stright ahead Preposition: ‘a, de’ Contractions: ‘al, del’ Verb to be ‘estar’ -Activities you do in your house/school Simple present tense – AR -ER -IR (Some regular verbs and some high frequency verbs.) Use the personal pronouns: I, you, he/she Use the personal pronoun: ‘ they’ with some high frequency verbs -Use a bilingual dictionary 	<ul style="list-style-type: none"> -Telling the time O’clock, half past. At..... In the morning /afternoon/ evening/ night -Daily routine Simple present tense – AR -ER -IR (Some regular verbs and some high frequency verbs.) Use the personal pronouns: I, you, he/she Use the personal pronoun: ‘ they’ with some high frequency verbs -Appearance – Adjectives to describe hair, eye colour. Adjective position. Wearing glasses. Verb ‘llevar.’ Verb ‘tener.’ -Weather -Describe the weather - Saying what will you wear depending on the weather Simple future of verb ‘llevar’ with cloth items. -Describing past holidays Using the preterite – ‘ser’ and ‘ir -Use a bilingual dictionary 			
Nutritional Learning Plant Proteins	Healthy Eating As part of healthy eating, children will begin to look at different types of proteins and	Consumer Awareness As part of understanding consumer awareness,	Food and Farming In Year 5, children will learn about Pulse Farming. They will be able to identify a wide range of pulses and	Recipes, Ingredients and Tasting	Food Safety and Hygiene Children will know and identify use by date marks on food and explain the importance of	Planning for Healthy Cooking and Evaluation





	<p>foods and how they provide different amounts of energy. They will understand that amounts of energy are needed by the body when we do different activities, therefore, we will need to eat certain food more or less of types. They will begin to consider that it is important to be aware of portion size when choosing foods as different people need different amounts of energy. health reasons and nutritional value.</p>	<p>children will learn that food is processed into ingredients so that they can be eaten or used in cooking while considering all food groups. They will be able to use information on food labels and explain how nutritional value helps to inform choices. Finally, they will consider the social influences on the food we choose to eat (the media).</p>	<p>talk about how they were produced and harvested. The children will have to the opportunity to find out which pulses are produced outside of the UK and their availability in the UK. They will also be able to give examples of foods that grow in different climates outside of the UK (wider world - temperate climates).</p>	<p>Children will recognise and name a broad range of ingredients used in recipes and suggest ways that taste can be improved (herbs and spices). They will compare different versions of the same dish and identify how they would change the recipe to cater for an allergy. The children will taste and describe ingredients using a range of food descriptors relating to flavour, texture, and appearance.</p>	<p>them. They will explain why dried or canned pulses and foods can last longer than fresh foods. The children will demonstrate some good food safety practices when getting ready to store, prepare and cook food and with limited reminders can follow, food safety rules.</p>	<p>The children will design a recipe to show how to make a pasta salad and include how the ingredients are used together to make a balanced meal. They will work in a wider context and follow a recipe and make a dish with some guidance (Pasta Salad) while developing the appropriate kitchen skills. They will demonstrate how to prepare and cook safely and hygienically and use a heat source with guidance. They will evaluate their dish against their own criteria and consider the views of others on how to improve.</p>
<p>Geography</p>	<p>Exploring Eastern Europe <i>We are going to begin by undertaking a study of the River Danube, tracing its course through Western and central Europe and into Eastern Europe, identifying the capital cities that are situated on its banks. As we do this, we will compare the different landscapes (including mountainous, plains, industrial use and farming) with the landscape we see locally in Reading and along the River Thames. We will also look at the different ways in which people use rivers and how they impact on human settlements and development.</i></p>	<p>Edinburgh, Glasgow and Hong Kong <i>This unit will begin with an investigation of the physical geography of Scotland, including key terms such as Lochs, Bens and Munros. Children then compare the specific physical geography of Edinburgh and Glasgow. They will understand that different physical features have been more important to settlements at different points in history. Children will be able describe the differences and similarities between Edinburgh and Glasgow and the reasons for their development.</i></p>	<p>Enough for Everybody – Energy and the Environment <i>To explain what settlers to a new region need To explain how electricity is generated and distributed around the world and in the UK To examine renewable sources of electricity To explain where our food comes from and use digital maps to calculate food miles To understand the importance of conserving food, water and energy supplies</i></p>			





