



# Year 5 Long Term Curriculum Plan

	Autumn:		Spring:		Summer:	
	Autumn 1 Rapid Rivers	Autumn 2 Ch-ch-ch- changes	Spring 1 Victorious Vikings	Spring 2 To Infinity and Beyond	Summer 1 Rising up	Summer 2 Into Africa
Trips/ Events/ Visitors	Field trip to the River Dee Church visit House of Parliament visitors working with KS2	Carols by Candlelight Christmas Fair Mosque visit	Viking visitor Residential-York	Jodrell Bank Forest School		Sports Week Westlea Festival Safari Ranger-Chester zoo Manchester Museum
English	<p><b>Recount- diary</b> <u>Objectives</u> Can I identify the audience for and the purpose of writing? Can I organise paragraphs around a theme with a focus on more complex narrative structures? Can I use commas after fronted adverbials? Can I use commas to clarify meaning or avoid ambiguity in writing?</p>	<p><b>Fiction-traditional tale</b> <u>Objectives</u> Can I use expanded noun phrases to convey complicated information concisely? Can I describe settings, characters and atmosphere? Can I integrate dialogue to convey character and advance the action? Can I use inverted commas and other punctuation to punctuate direct speech?</p>	<p><b>Fiction- myth</b> <u>Objectives</u> Can I use expanded noun phrases to convey complicated information concisely? Can I use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun? Can I link ideas across paragraphs using adverbials? Can I use commas to clarify meaning and avoid ambiguity in writing?</p>	<p><b>Recount- Biography</b> <u>Objectives</u> Can I use a variety of verb forms used correctly and consistently? Can I use commas to clarify meaning and avoid ambiguity in writing? Can I link ideas across paragraphs using adverbials and tense choices? Can I use brackets, dashes or commas to indicate parenthesis?</p>	<p><b>Persuasion- leaflet</b> <u>Objectives</u> Can I use modal verbs to indicate degrees of possibility? Can I use devices to build cohesion in a paragraph? Can I use brackets, dashes and commas to indicate parenthesis? Can I enhance meaning through selecting appropriate grammar and vocabulary?</p>	<p><b>Fiction- adventure story</b> <u>Objectives</u> Can I use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun? Can I use adverbs to indicate degrees of possibility? Can I use a wider range of devices to build cohesion across paragraphs? Can I link ideas using tense choices?</p>

	<u>Recovery objectives</u> I can include commas after fronted adverbials I can display a range of conjunctions I can correctly include apostrophes for possession and contraction.	<u>Recovery objectives</u>	<u>Recovery objectives</u>	<u>Recovery objectives</u>	<u>Recovery objectives</u>	<u>Recovery objectives</u>
<b>Key Texts</b>	<b>Queen of the Falls</b> by Chris Van Allsburg	<b>The Lost Happy Endings</b> by Carol Ann Duffy	<b>Arthur and the Golden Rope</b> by Joe Todd-Stanton	<b>The Darkest Dark</b> by Chris Hadfield	<b>The Paperbag Prince</b> by Colin Thompson	<b>The Hunter</b> by Paul Geraghty
<b>Twitter</b>				@Cmdr_Hadfield @esascience		
<b>Mathematics</b>	Number- Place Value Number- Addition and Subtraction Statistics Number-Multiplication and Division Measurement- perimeter and area Consolidation		Number- Multiplication and Division Number- Fractions Number- Decimals & Percentage Consolidation		Number- Decimals Geometry- Properties of Shapes Geometry- Position and Direction Measurement- Converting time Measure- Volume	
<b>Science</b>	<u>Working Scientifically</u> <ul style="list-style-type: none"> <li>• Begin planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Begin taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Begin recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• Begin using test results to make predictions to set up further comparative and fair tests</li> <li>• Begin reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• Begin identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>					
	<u>Forces Objectives</u> Can I explain that unsupported objects	<u>Materials (Properties) Objectives</u> Can I compare and group together	<u>Animals including humans Objectives</u>	<u>Earth &amp; Space Objectives</u> Can I describe the movement of the Earth	<u>Materials (Changes) Objectives</u>	<u>Living Things &amp; their Habitats Objectives</u>

