

**Curriculum Long Term Plan
Year 5 - Autumn 1**

Topic: A Sense of Belonging; Visits: Wilberforce House;

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| English | <ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting & Presentation, Composition, Vocabulary, Grammar, Punctuation Genre: Coming to England – Floella Benjamin Slave stories/Recounts Information text – William Wilberforce/Slavery Letters – Thank you/ abolition of slavery Author: Michael Cox |
| Maths | Number Place Value Addition and subtraction Multiplication and division Factors and multiples Shape Measures Data handling |
| Science | Materials – classify Mixtures and solutions Reversible and irreversible changes 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 <input type="checkbox"/> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution <input type="checkbox"/> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating <input type="checkbox"/> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <input type="checkbox"/> demonstrate that dissolving, mixing and changes of state are reversible changes <input type="checkbox"/> 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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| Art & Design | Photography Sewing <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. Focus: Portraits/ photography; Sewing – African animal – tyedye, then felt sewing. Artist(s): David Hockney |
| Computing | eBook <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 • use technology safely, respectfully and responsibly; Photos (5:1) Art Gallery (5:2) I-pad – Explain Everything |
| Design & Technology | Fruit Salad <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Design and make a Caribbean fruit salad Sewing (see Art & Design) <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Focus: African animal – tyedye, then felt sewing. |

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| Languages | <p>French Unit 13</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing |
| Geography | <p>Maps</p> <ul style="list-style-type: none"> • name & locate counties and cities of UK • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn • <p>Focus: Caribbean</p> |
| History | <p>William Wilberforce</p> <ul style="list-style-type: none"> • a local history study <p>Focus: Slavery, Migration, William Wilberforce</p> |

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| Music | <p>Reggae Rhythms</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>Focus: Bob Marley – Reggae rhythms</p> |
| Physical education | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Focus of classteacher: Sports Hall Athletics Focus of sports specialist: Football</p> |
| Religious Education | <p>Unit 5.1 Webs of belonging</p> <p>Test in back of books what we know already. Interview Mrs Khalil. Drawing Islamic artefacts. Islamic art patterns. Judaism what I know already. Judaism week, visit to the synagogue. Thank you letters in literacy to Mrs Pearlman. Christmas Peace Christmas visualisation. Re write silent night in own words. Spirituality Singing by candle light.</p> |

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| PSHCE | Diversity & community visits/visitors (Link to synagogue visit.) SEAL : New beginnings |
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Curriculum Long Term Plan
Year 5 - Autumn 2
Topic: The Mayans **Visits: NA**

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| English | <ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting & Presentation, Composition, Vocabulary, Grammar, Punctuation Genre: Mayan myths and legends – stories/ descriptions Instructions – How to make... Author – Helen Moss |
| Maths | Number Data handling Area and perimeter Time and time tables Angles |
| Science | None |
| Art & Design | Caribbean fruit – draw, paint, collage to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Artist?? |
| Computing | Complete Art Gallery (5:1) See Autumn 1 |
| Design & Technology | understand and apply the principles of a healthy and varied diet <input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Savoury cooking – fajitas Guacamole and tortillas/peppers to dip Make Mayan Mystery cookies and place in decorated Mayan box (Xmas gift!) |

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| Languages | Unit 14 listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing |
| Geography | Locate Mayan civilization on world map |
| History | The Mayans (see plans and resources in sh.area/subjects/history) a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |

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| Music | <p>Reggae Rhythms cont</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>Focus: Bob Marley – Reggae rhythms</p> |
| Physical education | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Focus of class teacher: Dance Focus of sports specialist: Hockey</p> |
| Religious Education | <p>Christmas Peace Christmas visualisation. Re write silent night in own words. Spirituality Singing by candle light.</p> |

Curriculum Long Term Plan

Year 5 – Spring 1

Topic: Journey into Space

Visits: Polestar Planetarium

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| English | <ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting & Presentation, Composition, Vocabulary, Grammar, Punctuation • Genre- Dr Who scripts; adverts/ letters of persuasion/ space poetry <p>Author: Eoin Colfer</p> |
| Maths | <p>Number Place Value Multiplication and division Fractions, decimals, percentages Counting and partitioning Calculating Patterns and relationships Symmetry</p> |

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| Science | <p>Earth and Moon Space Gravity Forces</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <ul style="list-style-type: none"> <input type="checkbox"/> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <input type="checkbox"/> using test results to make predictions to set up further comparative and fair tests <input type="checkbox"/> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the movement of the Moon relative to the Earth <input type="checkbox"/> describe the Sun, Earth and Moon as approximately spherical bodies <input type="checkbox"/> use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the effects of air resistance, water resistance and friction, that act between moving surfaces <input type="checkbox"/> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. |
| Art & Design | <p>Drawing spheres Planets Collage Space pictures in style of Peter Thorpe</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Artist: Peter Thorpe</p> |

