

Year Five

Long Term Curriculum Planner

Overarching Theme	Autumn 1 Anglo -Saxons History Focus	Autumn 2 DRAWING - Henry Moore (link to Y3 comparison) SMSC: Spiritual Art - Leeds local study Owl Trail, Leeds plus Leeds Art gallery TRIP: Owl Trail & Art Gallery	Spring 1 Space - Planets Holst. (music and art) (sci) PAINTING - large scale TRIP: York Observatory (space)	Spring 2 Geography Fair Trade (geog) Climate & Biomes	Summer 1 Ancient Greece History Focus 3D ART - sculpture	Summer 2 Animals
English	F: Modern Myth NF: Recount Unit 2 SMSC: Moral dilemma stories (right & wrong)	F: Poetic Style NF: Persuasive Writing Unit 3	F: Stories by significant authors NF: Biography & autobiography Unit 4	F: Story from another culture NF: NC Reports Unit 5 SMSC: Cultural & Spiritual	F: Myths NF: Instructions Unit 1	F: Playscript/dramatic conventions NF: Discussion texts Unit 6
Writing Outcomes						
Reading (Inc. love of reading)	Anglo Saxon Boy					
Maths basic skills Mathematical Enquiry	Place Value Addition & Subtraction	Perimeter & Area Multiplication & Division Statistics	Multiplication & division Fractions	Fractions Decimals & percentages	Decimals Properties of shapes & angles	Position & direction Converting units Volume

<p style="text-align: center;">Science YR 5</p>	<p>PROPERTIES AND CHANGES OF MATERIALS</p> <p>SCIENTIFIC ENQUIRY</p> <p>-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>PROPERTIES AND CHANGES OF MATERIALS</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>EARTH AND SPACE</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 movement of the sun across the sky.</p>	<p>LIVING THINGS AND THEIR HABITATS</p> <p>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird- describe the life process of reproduction in some plants and animals.</p>	<p>FORCES</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>ANIMALS, INCLUDING HUMANS</p> <p>- describe the changes as humans develop to old age.</p> <p style="color: blue; text-align: center;"><i>SMSC: Spiritual learning about the world around us</i></p>
<p style="text-align: center;">Computing</p>	<p><i>Unit 5.2: We are cryptographers</i> understand computer networks including the internet; how they can provide multiple</p>	<p><i>Unit 5.3: We are artists</i> design, write and debug programs that accomplish specific goals, including</p>	<p><i>Unit 5.4: We are web developers</i> select, use and combine a variety of software (including internet services) on a range of</p>	<p><i>Unit 5.5: We are bloggers</i> use sequence, selection, and</p>	<p><i>Unit 5.6: We are architects</i> use search technologies effectively, appreciate how results are</p>	<p><i>Unit 5.1: We are game developers</i> use search technologies</p>

<p>History</p>	<p>services, such as the world wide web; and the opportunities they offer for communication and collaboration SMSC: Moral</p> <p>SMSC: Spiritual & Cultural 3.BRITAIN'S SETTLEMENT BY ANGLO-SAXONS AND SCOTS e.g. Roman withdrawal; <u>Christian conversion</u> <u>(Canterbury, Iona, Lindisfarne)</u></p>	<p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>repetition in programs; work with variables and various forms of input and output</p>	<p>selected and ranked, and be discerning in evaluating digital content</p> <p>ANCIENT GREECE Greek life and achievements and their influence on the western world.</p> <p>SMSC: Cultural & Social</p>	<p>effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
<p>Geography</p>				<p>SMSC: Moral</p> <p>TRADE LINKS, FAIR TRADE & WORLD POVERTY (Human Geography)</p> <p>CLIMATE ZONES, BIOMES AND VEGETATION BELTS</p> <p>Identify the position and sig. of latitude, longitude, Equator, Northern & Southern hemispheres, Tropics, Equator, Artic & Antarctic Circles, Greenwich Meridian and Time Zones</p>		

Music						
Art & Design		<p>DRAWING - Henry Moore (link to Y3 comparison) SMSC: Spiritual</p> <p>Art - Leeds local study Owl Trail, Leeds plus Leeds Art gallery</p>	<p>PAINTING - large scale</p>		<p>PAINTING - large scale</p>	
Design Technology	<p>Food tech - Soup kitchen</p>	<p>Food</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>		<p>Food tech - fairtrade SMSC: Cultural</p>		
Physical Education	<p><i>Tag Rugby</i> Apply basic principles suitable for attacking and defending</p>	<p><i>Athletics</i> Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><i>Netball</i> Apply basic principles suitable for attacking and defending</p>	<p><i>Athletics</i> Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><i>Dance</i> Perform dances using a range of movement patterns</p>	<p><i>Dance</i> Perform dances using a range of movement patterns</p>
MFL Y5	<p>Compare symbols, objects or products which represent their own culture with those of another country Dangers of stereotypes</p>	<p>SMSC: Cultural Appreciate similarities and differences. Understand and use negatives. Buildings on the high</p>	<p>Write words, phrases and sentences. Weather Where you live</p>	<p>Read carefully showing an understanding of simple writing. Use phonic knowledge to pronounce unknown words.</p>	<p>Consider aspects of everyday life of children in their own and different countries. Food-meals</p>	<p>Consider aspects of everyday life of children in their own and different countries. Food-meals</p>

	Research project.Christmas theme.	street. Directions			SMSC: Cultural	
PSHCE (inc. British values & SMSC)	SMSC: Social & cultural - School council elections <i>Moral</i> Physical Health & Wellbeing <i>In the media</i>	Identity, society and equality <i>Stereotypes, discrimination and prejudice (including tackling homophobia)</i> SMSC: Social & Cultural	Keeping safe & Managing risk <i>When things go wrong</i> SMSC: Moral	Mental health & emotional wellbeing <i>Dealing with feelings</i> SMSC: Spiritual	Drug, alcohol & tobacco education <i>Different influences</i> SMSC: Moral	Careers, financial capability and economic wellbeing <i>Borrowing and earning money</i> SMSC: Social
Religious Education Y5	Why are some journeys special?	Why are some journeys special?	What do we know about islam?	What do we know about islam?	Should we forgive others?	What matters most to believers?