	<p>fall towards the Earth because of the force of gravity acting between the Earth and the falling object?</p> <p>Can I identify the effects of air resistance, water resistance and friction, that act between moving surfaces?</p> <p>Can I recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect?</p>	<p>everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?</p> <p>Can I give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?</p> <p>Can I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Can I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?</p>	<p>Can I describe the changes as humans develop to old age?</p>	<p>and other planets relative to the sun in the solar system?</p> <p>Can I describe the movement of the moon relative to the Earth?</p> <p>Can I describe the sun, Earth and moon as approximately spherical bodies?</p> <p>Can I 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>Can I demonstrate that dissolving, mixing and changes of state are reversible changes?</p> <p>Can I 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>Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?</p> <p>Can I describe the life process of reproduction in some plants and animals?</p>
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<p><b>History</b></p>	<p><u>Historical skills</u></p> <ul style="list-style-type: none"> <li>• Know and sequence key events of time studied. Use relevant terms and period labels.</li> <li>• Make comparisons between different times in the past.</li> <li>• Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people.</li> <li>• Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period.</li> </ul>					

- Compare accounts of events from different sources - fact or fiction.
- Offer some reasons for different versions of events
- Begin to identify primary and secondary sources.
- Use evidence to build up a picture of a past event.
- Select relevant sections of information.
- Use the library and internet for research with increasing confidence.
- Recall, select and organise historical information
- Communicate their knowledge and understanding.

**Anglo-Saxons and Scots**

Objectives

I can understand who the Anglo-Saxons were and where they came from.

I can identify the locations of the Anglo-Saxon's kingdoms and settlements.

I can understand where and how the Anglo-Saxons lived.

**Vikings**

Objectives

I can display who the Vikings were and where they came from.

I can explain why the Vikings invaded Lindisfarne.

I can identify what made Viking longships successful.

I can research about a Viking God.

I can display Viking Runes.

**Ancient Egypt**

Objectives

I can understand who the Ancient Egyptians were.

I can explain why Ancient Egypt was the 'gift of the Nile'.

I can display who were the Ancient Egyptian pharaohs.

I can explore why the Ancient Egyptians built pyramids.

I can display an understanding of mummification.

I can understand Ancient Egyptian hieroglyphics.

I can learn who discovered Tutankhamun's tomb.

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Geographical Skills

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area.
- Analyse and give views on the effectiveness of different geographical locations (such as aerial images compared with maps.)

Geography

- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Identify the position and significance of latitude, longitude, the Greenwich Meridien and time zones.
- Describe how countries and geographical regions are interconnected and interdependent.
- Use ordinance survey symbols to communicate understanding of location.
- Describe and understand key aspects of human and physical geography.

<p><b>Rivers</b> <u>Objectives</u> I can identify and describe physical features of a river. I can draw and label the features of a river from an ordinance survey map. I can display an understanding of how a meander is formed. I can gain awareness of how we use rivers. I can understand why estuaries are important places for wildlife.</p>			<p><b>Florida</b> <u>Objectives</u> I can locate the continent and country of Florida. I can develop my understanding of peninsulas. I can explore longitude, latitude and time zones. I can understand why tourists come to Florida. I can explain the importance of human characteristics in Florida (Kennedy Space Centre). How and why is the climate of the sunshine state different to where I live.</p>	<p><b>Cities</b> <u>Objectives</u> I can locate cities from the United Kingdom. I can develop an understanding of megacities. I can display an understanding of how trade is important. I can identify and locate the top 10 cities in the United Kingdom with the largest populations. I can identify the top 10 growing cities in the country. I can explain why the Brazilian government built a new capital city. I can describe the advantages and disadvantages of living in a city.</p>	
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**Art**  
Art Objectives  
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]  
To learn about great artists, architects and designers in history.