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| Computing | <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 use technology safely, respectfully and responsibly; be discerning in evaluating digital content the world wide web; and the opportunities they offer for communication and collaboration <p>Statistics (Unit 5:5) Adverts/ Trailers (Unit 5:4) (week 6)</p> |
| Design & Technology | NA |
| Languages | <p>Unit 15</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> □□explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words □□engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* □□speak in sentences, using familiar vocabulary, phrases and basic language structures □□develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* □□read carefully and show understanding of words, phrases and simple writing □□appreciate stories, songs, poems and rhymes in the language □□broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary □□write phrases from memory, and adapt these to create new sentences, to express ideas clearly □□describe people, places, things and actions orally* and in writing |
| Geography | NA |

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| PSHCE | <p>Puberty</p> <p>(Science) Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the changes as humans develop to old age. <p>SEAL : Getting On & Falling Out</p> |
| History | <p>Astronomers</p> <p>Space race</p> |
| Music | <p>Lost in Space – song and own composition</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations |
| Physical education | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Focus of classteacher: Dance - Space Focus of sports specialist: Rugby</p> |
| Religious Education | <p>Unit 5.2 Faith in Action Abraham. Unit 5.2 Faith in Action Paul. Unit 5.2 Faith in Action Muhammad</p> <p>What I have learnt so far this year.</p> <p>Abraham. Paul Muhammad</p> |

Curriculum Long Term Plan
Year 5 - Spring 2
Topic: The Vikings Visits: Viking?

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| English | <ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting & Presentation, Composition, Vocabulary, Grammar, Punctuation • Genre: Myths and Legends – stories/ Poems <p>Information text</p> <p>Author - Eoin Colfer cont</p> |
| Maths | <p>Number</p> <p>Calculating</p> <p>Patterns and relationships</p> <p>Symmetry</p> |
| Science | Continue with Forces see Sp 1 |
| Art & Design | <p>Drawing:</p> <p>Make Viking brooch</p> |
| Computing | <p>We are Traders (Scratch/Game Press) (Unit 5:6)</p> <p>Make game and link to exhibition</p> |
| Design & Technology | |

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| Languages | <p>French Unit 16</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing |
| Geography | <p>Settlements and land use</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> |
| History | <p>Vikings</p> <p>the Viking struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> : <input type="checkbox"/> Viking raids and invasion <input type="checkbox"/> resistance by Alfred the Great and Athelstan, first king of England <input type="checkbox"/> further Viking invasions and Danegeld |

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| Music | Continue from Sp 1 |
| Physical education | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Focus of classteacher: gymnastics Focus of sports specialist: Netball</p> |
| Religious Education | Easter Compare rituals and artefacts in Spring festivals. |

Curriculum Long Term Plan

Year 5 - Summer

Topic: On the Banks of the Humber Visits: Water's Edge

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| <p>English</p> | <ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting & Presentation, Composition, Vocabulary, Grammar, Punctuation <p>Midnight Fox – Betsy Byars Diary/ letter</p> <p>Kensuke's Kingdom – Michael Morpurgo Diary/</p> <p>Waters Edge – Recount/ Information brochure Authors: Betsy Byars; Michael Morpurgo</p> |
| <p>Maths</p> | <p>Addition and subtraction Multiplication and division Data Handling Measures</p> |
| <p>Science</p> | <p>Life cycles of plants and animals</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p><input type="checkbox"/> describe the life process of reproduction in some plants and animals.</p> |
| <p>PSHCE</p> | <p>Smoking – peer pressure, confidence etc SEAL: Good To Be Me.</p> |
| <p>Art & Design</p> | <p>Drawing and painting of plants; Humber Bridge</p> <p>Artist – local artists Humber Bridge painting as/ photos</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p><input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> |

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| <p>Computing</p> | <p>We are Bloggers (unit 5:3)</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>use technology safely, respectfully and responsibly</p> |
| <p>Design & Technology</p> | <p>Design and build a bridge</p> <p>Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> <input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties <p>Evaluate</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate and analyse a range of existing products <input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures and aesthetic qualities |

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| Languages | <p>French Unit 17, 18</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing |
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| Geography | <p>Rivers</p> <p>Grid References</p> <p>Fieldwork</p> <p>Bridges around the World</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers) • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • describe and understand key aspects of: rivers, • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • <input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| History | NA |
| Music | <p>Humber Bridge is Falling Down</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory <input type="checkbox"/> use and understand staff and other musical notations |

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| Physical education | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • <p>Focus of classteacher: Tennis/ Athletics Focus of sports specialist: Athletics/ Rounders/cricket</p> |
| Religious Education | <p>Unit 5.3 Pilgrimage Thought shower what is a pilgrim. Look at pilgrim sites all over the world including Jerusalem, Spain. France and England. Map work plotting sacred sites. Role play children filming on I pads, of Sir Thomas Beckett.</p> |