

Year 5 Long Term Curriculum

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Theme	Groovy Greeks	Out of This World	Terrific Tudors and Stuarts	River Wild	Extreme Earth
Core Texts	Visual stimulus: Percy Jackson and the Lightning Thief! https://www.literacyshe d.com/athens.html Ancient Athens-Assassin's Creeds Core Text: Percy Jackson and the Lightning Thief Theseus and the Minotaur	Visual stimulus: https://www.literacyshe d.com/the-sci---fi-shed.html Pandora (from Avatar) Core Text: The kid who came from SPACE Non-Fiction (Planets) Counting on Katherine	Visual stimulus: Shakespeare's Animated Tales (The Tempest) Core Texts: The Tempest (abridged) Divers Daughter Persuasive Texts (Gunpowder Plot) ???	Visual stimulus: https://www.bbc.co.uk/i player/episode/b0074sgj /planet-earth-3-fresh-water Recounts (variety of texts) Explanation (Linked to Science/Geography)	Visual stimulus: David Attenborough-Planet Earth Core Text: The Big Picture: Extreme Earth Free Verse Poetry
Visual Stimuli	Percy Jackson and the Lightning Thief	Pandora (from Avatar)	Horrible Histories Clips – BBC/ You Tube The Tempest – Shakespeare Animated Tales Fleetwood Mac-Everywhere video	planet-earth-3-fresh-water	David Attenborough-Planet Earth
English-Fiction	Theseus and the Minotaur (Stories from Another Culture).	The kid who came from SPACE (Stories with issues or dilemmas)	Shakespeare's Animated Tales (The Tempest) Plays into drama	Recount – Diary based on Journey to the River Sea. (Recount/diary)	
English-Non Fiction	Newspaper Reports (Recount based on Percy Jackson)	Grand Tour of the Solar System (Non-chronological Report)	Instructions -linked to DT: making a Tudor purse or pottage recipe Persuasion – Linked to The Gunpowder Plot	Explanation – Life Cycles/ How Rivers Form	Discussion – environmental issues
English-Poetry			Narrative Poetry The Highwayman		Structured poetry-kennings and Haikus
Maths	Number – Place Value Number – Addition and Subtraction Number - Multiplication and Division A	Number - Multiplication and Division A Number – Fractions A	Number - Multiplication and Division B Number – Fractions B Number - Decimals and Percentages Number – Decimals and Percentages Measurement – Perimeter and Area Statistics	Geometry – Properties of Shapes Geometry – Position and Direction	Number – Decimals Number – Negative Numbers Measurement – Converting Units Measurement - Volume

Year 5 Long Term Curriculum

<p>Science</p>	<p><u>Working scientifically</u> Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc5/1.4 using test results to make predictions to set up further comparative and fair tests Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p>				
	<p>Forces – May the Forces be with you.</p>	<p>Earth and Space – Space Presenters</p>	<p>Changing Materials</p>	<p>Animals including Humans – Life Explorers</p>	<p>Living Things and their Habitats – The Art of Living</p>
	<p>Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system Sc5/4.1b describe the movement of the Moon relative to the Earth Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies Sc5/4.1d use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the Sun across the sky.</p>	<p>Sc5/3.1a 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 Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes Sc5/3.1f 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> <p>Music Festival Materials Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>Sc5/2.2a describe the changes as humans develop to old age.</p>	<p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>
<p>PSHE</p>	<p>Relationships</p> <p>Safe Relationships (PoS Refs: R9, R25, R26, R27, R29)</p> <ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations 	<p>Relationships</p> <p>Respecting Ourselves and Others (PoS Refs: R20, R21, R31, R33)</p> <ul style="list-style-type: none"> to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range 	<p>Living in the Wider World</p> <p>Belonging to a Community (PoS Refs: L4, L5, L19)</p> <ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things 	<p>Health and Wellbeing</p> <p>Keeping Safe (PoS Refs: H38, H43, H44, H45)</p> <ul style="list-style-type: none"> to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take 	<p>Living in the Wider World</p> <p>Money and Work (PoS Refs: L27, L28, L29, L31, L32)</p> <ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career

