

# CLASS 5 Long Term Plan 2017 – 2018

Subject	Curriculum Content										
Art	Develop ideas Great artists, architects and designers										
	Sculpture			Drawing				Collage			
Computing	To code <i>Scratch and Flowol</i>		To communicate <i>Microsoft Word, PowerPoint, Movie Maker and Revelation Natural Art.</i>			To connect <i>Internet Browsers</i>		To collect <i>Microsoft Excel and Textease Branch</i>			
D&T	Cooking and nutrition <ul style="list-style-type: none"> <li>Prepare and cook</li> <li>Where possible use seasonal ingredients</li> <li>Learn how a variety of ingredients are grown, reared, caught and processed</li> </ul>			Use mechanical systems and electrical systems <ul style="list-style-type: none"> <li>Use cams, gears and pulleys plus electrical circuits</li> <li>Convert rotary motion to linear using cams</li> <li>Use innovative combinations of electronics and mechanics in product design</li> </ul>			Apply understanding of computing <ul style="list-style-type: none"> <li>Write a program to control and monitor a product</li> <li>Control and monitor models using software designed for this purpose</li> <li>Write code to control and monitor models or products</li> </ul>				
English	Reading, Writing, Spelling, Grammar and Punctuation: Range of texts and genres including narrative, non-narrative and poetry										
Geography	<ul style="list-style-type: none"> <li>6Figure Grid References</li> <li>OS Map Symbols</li> </ul> <p><i>This will be taught throughout the following units of work.</i></p>			Settlement Study: NORTH AND SOUTH AMERICA <ul style="list-style-type: none"> <li>Settlement</li> <li>Natural resources</li> <li>Land use</li> <li>Economic activity</li> </ul> <p><i>Year B: Volcanoes and Earthquakes</i></p>			Fieldwork Activity to be undertaken within at least one unit of work				
History	NON-CUROPEAN SOCIETY <ul style="list-style-type: none"> <li><i>Mayan civilization c. AD 900</i></li> </ul>			ANCIENT GREECE <ul style="list-style-type: none"> <li><i>A study of Greek life and achievements and their influence on the western world</i></li> <li><i>Greek thinkers and scientists and their influence on the ancient and modern world</i></li> </ul>			A study of an aspect of theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066 <ul style="list-style-type: none"> <li><i>The changing power of monarchs using case studies such as John, Anne and Victoria</i></li> <li><i>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present, or leisure and entertainment in the 20<sup>th</sup> Century</i></li> <li><i>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></li> <li><i>A significant turning point in British history, for example, the first railways or the Battle of Britain</i></li> </ul>				
Languages	<p><i>La Jolie Ronde – French Y3/4 and Y5/6</i></p> <p>Read fluently Write imaginatively Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p>										
Maths	Number Place value	Number Addition & Subtraction, Multiplication & Division	Number Fractions (including decimals & percentages)	Ratio and Proportion (Y6)	Algebra (Y6)	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics		
Music	Musical Appreciation <i>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.</i>		Performance <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>		Composition & Improvisation <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i>		Musical Notation <i>Use and understand staff and other musical notations.</i>		History of Music <i>Develop an understanding of the history of music.</i>		
PE	Games [at least twice a year] <ul style="list-style-type: none"> <li><i>Use running, jumping, throwing and catching in isolation and in combination</i></li> <li><i>Play competitive games, modified where appropriate (eg. badminton, basketball, cricket, football, hockey, netball, rounders, tennis), and apply basic principles suitable for attacking and defending</i></li> </ul>		Gymnastics [at least once a year] <ul style="list-style-type: none"> <li><i>Develop flexibility, strength, technique, control and balance</i></li> <li><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></li> </ul>		Dance [at least once a year] <ul style="list-style-type: none"> <li><i>Perform dances using a range of movement patterns</i></li> <li><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></li> </ul>		Athletics [at least once a year] <ul style="list-style-type: none"> <li><i>Use running and jumping in isolation and in combination</i></li> <li><i>Develop flexibility, strength, technique, control and balance</i></li> </ul>		Outdoor & Adventurous Activities [at least once a year] <ul style="list-style-type: none"> <li><i>Take part in outdoor and adventurous activity challenges both individually and within a team</i></li> </ul>		
PSHE	New Beginnings (Y5 OR Y6) <ul style="list-style-type: none"> <li><i>Body &amp; Soul Story</i></li> <li><i>Y5 Recognising Risk and Responsibility</i></li> </ul>		Getting On and Falling Out (Y5 OR Y6) <ul style="list-style-type: none"> <li><i>Anti-Bullying Week</i></li> <li><i>Y5 Friendship groups and peer pressure</i></li> </ul>		Going for Goals (Y5 OR Y6) <ul style="list-style-type: none"> <li><i>Body and Soul Story</i></li> </ul>		Good to be Me (Y5 OR Y6) <ul style="list-style-type: none"> <li><i>Y5 Drugs and Volatile Substances</i></li> </ul>		Relationships (Y5 OR Y6) <ul style="list-style-type: none"> <li><i>Growing and Changing</i></li> </ul>		Changes (Y5 OR Y6) <ul style="list-style-type: none"> <li><i>Y5 Learning and Enterprise</i></li> <li><i>Y6 Transition</i></li> </ul>
RE	The Big Story of the Bible (Understanding Christianity)		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?		Why is pilgrimage important to some religious believers?		
Science	Working Scientifically										
	Forces (Y5)  <i>Gravity; Air Resistance, Water Resistance, Friction; Mechanisms – levers, pulleys, gears;</i>		Living Things & their Habitats (Y6)  <i>Classification (with reasons) of Microorganisms, Plants &amp; Animals;</i>		Light (Y6)  <i>How light travels; Reflection; Shadows;</i>		Animals including Humans (Y5/6)  <i>Year A: Changes as humans age (Y5)</i>		Electricity (Y6)  <i>Voltage – brightness/volume; Variations in functions of components; Circuit Symbols;</i>		Evolution & Inheritance (Y6)  <i>Fossils; Variation in offspring; Adaptation to environment (and evolution over time);</i>