

LONG TERM CURRICULUM PLANNING 2021 - 2022

YEAR GROUP: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	It's all Greek to me!	Curious Confectionery	Island Invaders (Vikings)	Out of this world!	Off with their heads!	Ultimate Survivor!
Sensational Starts	Residential VR - Ancient Greece VR - Ancient Greek Art		Viking Workshop		Troublesome Tudors Workshop VR-Death at sea:Mary Rose	
Fantastic Finish		Trip to Cadbury World		National Space Centre VR - Apollo Saturn V Center VR - Astronomy VR - Celestial Objects VR - Extraterrestrial Skies		Visit Coast - Southend VR - Evolution
English Core Texts	Who let the Gods out? By Maz Evans	Charlie and the Chocolate Factory By Roald Dahl	Beowulf Michael Morpurgo	The Lion, The Witch and the Wardrobe By C.S. Lewis	Spy Master	Kensuke's Kingdom By Michael Morpurgo
English Genre	Myths and Legends, Explanations and Poetry – Kennings	Persuasive Writing Character Descriptions Poetry	Postcard Diary Information text Saga writing Instructions Adventure writing	Stories from Imaginary Settings, Letters, Play Scripts and Persuasive Writing	Newspapers, Debates and Instructions	Stories with Adventures, Biographs and Poet Study
Maths (Following White Rose)	Place Value Addition and Subtraction	Position and Direction Measurement: Converting Units Volume	Geometry Properties of Shapes Consolidation SATS WEEK Problem Solving	Multiplication and Division Fractions	Fractions Decimals and Percentages	Decimals Properties of Shape
Science Throughout the year Working scientifically Skills 1. to investigate and explain how scientific and technological developments affect the physical and living worlds	Animals [including humans] Skills 1. to apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy 3. to apply knowledge and understanding to describe and explain the structure	Properties of materials Skills 3. to identify, group and select materials using properties and behaviours that can be tested, and identify and group living things using observable features and other characteristics 4. to investigate what happens when materials	Changes of materials Skills 7. to explore, explain and use reversible and non- reversible changes that occur in the world around them and how changes can be used to create new and useful materials Knowledge	Earth and Space Skills 8. to explore and explain how time measurement relates to day and night and the Earth's place in the solar system Knowledge describe the movement of the Earth, and other	Forces Skills 6. to investigate the effects of different forces and how they can use these to move mechanical parts or objects in specific ways 10. to investigate and explain the effect of changes in electrical circuits	Living Things and Their Habitats Skills 1. to apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy 2. to investigate the physical characteristics of

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<p>2. to explore and explain practical ways in which science can contribute to a more sustainable future</p> <p>Knowledge</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>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>	<p>and function of key human body systems including reproduction</p> <p>5. to investigate, identify and explain the benefits of micro-organisms and the harm they can cause</p> <p>Knowledge describe the changes as humans develop to old age.</p>	<p>are mixed, and whether and how they can be separated again</p> <p>Knowledge 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> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and 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>	<p>planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>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.</p>	<p>11. to investigate combinations of forces</p> <p>Knowledge</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>the local environment and the living things in it, comparing them with those from another locality</p> <p>4. to investigate the structure, function, life cycle and growth of flowering plants and how these grow and are used around the world</p> <p>5. to investigate, identify and explain the benefits of micro-organisms and the harm they can cause</p> <p>6. to investigate and explain how plants and animals are interdependent and are diverse and adapted to their environment as a result of evolution</p> <p>Knowledge</p> <p>explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>
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<p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>						
<p>History</p> <p>Skill</p> <p>7. the characteristic features of, and changes within, two key periods of history that were significant to the locality and the UK</p> <p>8. the effects of economic, technological and scientific developments on the UK and the wider world over time</p> <p>9. to understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied</p>	<p>Ancient Greece</p> <p>a study of Greek life and achievements and their influence on the western world</p>		<p>Vikings</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld</i></p>		<p>Tudors</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
<p>Geography</p>		<p>Rain forests</p> <p>Skills</p> <p>3. a range of geographical processes that cause change in the physical and human world in different places</p> <p>Knowledge</p>		<p>Communities</p> <p>Skills</p> <p>1. how societies have been organised and governed in different ways and at different times, including in the present</p>		<p>Coasts</p> <p>Skills</p> <p>3. a range of geographical processes that cause change in the physical and human world in different places</p> <p>Knowledge</p>

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		describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		2. to distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events 4. how human patterns are influenced by both human and physical processes Knowledge 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: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Computing	We are architects	We are game developers	We are interface designers	We are artists	We are web developers	We are bloggers
PE	Athletics - Olympics Dance	Games Gym	Dance	Net and Wall Gym	Fitness Dance	Striking & Fielding Gym
Art	Planning, designing and creating Greek pottery	Observational Drawing liquorice allsorts - craypas Drawing and creating 3D chocolates using box nets and drawing techniques inspired by Quentin Blake.		3D Design Creating Cardboard Crowns based on Narnia symbolism, leaves and flowers.	Self portraits Hans Holbein – Tudor Portraits	Exploring ideas of adventure and landscape through illustration and the work of Hokusai.
D&T/Cookery			Create a 3D Viking village and landscape		Create a flag	Outdoor cooking Raft building
Music		Unit 1: Pulse and Rhythm. A paired composition written using note values.			Unit 2: Recorders. Learning to read notes on the stave and to play accurately.	
French		Introducing yourself: meeting people; school-bag objects; numbers 1-31; birthdays; alphabet; colours.		Family and friends: naming family and pets; describing personality, eyes and hair.		Introducing yourself: meeting people; school-bag objects; numbers 1-31; birthdays; alphabet; colours.

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RE	What do Christians believe Jesus did to 'save' people?	What does it mean if Christians believe God is holy and loving?	Creation and science: conflicting or complementary?	Values: what matters most to Humanists and Christians?	How and why do some people inspire others? Examples from religions	How do Christians decide how to live? What would Jesus do?
PSHE		E Safety	My Health	My Life		My Mind