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Year 5 Overview

	<p><i>This section of the unit is used to not only introduce eastern Europe but also review key ideas of rivers and their features, which was felt to be a gap in previous learning.</i></p> <p><i>We will then focus on Russia and how its size means it has various climate zones running through it. Children will compare and contrast three Russian cities (Moscow, Sochi and Norilsk) with climate features of Reading.</i></p> <p><i>Key concepts will include lines of latitude and longitude, difference between weather and climate and (as part of environmental geography) how man has impacted land through Chernobyl nuclear disaster.</i></p>	<p><i>In the second part of the unit, children learn about the physical geography of Hong Kong and how it impacts on daily life. As with Scotland, children will come to understand how the physical geography of HK has influenced its development.</i></p> <p><i>In addition, children study the impact of humans on Hong Kong's environment, with a particular focus on pollution and over-population.</i></p> <p><i>The unit ends with a comparison of the 3 cities studied, with children demonstrating an understanding of both the human and physical geography of each.</i></p>	<p><i>To explore how access to natural resources varies from country to country</i></p> <p>Magnificent Mountains</p> <p><i>In this unit on mountains, we will focus on the Himalayas but with an understanding of what features we find there are also consistent across other mountain ranges.</i></p> <p><i>We will use maps and atlases to identify the key mountain ranges of the world and where they are found, comparing them to the few mountains and areas of higher ground present in the UK. We will therefore need to investigate why mountain ranges appear where they do, how they are formed and the climates that are created by them.</i></p> <p><i>Finally, we will consider mountain tourism, the activities people enjoy in mountains and the impact that people can have on the mountain environments, particularly referencing the issues associated with base camp on Everest and the littering issue it has created for the local environment.</i></p>
History	<p>The Indus Valley</p> <p><i>In order to explore the achievements of very early human civilisations, we are going to undertake an in-depth study of the Indus Valley civilisations that appeared along the Indus River, located between modern day India, Pakistan and Afghanistan, some 5000 years ago and thriving for 2000 years. We will investigate the work of the key explorers and archaeologists who discovered the evidence of this once forgotten civilisation, including Charles Masson, and understand what the artefacts and architecture that have been found tell us about how the people of this civilisation lived. This study will also give us an opportunity to explore historical chronology and ensure that we understand what was happening in Europe at the same time.</i></p>	<p>Anglo Saxons and Vikings</p> <p><i>Our study of Anglo-Saxon and Viking England will allow us to investigate and compare aspects of Saxon and Viking civilisation and understand how they came to live relatively harmoniously with each other despite the violent beginning to their interactions at Lindisfarne.</i></p> <p><i>In order to understand what Saxon England was like, we will learn about Saxon kings (including Alfred The Great, Aethelflaed, Lady of the Mercians, Edward The Elder and Ethelred The Unready), comparing them to decide who was the most effective and significant leader of the time, and also revisit the pupil's knowledge of Saxon settlements and ways of life from last year's learning.</i></p> <p><i>We will consider why Britain was so consistently attractive to invaders from abroad and think about how the differences between Saxon and Viking beliefs helped to shape their conflicts,</i></p>	<p>Local – Changes to Reading during the Victorian era</p> <p><i>Reading changed dramatically throughout the Victorian era and grew into a much more important and significant place during it. After an initial introduction to the Victorian era and the industrial revolution, we will undertake a local area study to investigate how and why the town changed, the impact of the railway and industrialisation on Reading and its surrounding areas and how those changes still impact us today.</i></p>





Year 5 Overview

		<p>including the introduction of the Danegeld and the eventual conversion of the Vikings to Christianity.</p> <p>We will look in detail at the way of life for most Viking settlers in England, considering the locations they were able to settle and inhabit including the introduction of the Danelaw, which will lead to us finding out about the legal system of Saxon and Viking England and how it was applied.</p> <p>Finally, we will consider how the actions of the last Saxon (and Viking) kings of England shaped the future of the country and directly led to the Norman Conquest and all that has followed since.</p>				
Music	Using compose and sing strings from Berkshire Maestros' curriculum, children will compose an anthem representing their school. This anthem will then be performed and filmed within a classroom setting.	Using compose and play strings from Berkshire Maestros' curriculum, children will explore looping and remixing of music. They will learn to play a loner piece of music on the xylophone and, additionally, compose a remix of the piece with a clear structure.	Using listen and sing strings from Berkshire Maestros' curriculum, children will look at sea shanties. They will listen to a range of sea shanties and identify key features, considering their purpose. This will lead on to singing in parts.			
PSHE Core Values	<p>Respect</p> <p>To understand what respect means and how to show it.</p> <p>To understand the importance of respecting others regardless of differences, different choices, preferences or beliefs</p> <p>To understand that in wider society, mutual respect is important</p> <p>To understand what democracy is and how people take part in it</p> <p>(Teach this when doing school council elections)</p>	<p>Resilience</p> <p>To understand what resilience means and how to show it.</p> <p>To understand how to manage difficult or uncomfortable situations and conflict, seeking support where needed</p> <p>To understand how to repair friendships through communication and without resorting to violence</p> <p>To understand the different forms of bullying, the role that a bystander can play in stopping it and how to get help</p> <p>To understand that bullying has a lasting impact on mental health</p>	<p>Aspiration</p> <p>To understand what aspiration means and how we show it.</p> <p>To understand the importance of respect for others online including when we are anonymous</p> <p>To begin to understand how to critically consider their online friendships and sources of information</p> <p>To begin to show an awareness of the risks associated with forming friendships with people they have never met</p> <p>To learn about mental health, what it means and how we can take care of it.</p>	<p>Responsibility</p> <p>To understand what responsibility means and how we show it.</p> <p>To understand how to have good personal hygiene and about germs including bacteria and viruses – how they're spread and treated</p> <p>To understand how and why alcohol abuse is dangerous to their health and safety</p> <p>To understand how to make a clear and efficient call to emergency services (999 and 111) if necessary (including when is necessary)</p>	<p>Caring</p> <p>To understand what caring means and how we show it to the wider community.</p> <p>To understand that stable caring relationships, which may of different types, are at the heart of happy families</p> <p>To understand how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help from others if needed</p> <p>To show an understanding of when it is right to keep a secret, when it is not and who to talk to about this.</p>	<p>Compassion</p> <p>To understand what compassion means and how we show it.</p> <p>To understand the physical changes associated with puberty and the changing body, including the menstrual cycle.</p> <p>To understand the emotional changes associated with puberty and the changing body.</p> <p>To recognise that many things affect the way we feel about</p>