Year 5 Long Term Curriculum

<ul style="list-style-type: none"> • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact 	<p>of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <ul style="list-style-type: none"> • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online 	<ul style="list-style-type: none"> • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment <p>Health and Wellbeing</p> <p>Growing and Changing (PoS Refs: H16, H25, H26, H27)</p> <ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>responsibility for their own safety</p> <ul style="list-style-type: none"> • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<ul style="list-style-type: none"> • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training
<p>RE</p>	<ul style="list-style-type: none"> • I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. • I can express my own ideas clearly in response. • Express and communicate their own and others' religious insights through art and design, music, dance, drama and ICT • Reflect on and evaluate how religion is portrayed in the media and society, recognising stereotypes and misrepresentation 			
<p>How has belief in Christianity/Islam impacted on music and art throughout history? (Christian/Muslim)</p> <p>Explain divergent role of music in worship and festivals in the life of the Christian Church. Know how art has been used in Christianity to reflect key events and facilitate worship. Key teachings from the Quran, the Hadith and</p>		<p>What difference does the Resurrection make to Christians?</p> <ul style="list-style-type: none"> • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. • Practices and expression: worship: different expressions of Christian worship. • Festivals: the diverse ways in which people celebrate festivals such as Easter. <p>Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.</p> <ul style="list-style-type: none"> • Describe the divergent Christian interpretations of the resurrection. 	<p>How do Hindus make sense of the world?</p> <p>The different genres and interpretations of oral traditions and the Vedas.</p> <ul style="list-style-type: none"> • The impact of events and experiences on Hindu beliefs. • Different views about the nature of knowledge, meaning and existence. <p>Introducing ethical theory.</p>	<p>Is believing in God reasonable?</p> <p>Varying views about the existence of God: Ontological and Cosmological arguments as found in the work of St. Thomas Aquinas's Summa Theologiae.</p> <p>Difference between knowledge, belief and opinions about God's existence</p> <p>Explain the different philosophical answers to</p>

Year 5 Long Term Curriculum

	<p>important Muslim teachers (Al-Ghazali) in regard to the use of music and art. Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others. Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslim and Christian history.</p>		<ul style="list-style-type: none"> Describe the significance of resurrection and how it shapes how Christians see the world and others. Describe how the resurrection effects how Christians might live their lives. 	<ul style="list-style-type: none"> The impact of Ahimsa, Dharma and Karma on daily life and beyond. Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. 	<p>questions relating to meaning and existence. Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.</p>
<p>PE</p>	<p><u>Historical knowledge and skills repeated throughout the year</u> Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>				
<p><u>Gymnastics (Taught by SSPs)</u> Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform own longer, more complex sequences in time to music. Consistently.</p>	<p><u>Dance (Taught by SSPs)</u> Demonstrate precision, control and fluency in response to stimuli. Vary dynamics and develop actions with a partner or as part of a group. Modify my performance and that of others. Organise myself to warm-up safely.</p>	<p><u>Hockey (Taught by SSPs)</u> <u>Games Tennis (Taught by teachers)</u> Know and understand the reasons for warming up and cooling down. Use different techniques to hit a ball.</p>	<p><u>Athletics (Taught by SSPs)</u> Continue to practise and refine their technique for sprinting, focusing on an effective sprint start Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Continue to develop techniques to throw for increased distance.</p>	<p><u>Athletics (Taught by SSPs)</u> Continue to practise and refine their technique for sprinting, focusing on an effective sprint start Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Continue to develop techniques to throw for increased distance.</p>	<p><u>Outdoor Adventure (Taught by SSPs)</u> Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Complete orienteering activities individually, and as part of a team.</p>

Year 5 Long Term Curriculum

	<p>Perform and apply skills and techniques with accuracy and control.</p> <p>Choose and use criteria to evaluate own and others' performances.</p> <p>Body and Mind Understand how physical activity can affect the body and mind; learn about types of activity you could choose to do.</p> <p>Eatwell Guide Look at the components of the Eatwell Guide; understand what it means to have a balanced diet.</p> <p>Meal Planning Apply knowledge about the Eatwell Guide to design a balanced menu for a day.</p> <p>Hydration Understand why we need to stay hydrated; identify how to stay hydrated; other factors that affect hydration levels.</p> <p>Joy of Moving</p> <p>Southend United-Move and Learn <u>Southend United: Move and Learn</u> Physical Activity Understand what physical activity is and the different levels of physical activity; understand what activities contribute to your active day; know how much</p>	<p>Link phrases and motifs to create a wide performance. Continually demonstrate rhythm and spatial awareness.</p> <p><u>Games Basketball (Taught by teachers)</u> Know and understand the reasons for warming up and cooling down.</p> <p>Use different techniques to hit a ball.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p><u>Games Rounders (Taught by teachers)</u></p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p><u>Games Rounders (Taught by teachers)</u></p>	<p>Choose the best equipment for man outdoor activity. Create an outdoor activity that challenges others.</p> <p>Communicate clearly and effectively with others. Work effectively as part of a team.</p> <p>Complete an orienteering course on multiple occasions in a quicker time due to improved technique.</p> <p>Choose and use criteria to evaluate own and others' work, suggesting thoughtful and appropriate improvements.</p>
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Year 5 Long Term Curriculum

