CLASS 5 Long Term Plan 2014 – 2015

Subject	Curriculum Content								
English	Reading, Writing, Spelling, Grammar and Punctuation:								
	Narrative: • *Write stories of mystery and suspense* • *Write stories of adventure*	Non-Narrative: • *Write non-chronological reports* • *Write instructions* • *Write letters* • *Write recounts* • *Write in a journalistic style* • *Write biographies*	Poetry: • *Learn by heart and perform a significant poem;* • *Write haiku;*	Extra Units: • *Write stories in places that children have been;*					
Maths	Number Place value	Number Addition & Subtraction Multiplication & Division	Number Fractions (including decimals & percentages)	Ratio & Proportion (Y6)	Algebra (Y6)	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics
Art	Develop ideas Take inspiration from the greats (classic & modern) • *Develop and imaginatively extend ideas from starting points throughout the curriculum.* • *Collect information, sketches and resources and present ideas imaginatively in a sketch book.* • *Use the qualities of materials to enhance ideas.* • *Spot the potential in unexpected results as work progresses.* • *Comment on artworks with a fluent grasp of visual language.* • *Give details (including own sketches) about the style of some notable artists, artisans and designers.* • *Show how the work of those studied was influential in both society and to other artists.* • *Create original pieces that show a range of influences and styles.*								
	Textiles • *Show precision in techniques.* • *Choose from a range of stitching techniques.* • *Shape and stitch materials.* • *Use basic cross stitch and back stitch.* • *Quilt, pad and gather fabric.*	Digital Media • *Enhance digital media by editing (including sound, video, animation, still images and installations).*	Painting • *Use the qualities of watercolour and acrylic paints to create visually interesting pieces.* • *Use brush techniques and the qualities of paint to create texture.* • *Develop a personal style of painting, drawing upon ideas from other artists.*						
Computing	To code *Scratch, Flowol* •*Select IF conditions for movements.* •*Specify types of rotation giving the number of degrees.* •*Change the position of objects between screen layers (send to back, bring to front).* •*Upload sounds from a file and edit them.* •*Add effects such as fade in and out and control their implementation.* •*Combine the use of pens with movement to create interesting effects.* •*Set events to control other events by 'broadcasting' information as a trigger.* •*Use IF THEN ELSE conditions to control events or objects.* •*Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.* •*Use lists to create a set of variables.*	To communicate *Microsoft Word, PowerPoint, Publisher, Movie Maker, Revelation Natural Art* • *Choose the most suitable applications and devices for the purposes of communication.* • *Use many of the advanced features in order to create high quality, professional or efficient communications.*	To connect *Internet Browsers* • *Collaborate with others online on sites approved and moderated by teachers.* • *Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.* • *Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.* • *Understand the effect of online comments and show responsibility and sensitivity when online.* • *Understand how simple networks are set up and used.*	To collect *Microsoft Excel, Textease Branch* • *Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.*					
D&T	Cooking and nutrition • *Prepare and cook savoury dishes using a range of cooking techniques.* • *Understand and apply varied diet principles of healthy and variety diet.* • *Understand seasonality, know where ingredients are grown, reared, caught and processed.*	Use mechanical systems and electrical systems • *Use cams, gears and pulleys plus electrical circuits* • *Convert rotary motion to linear using cams.* • *Use innovative combinations of electronics/computing & mechanics in product design*	Apply understanding of computing • *Write a program to control and monitor a product* • *Control and monitor models using software designed for this purpose.* • *Write code to control and monitor models or products.*						
Geography	• 6 Figure Grid References • OS Map Symbols *This will be taught throughout the following units of work.*	Settlement Study: NORTH & SOUTH AMERICA • Settlement • Natural resources • Land use • Economic activity *Year A: Biomes, Vegetation Belts & Climate Zones*	Fieldwork Activity to be undertaken within at least one unit of work						
History	NON-EUROPEAN SOCIETY • *Mayan civilization c.AD 900*	ANCIENT GREECE *A study of Greek life and achievements and their influence on the western world.*	A study of an aspect of theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066						
Languages	*La Jolie Ronde – French Y5/6* Read fluently Write imaginatively Speak confidently Understand the culture of the countries in which the language is spoken								
Music	Musical Appreciation • *Listen with attention to detail and recall sounds with increasing aural memory;* • *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.*	Performance • *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.*	Composition & Improvisation • *Improvise and compose music for a range of purposes using the inter-related dimensions of music.*	Musical Notation • *Use and understand staff and other musical notations.*	History of Music • *Develop an understanding of the history of music.*				
PE	Games [at least twice a year] *• Use forehand and backhand when playing racket games.* *• Field, defend and attack tactically by anticipating the direction of play.* *• Choose the most appropriate tactics for a game.* *• Uphold the spirit of fair play and respect in all competitive situations.* *• Lead others when called upon and act as a good role model within a team.*	Gymnastics [at least once a year] *•Hold shapes that are strong, fluent and expressive.* *• Include in a sequence set pieces, choosing the most appropriate linking elements.* *• Vary speed, direction, level and body rotation during floor performances.* *• Practise and refine the gymnastic techniques used in performances (listed above).* *• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).* *• Use equipment to vault and to swing (remaining upright).*	Dance [at least once a year] *• Perform and create complex sequences.* *• Express an idea in original and imaginative ways.* *• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.* *• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).*	Athletics [at least once a year] *• Throw accurately and refine performance by analysing technique and body shape.* *• Show control in take off and landings when jumping.* *• Compete with others and keep track of personal best performances, setting targets for improvement.*	Outdoor & Adventurous Activities [at least once a year] *• Embrace both leadership and team roles and gain the commitment and respect of a team.* *• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.* *• Remain positive even in the most challenging circumstances, rallying others if need be.* *• Use a range of devices in order to orientate themselves.* *• Quickly assess changing conditions and adapt plans to ensure safety comes first.*			
PSHCE	New Beginnings (Y5 OR Y6) • *Body & Soul Story* • *Y5 Recognising Risk and Responsibility* • *Y6 Personal Safety*	Getting On and Falling Out (Y5 OR Y6) • *Anti-Bullying Week* • *Y5 Friendship groups and peer pressure* • *Y6 Dealing With Barriers to Friendships*	Going for Goals (Y5 OR Y6) • *Body and Soul Story*	Good to be Me (Y5 OR Y6) • *Y5 Drugs and Volatile Substances* • *Y6 How Drugs Affect Us*	Relationships (Y5 OR Y6) • *Growing and Changing*	Changes (Y5 OR Y6) • *Y5 Learning and Enterprise* • *Y6 Transition*			
RE	How should we live and who can inspire us? Christmas	Where, how and why do people worship? Whole school activities during Week of Prayer for Christian Unity	What does it mean to be a Muslim?	What do stories from the Bible reveal about Jesus?					
Science	Working Scientifically								
	Forces (Y5) *Gravity;* *Air Resistance, Water Resistance, Friction;* *Mechanisms – levers, pulleys, gears;*	Living Things & their Habitats (Y6) *Classification (with reasons) of Microorganisms, Plants & Animals;*	Light (Y6) *How light travels;* *Reflection;* *Shadows;*	Animals including Humans (Y5/6) *Changes as humans age (Y5)*	Electricity (Y6) *Voltage – brightness/volume;* *Variations in functions of components;* *Circuit Symbols;*	Evolution & Inheritance (Y6) *Fossils;* *Variation in offspring;* *Adaptation to environment (and evolution over time);*			