

LONG TERM CURRICULUM PLANNING 2019 - 2020

YEAR GROUP: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Curious Confectionery	Pack up your troubles	Out of this world!	Terrible Tudors	Ultimate Survivor!	It's all Greek to me!
English Core Texts	Charlie and the Chocolate Factory By Roald Dahl	Rose Blanche/Goodnight Mister Tom By Michelle Magorian	The Lion, The Witch and the Wardrobe By C.S. Lewis	Treason By Berlie Doherty	Kensuke's Kingdom By Michael Morpurgo	Who let the Gods out? By Maz Evans
English Genre	Persuasive Writing Character Descriptions Poetry	Stories with Historical Settings, Diary Entries and Information texts	Stories from Imaginary Settings, Letters, Play Scripts and Persuasive Writing	Newspapers, Debates and Instructions	Stories with Adventures, Biographs and Poet Study	Myths and Legends, Explanations and Poetry – Kennings
Maths (Following White Rose)	Place Value Addition and Subtraction	Statistics Multiplication and Division Measurement: Perimeter and Area	Multiplication and Division Fractions	Fractions Decimals and Percentages	Decimals Properties of Shape	Position and Direction Measurement: Converting Units Volume
Science	<p>Properties and changes of materials</p> <p>Skills</p> <p>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</p> <p>4. to investigate what happens when materials are mixed, and whether and how they can be separated again</p> <p>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</p> <p>8. to explore and explain how time measurement</p>	<p>Forces</p> <p>Skills</p> <p>6. to investigate the effects of different forces and how they can use these to move mechanical parts or objects in specific ways</p> <p>10. to investigate and explain the effect of changes in electrical circuits</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</p>	<p>Earth and Space</p> <p>Skills</p> <p>8. to explore and explain how time measurement relates to day and night and the Earth's place in the solar system</p> <p>Knowledge</p> <p>describe the movement of the Earth, and other 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</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent</p>	<p>Working scientifically</p> <p>Skills</p> <p>1. to investigate and explain how scientific and technological developments affect the physical and living worlds</p> <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,</p>	<p>Living Things and Their Habitats</p> <p>Skills</p> <p>1. to apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy</p> <p>2. to investigate the physical characteristics of 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</p>	<p>Animals [including humans]</p> <p>Skills</p> <p>1. to apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy</p> <p>3. to apply knowledge and understanding to describe and explain the structure 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</p> <p>describe the changes as humans develop to old age.</p>

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	<p>relates to day and night and the Earth's place in the solar system</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</p>	<p>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>movement of the sun across the sky.</p>	<p>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 identifying scientific evidence that has been used to support or refute ideas or arguments..</p>	<p>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>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>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</p>		<p>World War 2</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>Tudors</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>Ancient Greece</p> <p>a study of Greek life and achievements and their influence on the western world</p>

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changes they have studied						
Geography	<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>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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>2. to distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events</p> <p>4. how human patterns are influenced by both human and physical processes</p> <p>Knowledge</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>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> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	
Computing	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects
PE	Games Gym	Fitness Dance	Net and Wall Gym	Fitness Dance	Striking & Fielding Gym	Athletics - Olympics Dance
Art	Observational Drawing liquorice allsorts - craypas	Explore drawing/sketching WW2 images Work of LS Lowry Blitz art	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.	Planning, designing and creating Greek pottery

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	Drawing and creating 3D chocolates using box nets and drawing techniques inspired by Quentin Blake.					
D&T/Cookery	Charlie's food technology factory Willy Wonka's lollipops	WW2 cookery based on rationing	Out of this world aliens and rockets OOTW Food Technology	Create a Tudor weapon Make a bow and arrow 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.	
RE	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?	What do Christians believe Jesus did to 'save' people?
PSHE	E Safety	My Health	My Life		My Mind	
Sensational Starts			Visit to observatory Inflatable planetarium National Space Centre	Re-enact Battle of Bosworth		
Fantastic Finish	Trip to Cadbury World	WW2 VE Day party		Troublesome Tudors workshop	Visit Coast - Southend	Mini Olympics