<b>Painting and Drawing</b>	<b>College</b>		<b>Sculpture</b>	<b>Textiles</b>	<b>Printing</b>
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	How did Monet represent the River Thames in his drawing?	Can I produce a collage in the style of Teesha Moore?		Can I make a mobile of the solar system in the style of Alexander Calder?	Can I dye fabrics and use needle and thread skills to create cityscapes?	Edward Tingatinga - exploring the origins of Tingatinga art. Children print their own animal in the Tingatinga style.
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<b>D&amp;T</b>	<b>Building Bridges</b> How do bridges work?  Can I design and build a strong bridge?		<b>Moving Toys</b> Can I make a toy which uses cam mechanisms?	<b>Space Buggy</b> Can I design and program a space buggy?		
<b>Computing</b>	<b>Computer Networks</b> How do we keep safe?	<b>IT Skills (Word)</b> Can I combine text and graphics to communicate information?	<b>Programming (scratch) Simulating physical systems</b> How can we use programming to simulate a Viking raid?	<b>We are game developers Programming physical systems (crumble)-</b> Can I programme a Moon Buggy?	<b>ICT Skills (Software)-</b> Can I animate stop motion of a film narrative?	<b>Programming-</b> Can I use computer animation to show a narrative?
<b>Music</b>	<b>Two music topics to be covered in Spring Term due to wider opportunities.</b>	<b>The Anglo-Saxons</b> Exploring the Anglo-Saxons through songs, musical activities and stories.	<b>Viking Saga Songs</b> Musical skills and concepts <b>Wider opportunities:</b> Using brass instruments to compose and perform.	<b>Steven Price - Space</b> Looking at the work of a famous composer	<b>Plastic Pollution</b> Listen and appraise, sing and improvise.	<b>Ancient Egypt</b> Songs and music activities exploring the land of the Pharaohs.
<b>PE</b>	<b>Tennis Objectives</b> I can demonstrate understanding of basic tactics for attacking in a game of tennis. I can demonstrate understanding of basic tactics for defending in a game of tennis.	<b>Hockey Objectives</b> I can demonstrate understanding of attacking principles in conditioned, small-sided games. I can demonstrate understanding of defending principles in conditioned, small-sided games.	<b>Tag Rugby Objectives</b> I can demonstrate understanding of attacking principles in conditioned, small-sided games. I can demonstrate understanding of defending principles in conditioned, small-sided games.	<b>Rounders Objectives</b> I can bowl accurately and with the correct technique. I can demonstrate understanding of basic rounders tactics in a variety of games. I can show an understanding of the importance of	<b>Football Objectives</b> I can demonstrate understanding of attacking principles in conditioned, small-sided games. I can demonstrate understanding of defending principles in conditioned, small-sided games.	<b>Athletics Objectives</b> I can demonstrate a dynamic javelin throw. I can demonstrate a dynamic heave throw. I can demonstrate a dynamic sling throw. I can demonstrate a dynamic push throw.

I can demonstrate ability to move to the centre of the court after each shot.  
I can Serve the ball over the net.

**Cricket**  
Objectives

I can begin to bowl with line and length. I can strike the ball with a cross bat (Hook shot).  
I can demonstrate understanding of basic tactics for attacking, both whilst fielding and batting, in a game of cricket.  
I can demonstrate understanding of basic tactics for defending, both whilst fielding and batting, in a game of cricket.

I can demonstrate understanding of potential solutions to improve the performance of self and others.  
I can demonstrate understanding of self and others performance v's objectives.

**Gymnastics- Floor**  
Objectives

I can complete a 10-piece sequence including a minimum of 3 different components.  
I can create a group balance with 5 people, with all people being linked together in some way.  
I can demonstrate dynamic movements, using apparatus as an obstacle.  
I can execute a forward roll with correct form and technique.  
I can execute a full spin linking move with correct form and technique.  
I can execute a tuck jump from apparatus with correct form and technique.

I can demonstrate understanding of potential solutions to improve the performance of self and others.  
I can demonstrate understanding of self and others performance v's objectives.