	physical activity you should be doing for your health; take part in a pulse rate experiment.					
Geography	Geographical knowledge repeated during the year including Locational knowledge Place knowledge Human and Physical geography Geographical skills and framework					
	<p>As part of Greeks topic Locate European countries such as Greece on a map.</p> <p>Recognise and locate European capital cities such as Athens on a map.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		•	<ul style="list-style-type: none"> Begin to understand the links between the human and physical geography of the places studied. 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; Recognize how a location has changed over time. <p>Rivers-</p> <ul style="list-style-type: none"> Locate the countries of North and South America and use maps to identify major regions, cities and human and their physical characteristics and cities. Locate position of time zones within the Americas. Begin to understand the links between the human and physical geography of the places studied. 	<p>Extreme Earth</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including (eg climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle) human geography, including: types of settlement and land use; Begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of a place Know what causes an earthquake or volcano 	

Year 5 Long Term Curriculum

				<ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle on locations studied; • 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; • Compare and contrast a range of the human and physical features of North and South America, identifying similarities and differences. Make comparisons between the human and physical geography of the continents of the Americas and Europe. 	
<p>History</p>	<p><u>Historical knowledge and skills repeated throughout the year</u></p> <p>The role of archaeologists to learn more about historical events What life was like during the period Where the period sits chronologically compared to other time periods Know the religious beliefs of the people during this period Identify significant locations Begin to see how history is represented in different ways depending on the individual's viewpoint</p>				

Year 5 Long Term Curriculum



Year 5 Long Term Curriculum

	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Know that the Ancient Greeks had a 750 - year history lasting from 800 BC to 31 BC.</p> <p>The Greeks believed in a set of gods who represented natural phenomena (Olympians).</p> <p>The Olympic Games began in 776BC and was different in organisation to the games today.</p> <p>Everyday life was different in the city states of Athens and Sparta.</p> <p>Ancient Greece was made up of city states such as Athens, Sparta, Corinth etc.</p>		<p>Know why Elizabeth I was the last Tudor monarch and the impact of this.</p> <p>Know what it was like to be a peasant during the Tudor period.</p> <p>Know the impact of Henry VIII's changes to the church.</p> <p>Know the similarities and differences between two significant Tudor Monarchs.</p> <p>Know the chronology of the Tudor period through its monarchs.</p> <p>Know the names of the Stuart kings and queens and their significance.</p> <p>Know how people's beliefs differed and the role played by religion in this.</p> <p>Know how archaeology provides evidence of historical events.</p> <p>Know key locations associated with a period of history and events within that period.</p> <p>Understanding of Parliament and 'The Church'.</p> <p>Parliament Monarchy 'The Church' Roundheads Cavaliers Catholic</p>		
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Year 5 Long Term Curriculum

			Protestant Archaeology		
Computing	<p>Purple Mash Unit 5.2 Online Safety</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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Purple Mash Unit 5.8 Word Processing with Google Docs</p> <p>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> <p>Purple Mash Unit 5.6 3D Modelling</p> <p>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,</p>	<p>Purple Mash Unit 5.4 Databases</p> <p>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> <p>Purple Mash Unit 5.3 Spreadsheets</p> <p>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>	<p>Purple Mash Unit 5.1 Coding</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and</p>	<p>Purple Mash Unit 5.5 Game Creator</p> <p>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> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating</p>

Year 5 Long Term Curriculum

		<p>evaluating and presenting data and information.</p>		<p>correct errors in algorithms and programs</p> <p>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>	<p>physical systems; solve problems by decomposing them into smaller parts.</p> <p>Purple Mash Unit 5.9 Using External Devices- Purple Chip</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>
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Year 5 Long Term Curriculum

					<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>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>
Art	Skills and knowledge repeated throughout the year:				

Year 5 Long Term Curriculum

		<p>Painting & Mixed Media - portraits</p> <ul style="list-style-type: none"> • To know how to use basic shapes to form more complex shapes and patterns. • To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. • To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. • To know that tone can be used to create 	<p>Experiment by using marks and lines to produce texture</p> <ul style="list-style-type: none"> • experiment with shading to create mood and feeling • experiment with media to create emotion in art <ul style="list-style-type: none"> • know how to use images created, scanned and found; altering them where necessary to create art • know how to use shading to create mood and feeling • know how to organise line, tone, shape and colour to represent figures and forms in movement. • know how to express emotion in art • know how to create an accurate print design following given criteria. 		<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>To know that different marks and lines can be used to create specific effects.</p> <p>To know that artists create pattern to add expressive detail and texture to art works.</p>
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Year 5 Long Term Curriculum