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Year 5 Overview

	<p>To understand how to respect ourselves and how this will add to our own happiness</p> <p>To understand that friendships are important in making us feel happy and secure so choosing friendships carefully is important</p> <p>To understand that healthy friendships are positive and welcoming and do not exclude others</p> <p>To understand the appropriate boundaries in friendships with peers and others</p>	<p>To understand what a stereotype is and how they can be unfair, negative or destructive</p> <p>To understand how and where to report concerns or abuse, ensuring they have the confidence to ensure they are heard</p>	<p>To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times.</p>	<p>To understand the appropriate boundaries in friendships with peers and others and recognise healthy and unhealthy relationships.</p> <p>To understand how and where to report concerns or abuse, ensuring they have the confidence to ensure they are heard</p>	<p>To understand that marriage and civil partnership is available legally to both opposite and same sex couples and that all commitments should be respected</p> <p>To begin to understand the importance of consent in all relationships</p>	<p>ourselves and to understand that there is no such thing as an ideal body.</p> <p>To understand why getting enough sleep and exercise is important.</p> <p>To understand how to make overall healthy choices to improve the health of our bodies.</p>
PE	<p>Dance</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. They create, perform and observe dances in a range of themes. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an</p>	<p>Gymnastics</p> <p>Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. In Gymnastics as a whole, pupils develop performance skills considering</p>	<p>Net and Wall</p> <p>Pupils develop their racket skills as well as skills they need to play continuous rallies. They learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Pupils develop their tactical awareness, learning how to outwit an opponent. Pupils learn officiating skills</p>	<p>Invasion</p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, pupils will support the ball carrier using width and drawing defence. When defending,</p>	<p>Athletics</p> <p>Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height,</p>	<p>Striking and Fielding</p> <p>Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>OAA / Problem Solving</p>





Year 5 Overview

	awareness of the historical and cultural origins of different dances.	the quality and control of their actions.	when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. They will play uneven and even sided games. Pupils will evaluate their own and other's performances, suggesting improvements.	distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach.	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.
RE Sikhism Christianity	Sikhism By looking at the sacrifices a Sikh may make in their daily life (such as the visiting of a gurdwara, wearing of the 5K and the preparation of the Langar) children will examine how far a follower of the Sikh faith may go for their religion and the different ways Sikhs put their religion into practice.	Christianity Through learning to evaluate the gospels of Matthew and Luke, children will question the veracity of the Christmas story and come to understand that stories can be true in different ways.	Sikhism Children will learn how Sikh stories remain relevant today, to both Sikhs and non-Sikhs. Using the stories of The Milk and the Jasmine Flower, Duni Chand and the formation of the Khalsa, they will be encouraged to explore the idea that all stories provide teaching and learning opportunities.	Christianity An exploration of the Easter story will lead children to ask whether God intend Jesus to be crucified or if it was a consequence of events during Holy week. Additionally, if this was God's intention, was Jesus aware of this?	Sikhism Taking the example of rules governing the wearing of crash helmets when riding motorbikes as a starting point, children will consider the best way for a Sikh to show commitment to God. They will develop this line of thinking to ask whether there is 'best way' to show commitment.	Christianity Year 5 will think about the best ways for a Christian to show commitment to their religion. Key texts will include an extract from The Hiding Place by Corrie Ten Boom, as well as the Bible books of Exodus and Galatians. As with the previous term, the over-arching question presented to the children will be whether there is a best way.

