

Year 5 Long Term Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme / Topic:	It's all Greek to me	Explorers: Dreams and Destinations	KABOOM!	Back then...	North America	The Highwayman!
English:	<p>Greek Mythology</p> <ul style="list-style-type: none"> Character Description Narrative Non-chronological report Instruction/ Recipe <p>Jabberwocky</p> <ul style="list-style-type: none"> Poetry <p>Guided Reading: Atticus and the Ancient Greeks</p>	<ul style="list-style-type: none"> Information Texts Personal Writing Narrative <p>Polar Express</p> <ul style="list-style-type: none"> Poetry Persuasive text <p>Guided Reading: Jazz Harper - Space Explorer</p>	<p>The Piano -</p> <ul style="list-style-type: none"> Play scripts Diary entries Non-chronological reports <p>Guided Reading: Scare at Shadow Fair</p>	<p>Shakespeare- (Macbeth)</p> <ul style="list-style-type: none"> Story re-tell Character descriptions Letters Story continuation <p>Guided Reading: A Midsummer Night's Dream</p>	<ul style="list-style-type: none"> Retell traditional tales Biographies Letter Writing <p>Guided Reading: Wonder</p>	<p>The Highwayman</p> <ul style="list-style-type: none"> Classic poetry Newspaper reports <p>Guided Reading: The Wonder Garden</p>
Maths: (Discrete daily sessions with links made to topics where possible)	Place value Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions Decimal and percentages	Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals	Decimals Negative numbers Converting units Volume
Science:	<p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water 	<p>Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies 	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> 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 		<p>Living things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of 	<p>Animals including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. (Puberty and the changes that happen to boys and girls)

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	<p>resistance and friction, that act between moving surfaces</p> <ul style="list-style-type: none"> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 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 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. 		<p>reproduction in some plants and animals.</p>	
ICT:	<p>E-safety</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact What is Spam? Creating powerful passwords False photography <p>Scratch - designing games</p>	<p>Flowol</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Children are introduced to flowcharts and practise reading them as a sequence of instructions, then designing their own. 	<p>Radio station - Audacity</p> <ul style="list-style-type: none"> Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Research and plan appropriate content for a radio podcast 	<p>Radio station - Audacity</p> <ul style="list-style-type: none"> Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Research and plan appropriate content for a radio podcast 	<p>3D modelling - Sketch up</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Putting skills into practice.</p>

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	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Draw background • Select and change characters (sprites) • program commands • Program consequences • Draw own character • Add sounds • Create algorithms • Design new costumes 					
History:	Ancient Greece <ul style="list-style-type: none"> • Locate Greece • Greek Gods/ Goddesses • Athens and Sparta • Daily life • Olympic games • Battle of Marathon • Alexander the Great 		Tudors <ul style="list-style-type: none"> • When the Tudors ruled • Battle of Bosworth • Henry VIII and 6 wives • Edward VI • Queen Elizabeth I • Spanish Armada • 	Tudors <ul style="list-style-type: none"> • Tudor clothes • Tudor houses • Food and drink • Sir Walter Raleigh • Sir Francis Drake 		
Geography:		Physical Geography - mountains <ul style="list-style-type: none"> • How are mountains formed • Features of mountain ranges • Locate mountain ranges on maps • Climate on mountains • How people use mountains. 			North America <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, 	Geographical skills and fieldwork - Local area study <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area

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					<p>longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <ul style="list-style-type: none"> USA - states and major cities 	<p>using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <ul style="list-style-type: none"> Compasses, map symbols, 4/6 figure grid references.
RE:	<p>Ourselves</p> <ul style="list-style-type: none"> We are holy people The qualities God gives us and wants us to develop Our unique qualities and appreciation of differences Christians called to be like God Using our God given gifts, qualities and talents God as a loving parent <p>Life choices</p> <ul style="list-style-type: none"> We all have a mission Different ways of living our mission Sacrament of marriage - Promises Blessing of the rings Showing love in marriage All are called to live in love and service 	<p>Hope</p> <ul style="list-style-type: none"> Advent - a time of waiting Waiting for the promised one Waiting in hope for the Lord A light in the darkness that brings hope Jesus is born We wait in hope for Christ to come again <p>Other faith - Judaism</p> <ul style="list-style-type: none"> Passover Seder plate Shema 	<p>Mission</p> <ul style="list-style-type: none"> Good news for the poor Jesus begins His mission What is a diocese? The mission of the diocese May they all be one Other Christian communities <p>Memorial sacrifice</p> <ul style="list-style-type: none"> Remembering the Passover The Last Supper The Eucharist is a Memorial The Eucharist is a sacrifice Eucharistic Prayer II Sacrifice in daily life 	<p>Sacrifice</p> <ul style="list-style-type: none"> Lent, the opportunity to turn away from evil The betrayal of Jesus by Judas Iscariot The arrest of Jesus The sacrifice of Jesus Good Friday - the crucifixion Easter Sunday 	<p>Transformation</p> <ul style="list-style-type: none"> On the road to Emmaus The gift of the Holy Spirit for everyone Saul is transformed by the Holy Spirit Transformed by the Holy Spirit Fruits of the Holy Spirit Living transformed by the Holy Spirit <p>Freedom and responsibility</p> <ul style="list-style-type: none"> The giving of the Ten Commandments The ten commandments The greatest commandment Using freedom for good The Beatitudes God is loving and merciful 	<p>Stewardship</p> <ul style="list-style-type: none"> The wonders of God's creation The task of stewardship - caring for God's creation Ways to be stewards of God's creation We are called to stewardship Caring for God's people Being good stewards of all the resources entrusted to us. <p>Other faith - Islam</p>

