

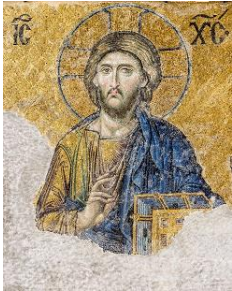




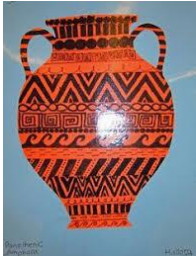
Year 5 Curriculum Long Term Plan

Whole School Theme	Home is where the heart is		Explorers		A Wild Adventure	
Year 4 Strand	Plague and Pestilence in the village	Off with her head	Revolution	Sun Worshipers	African Safari	Greek Quest
Engaging question	What was medieval Oxenhoppe like?	What was Christmas like in Tudor times?	Who were the Bronte's?	What is beyond our atmosphere?	Is Africa a very poor continent?	What did the ancient Greeks believe in?
Books and Visual Literacy resources of focus		 	 	 	 	 

English Writing Genres	Narrative using personification Persuasive speech Diaries Letters	Poetry Week - riddles and poems Biographies New Reports Dialogue	Non-Chronological reports Historical Fiction Limericks Diary Writing	Instructions and Advertisements Comic Strips Fantasy Narrative	Non-Chronological reports Limericks and Kennings Biographies	Myths and Legends Character descriptions Diary Writing
Maths	Number and place value Addition and subtraction Statistics	Statistics Multiplication and division Perimeter and area	Multiplication and division Fractions	Fractions Decimals and percentages	Decimals Properties of shape	Position and direction Converting units Volume
Science	<u>All living things and their habitats -</u> describe the life process of reproduction in some plants and animals. Focus on bacteria and infection	<u>Properties and changes of materials</u> 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 use knowledge of solids, liquids and	<u>Earth and Space</u> 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 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <u>Forces</u> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	<u>All living things and their habitats - What is the life-cycle of mealworm?</u> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	<u>Forces</u> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. identify the effects of air resistance, water resistance and friction, that act between moving surfaces	

		<p>gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>				
Computing	<p>Online Safety - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>	<p>Game creator - Evaluate and analyse already existing games - Describe the elements which make a successful game Use</p>	<p>Spreadsheets - Use programs such as Microsoft Excel to create spreadsheets which convert measures, use</p>	<p>Databases - Learn how to search for information in a database. - Contribute to a class database. - Create a database around a chosen topic.</p>	<p>Coding - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by</p>	<p>3D modelling - Explore the effect of moving points when designing. - Understand how to design for a specific purpose - Design and</p>

	concerns about content and contact.	Purple Mash software to create a game	different variables and use a count tool.		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	print a 2D net to then make into a 3D model
History	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 - Medieval times	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 - The Tudors	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 - The Victorians	Inca Empire	Benin Civilisation	Ancient Greece
Geography	<p><u>Geographical and fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Focus on - Changes in Oxenhope's landscape since medieval times and using maps</u></p>	<p><u>Locational knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><u>Locational knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><u>Locational Knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and</p>	<p><u>Human and physical geography</u></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> <p><u>Focus on Africa</u></p>	<p><u>Place Knowledge</u></p> <p>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</p> <p><u>Focus on Greece</u></p>

		<u>Focus on - changes in Britain since Tudor times</u>	<u>Focus on - changes in Britain since Victorian times</u>	time zones (including day and night) <u>Focus on - South America</u>		
Art	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p>Medieval Religious Art</p> 	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p>about great artists, architects and designers in history.</p> <p>Artist focus: Holbein</p> <p>Portraits - drawing</p> 	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p>about great artists, architects and designers in history.</p> <p>Artist Focus - William Morris</p> 	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p>Artist Focus: Van Gogh - Starry Night</p> <p>Landscapes - painting</p> 	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p>about great artists, architects and designers in history.</p> <p>African Art</p> <p>3D masks</p> <p>Animal drawing</p> 	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p>about great artists, architects and designers in history.</p> <p>Clay and lino printing</p> 
Design Technology	<u>Design, make Evaluate -</u> Making armour	<u>Cooking and Nutrition</u> Tudor stew - understand seasonality and know where and how a variety of ingredients	<u>Design, make Evaluate -</u> Make a Zoetrope	<u>Technical knowledge -</u> Apply their understanding of computing to programme monitor and control products - focus on space investigation ie mars rovers.	<u>Design, make Evaluate</u> Bug hotels - focus on science	<u>Technical Knowledge</u> Pulleys, gears and levers - Greek War Trojan Horse and Chariots

		are grown and reared, caught and processed				
Music Charanga Scheme	Livin on a prayer	Classroom Jazz 1	Make you feel my love	The fresh prince of Belaire	Dancing in the street	Reflect Rewind Replay
PSHCE	Growing and changing	Me and my relationships	Rights and responsibilities	Valuing differences	Keeping safe	Being my best
PE	<u>Orienteering and problem solving</u> take part in outdoor and adventurous activity challenges both individually and within a team	<u>Gymnastics</u> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Rounders</u> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<u>Fitness and circuit training</u> use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Dance</u> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Athletics</u> use running, jumping, throwing and catching in isolation and in combination
				<u>Swimming</u> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	<u>Swimming</u> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	<u>Swimming</u> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.

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RE	Unit U2.1 What does it mean if <i>God</i> is holy and loving? Unit U2.11 Why do some people believe in <i>God</i> and some people not?	Unit U2.3 How can following <i>God</i> bring freedom and justice?	Unit U2.5 What would <i>Jesus</i> do?	Unit U2.6 What did <i>Jesus</i> do to save human beings?	Unit U2.9 What does it mean for Muslims to follow <i>God</i> ? Trip to Mosque	Unit U2.12 What will make Oxenhope a more respectful place?
Modern Foreign Languages	La Jolie Ronde - Spanish Scheme					
Educational Visits and Enrichments	Local Walks	The Royal Armouries - Tudor workshop	The Bronte Parsonage Museum and Haworth		Trip to a mosque	Doe Park