		contrast in an artwork.			
DT	<p>Skills and knowledge repeated throughout the year:</p> <p>Design: Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking and drawings.</p>				
	<p>Cooking and Nutrition</p> <p>Design: Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.</p> <p>Make: Use simple utensils and equipment to e.g. weigh, peel, cut, slice, squeeze, grate and chop safely. Prepare and cook a variety of savoury dishes using a range of cooking.</p> <p>Evaluate: Taste and evaluate a range of ingredients to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>Technical Knowledge: To understand and apply the principles of a healthy and varied diet.</p> <p>Context:</p>		<p>Design: Create and develop a final design. Communicate ideas in discussions, draw annotated sketches, create prototypes and generate computer-aided designs.</p> <p>Make: Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Select from and use a wider range of materials and components, including textiles. I can select them according to their functional properties and aesthetic qualities. Select and use tools, skills and techniques, explaining their choices.</p> <p>Evaluate: Investigate and analyse a range of different joining stitches. Evaluate my ideas and products against my own design criteria and consider the views of others to improve my work. Understand how key events and individuals (linked to the Tudors) have helped shape the world.</p> <p>Technical Knowledge: Apply an understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Context: Design and make Tudor felt purses.</p>		<p>Design: Create and develop a final design. Communicate ideas in discussions, draw annotated sketches, create prototypes and generate computer-aided designs.</p> <p>Make: Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Select from and use a wider range of materials and components. I can select them according to their functional properties and aesthetic qualities. Select and use tools, skills and techniques, explaining their choices. Understand and use electrical systems in my product, (for example, series circuits, incorporating switches, bulbs buzzers and motors.)</p> <p>Evaluate: Investigate and analyse different electrical circuits</p>

Year 5 Long Term Curriculum

	<p>To plan and make a savoury Greek dish.</p>				<p>that create a fully functional lighthouse. Evaluate my ideas and products against my own design criteria and consider the views of others to improve my work. Understand how key events (linked to the first ancient Egyptian lighthouse) have helped shape the world.</p> <p>Technical Knowledge To understand and use electrical systems in my product, (for example, series circuits, incorporating switches, bulbs, buzzers and motors.) Context: Design, plan and make a lighthouse using an electrical circuit.</p>
<p>Music</p>	<p>Knowledge and skills throughout the year:</p> <p>Understanding Music Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. Find and keep a steady beat.</p> <p>Listening Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Singing Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Sing a second part in a song.</p> <p>Notation Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p>Improvising Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Composing Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Performing</p>				

Year 5 Long Term Curriculum

	Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.				
Music		<p>*_ Rock Anthems Pupils should be taught to:</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 interrelated 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>* Blown Away Recorder Bk 1</p> <p>Pupils should be taught to:</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 interrelated 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 	
Rights Respecting	ABCDE of Rights & Foundation Articles	Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in	Article 7 (birth registration, name, nationality, care) Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.	Article 40 (juvenile justice) A child accused or guilty of breaking the law must be treated with dignity and	Article 15 (freedom of association) Every child has the right to meet with other children

Year 5 Long Term Curriculum

	<p>Article 8 (protection and preservation of identity) Governments must respect and protect every child's right to a name, a nationality and family ties.</p> <p>Article 12 (respect for the views of the child) Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p>Article 42 (knowledge of rights) Governments should make the Convention known to children and adults.</p> <p>Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life.</p>	<p>a wide range of cultural and artistic activities.</p> <p>Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical, social needs and mental needs. Governments must help families who cannot afford to provide this.</p> <p>Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.</p> <p>Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>	<p>Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p> <p>Article 38 (war and armed conflicts) Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.</p> <p>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>Article 28 (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p> <p>Article 13 (freedom of expression) Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p>	<p>respect. They have the right to help from a lawyer and a fair trial that takes account of their age and situation. The child's privacy must be respected at all times.</p> <p>Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.</p>	<p>and to join groups and organisations, as long as this does not stop other people enjoying their rights.</p> <p>Article 24 (health and health services) Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>Article 32 (child labour) Governments must protect children from work that is dangerous or might harm their health, development or education.</p>
<p>French</p>	<p>Quel temps fait-il? (What is the weather?)</p> <ul style="list-style-type: none"> Listen attentively to spoken language and 		<p>Au salon de thé (At the tea room)</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 		<p>Chez Moi (My Home)</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding.

Year 5 Long Term Curriculum

	<p>show understanding by joining in and responding.</p> <ul style="list-style-type: none"> 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. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. 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. Understand basic grammar appropriate to the language being studied: nouns and articles/determiners, high 		<ul style="list-style-type: none"> 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. Present ideas and information orally to a range of audiences. 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. Understand basic grammar appropriate to the language being studied, including (where relevant): high frequency verbs in the first person and conjunctions and connectives. 		<ul style="list-style-type: none"> 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. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. 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. Understand basic grammar appropriate to the language being studied, including: nouns and articles/ determiners, high frequency verbs in the first person, use of the negative
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Year 5 Long Term Curriculum



	frequency verbs first person.				form, conjunctions and connectives.
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