**Gymnastics- Rhythmic**  
Objectives

Execute the ribbon swing and ribbon snake combined whilst travelling.  
Throw and catch the hoop and execute a movement whilst the hoop is in flight.  
Roll the ball from one hand to another across the chest without losing control of the ball.  
Roll the ball from the base of the neck to catch it behind the back without losing control of the ball.  
Execute the helicopter rope swing with correct technique & fluidity in a stationary position.  
Execute the stag leap with correct technique and fluidity.

communication when running around posts.  
I can strike a ball underarm to specific target areas.

**Netball**  
Objectives

I can demonstrate understanding of attacking principles in conditioned, small-sided games. I can demonstrate understanding of defending principles in conditioned, small-sided games.  
I can demonstrate understanding of potential solutions to improve the performance of self and others.  
I can demonstrate understanding of self and others performance v's objectives.

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I can demonstrate understanding of self and others performance v's objectives.

**Swimming**  
Objectives

I can swim competently, confidently and proficiently over a distance of at least 25 metres  
I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
I can perform safe self-rescue in different water-based situations

**Dance**

Demonstrate the ability to maintain a smooth running pace relevant to distance covered.  
Hop, step and jump in the correct sequence.

**Swimming**  
Objectives

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I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
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**Dance**



		I can execute an arabesque with correct form and technique. I can self-evaluate own performance and offer constructive feedback for improvement.	Self-evaluate own performance and offer constructive feedback for improvement. Create a 10 piece sequence including a minimum of 3 different components.			
<b>Twitter</b>						
<b>French</b>	Numbers 1-15 Days of the week Learn about Paris and French landmarks J'adore/et toi?	Animals and parts of the body Classroom instructions	Food Opinions about food (j'adore/je deteste)	Revise 'je voudrais' and use it with different food items.	Learn words for months	Recap on numbers 1-30 Learn numbers 16-31
<b>RE</b>	<p><b>Islam</b></p> <p>Why are the Five Pillars important to Muslims? <u>Objectives</u></p> <p>I can discuss my own and other's spiritual experiences and find connections between communities. I can understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world. I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully</p>	<p><b>Islam</b></p> <p>How is the Muslim faith expressed through family life? <u>Objectives</u></p> <p>I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world. I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews</p>	<p><b>Sikhism</b></p> <p>Why is community and equality important to Sikhs? <u>Objectives</u></p> <p>I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning I can explain the religions and worldviews which I encounter clearly, reasonably and coherently. I can explore and make personal informed responses to ultimate questions. I can discuss issues about community</p>	<p><b>Christianity</b></p> <p>Which concepts do we find hard to understand in Christianity? <u>Objectives</u></p> <p>I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world. I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews</p>	<b>Free Choice: Bible Explorer</b>	<p><b>Free Choice: How do people show their beliefs in action?</b></p> <p>I can display how Jews express their duty to God and others. I can explore how a Christian should live their life. I can explore what Humanists believe.</p>



	to ideas about community, values and respect	I can explore moral and ethical questions using examples.	cohesion and demonstrate understanding of different views.	I can explore moral and ethical questions using examples.		
<b>PSHE</b>	<p>Objectives I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p>No Outsiders - Where the Poppies Grow Now by Hilary Robinson &amp; Martin Impey</p>	<p>Objectives I can give examples of different faiths and cultures and positive things about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>No Outsiders -Rose Blanche by Ian McEwan &amp; Roberto Innocenti</p>	<p>Objectives I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p>No Outsiders - How to Heal a Broken Wing by Bob Graham</p>	<p>Objectives I can give some examples of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>Objectives I can give an example of when I have had increased independence and how that has also helped me to show responsibility. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>No Outsiders - The Cow Who Climbed a Tree by Gemma Merino</p>	<p>Objectives I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.</p> <p>No Outsiders - And Tango Makes Three by Justin Richardson &amp; Peter Parnell</p>
	<p><b>SEAL will be the main element of PSHE but the following planning schemes will be taught throughout the year No outsiders, PREVENT, P4C, Mental Health and Different Families, Same Love (see additional planning on website).</b></p>					