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<p>PE:</p>	<p>Games unit 3 invasion games (hockey focus leading into competition) Develop dribbling and pushing skills with a hockey stick. Kicking, dribbling and controlling skills with feet/stick. Pass and move- receive the ball on the move. Dodge and move off the ball Develop team co-operation, attacking and defending.</p> <p>Athletics unit 1 Balance and spatial awareness. Techniques of: rhythm in running over obstacles, throwing-'pull'- throw Sprinting style, jumping combinations, relay take - over- 'upsweep'</p>	<p>Games unit 1 - net/court/wall games (netball focus leading into competition) Develop skills at passing and moving into a space. Develop skills of striking- volley and dig. Throwing and catching in isolation and combination Footwork, including pivoting</p> <p>Gym- unit T bridges To explore different bridge shapes- high/low shapes Travelling in bridge shapes. Moving smoothly into and out of bridge shapes. Join movements together smoothly into a sequence.</p>	<p>Gym unit W- spinning Turning and spinning on different body parts. Around the long axis of the body Around the side to side axis of the body. Around the front and back axis of the body sequence.</p> <p>Dance unit 2 What a card To perform basic dance actions with increased control To explore and improvise ideas, on their own, with a partner and in a group.</p>	<p>Dance unit 3 City life To translate ideas into movement phrases To perform the sections of the dance showing clear changes in mood and feeling.</p> <p>Gym unit U -flight Emphasis on jumping and landing. Five basic jumps. Different shapes in the air. Limbs together and apart. Jump, land and move into a roll land rebound sequence</p>	<p>Dance unit 4 Volcanoes To translate narrative ideas into movement. To change and vary the use of relationships and perform with an awareness of partner and group dances. Show changes in moods/dynamics</p> <p>Games -unit 2 invasion and target - (tag rugby focus leading into competition) Reinforce and develop pass and move. Keep possession, principles of attack. Dodge in different directions and at different speeds. Principles of defence, including marking and interception.</p>	<p>Games unit 4 striking and fielding (cricket) Develop striking skills with bats and encourage accuracy by using targets. Extend and develop catching skills. Develop different aspects of fielding. Engage in throwing for distance, speed and accuracy. Develop a bowling technique.</p> <p>Athletics unit 2 Pulse raising chasing and tag games to develop balance and spatial awareness. Developing techniques of: jumping high and long, sprint starts, distance running, throwing for distance and accuracy, relays.</p>
<p>Design & Technology:</p>	<p>Greek clay pots (orange and black) Making Greek honey cakes</p>	<p>Mountain string art Dream catchers</p>	<p>Textiles: Tudor purses/ Tudor rose</p>	<p>Tudor houses</p>	<p>USA food tasting</p>	<p>Climate change - make a floating garden</p>
<p>Art:</p>	<p>Medusa Pencil sketching</p>	<p>Space/planet paintings Van Gough - Starry night - oils pastels Christmas cards</p>	<p>Monarch portraits</p>	<p>Mother's day cards Easter crads</p>	<p>Draw/paint a US monument</p>	<p>Source to sea perspective painting</p>
<p>Music:</p>	<p>Pulse - To maintain a strong sense of pulse. Create simple rhythmic pieces to show rhythm, melodies, accompaniments.</p>	<p>Voice: maintain an independent part . experiment and perform sounds made by their voice. Follow and perform vocal pieces using a graphic notated score.</p>	<p>Rhythm:use a variety of timbres and techniques when creating and playing music. Maintain an independent part when playing an instrument in a group. Use musically basic symbols.</p>	<p>Pitch:to show confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p>	<p>Digital music technology I know how to</p> <ul style="list-style-type: none"> • Use voice, sounds, technology and instruments in creative ways • Use and identify key features of musical structure 	<p>20th century music I know how to listen to and use the features of</p> <ul style="list-style-type: none"> • Jazz • Expressionism • Film music
<p>PSHE</p>	<ul style="list-style-type: none"> • Difference and Diversity - recognising the factors that make people different 	<ul style="list-style-type: none"> • Being safe - rules for keeping safe and being digitally responsible 	<ul style="list-style-type: none"> • Exploring emotions - strategies to resolve disputes, intensity and range of feelings 	<ul style="list-style-type: none"> • Being Healthy - healthy lifestyles and making informed choices 	<ul style="list-style-type: none"> • Drug education - identifying drugs/substances and identifying 	<ul style="list-style-type: none"> • Changes - managing difficult emotions and making change positive (RSE)

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	<ul style="list-style-type: none"> Being Me - exploring different kinds of responsibilities 	<ul style="list-style-type: none"> Bullying matters - understanding their actions and types of bullying 	<ul style="list-style-type: none"> Being safe - rules for keeping safe and being digitally responsible 	<ul style="list-style-type: none"> Drug education - identifying drugs/substances and identifying influences/pressure 	influences/pressure <ul style="list-style-type: none"> Money matters - enterprise skills and concept of loans, tax, debt Being responsible - Human rights, rights and responsibilities 	<ul style="list-style-type: none"> Being responsible - Human rights, rights and responsibilities
French	As-tu un animal? (Do you have a pet?)	La date (The date)	Quel temps fait-il? (What is the weather?)	La Maison Tudors (The Tudors)	Les jeux Olympiques? (The Olympics)	Les vêtements (clothes)