



The New Forest Primary School –long term planning and progression ‘Curriculum Map’

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic title: <u>Sensational Me and Local Study unit</u></p> <p>Trip: extra LOTC within New Forest for local study and Life-cycles work</p> <p>Focus: Science, PSHE</p>	<p>Topic title: <u>Glorious Greeks</u></p> <p>Trip:</p> <p>Workshop: Greek Day</p> <p>Focus: History, English</p>	<p>Topic title: <u>Mission to Space</u></p> <p>Trip: Winchester Science Centre & Planetarium</p> <p>Workshop: Space Sleepover</p> <p>Exhibition: Parent Showcase</p> <p>Focus: Science, DT, English</p>		<p>Topic title: <u>Forceful Fairgrounds</u></p> <p>Trip: Paultons Park, Southampton Hindu Temple</p> <p>Focus: Science, English, Geography</p>	<p>Topic Title: <u>Veni, Vidi, Vici – Y5-6 transition unit</u></p> <p>(Trip: Fishbourne, Chichester in Y6)</p> <p>Workshop: Roman Day, Bikeability</p> <p>Drama Production</p> <p>Focus: History, English</p>
<p>Y5 English</p> <p>See medium term plans for spelling, grammar and punctuation and guided reading/ comprehension texts</p>	<p>Sensational- poetry anthology Roger McGough – senses based poetry. Revision of descriptive language used so far in KS2</p> <p>Autobiographies genre study</p> <p>Fronted adverbials, Adverbials of time, place, number, and tense choice.</p> <p>Statement/command/question/exclamation</p> <p>Spoken Language – Sensational Me homework presentations; RE discussion</p> <p>Performance Poetry opportunity</p> <p>Exciting writing - Forest Friday recount; Science life cycles explanation; Harvest festival recount for newsletter/RE explanation and discussion writing</p> <p>Progression writing - Red’s Dream recount</p>	<p>Myth genre study. Ancient Greek myths – story sequencing with focus on developing characters (Greek heroes/heroines are always flawed)</p> <p>Plays – performing mini myth plays – Geraldine McCaughrean</p> <p>Editing and improving writing</p> <p>Apostrophes – contractions/plural possession</p> <p>Direct/reported speech – inverted commas</p> <p>Clauses/subordinate clauses</p> <p>Relative clauses/relative pronouns - beginning with who, which , why where, why, whose</p> <p>Exciting writing – Greek gods report; Pots of evidence recount; Bloggers – book reviews for computing.</p> <p>Progression writing – A mini myth</p>	<p>Space poetry – personification of solar system inspired by Christina Rossetti ‘Are you tired moon’ classical poetry contrasted with modern science based poetry – in particular work of Meish Goldish contemporary poet. Writing in style of nursery rhyme.</p> <p>Science Fiction genre study, writing story with flashback to</p> <p>Mock-u-mentary and recount (journal style)</p> <p>Discussion based on morals – who should be allowed to board Earth evacuation ship. Spoken language opportunity – including persuasion. Also about vital jobs to fill on spaceship in new colony – discussion and persuasion to convince someone of your opinion. Spoken language opportunity. Adverbs and modal verbs – indicating degrees of possibility eg. perhaps, surely, might, should, will</p> <p>Brackets, dashes and commas to indicate parenthesis/commas to avoid ambiguity</p> <p>Explanation and Instructions for building model moon buggy</p> <p>Exciting writing – report on feature of solar system;</p> <p>Progression writing – explanation of moon’s phases, mini sci fi description based on Planet X/Avatar (Literacy Shed) resources</p> <p>English/RE link –Sikh stories and poetry, spoken language Year 5 lead ‘Easter Experience’</p>		<p>Grandpa Chatterji – story from another culture study of Anglo-Indian family dynamics. Writing from a character’s perspective. Understanding author viewpoint.</p> <p>Prepositions – during, before after</p> <p>Devices to build cohesion within a paragraph eg. Conjunctions</p> <p>Persuasion – advertising analysis of tourism leaflets. Writing to Paultons Park to persuade.</p> <p>Exciting writing - recount of Paultons Park trip; Explanation of forces in action.</p> <p>Progression writing – Flat Life film clip – writing for a character’s perspective</p>	<p>Note taking</p> <p>Report on Roman Army</p> <p>Spoken language in drama production</p> <p>English – Haiku/cinquains, video documentary for RE</p> <p>Exciting writing – developing a webpage linked with PSHE - Explaining bike safety.</p>
<p>Y5 Maths</p>	<p>My sensational numbers – higher order reasoning</p> <p>Number – Place Value</p> <p>Number – Addition and Subtraction</p> <p>Statistics – Data handling and graphs</p> <p>Number – Multiplication and Division</p> <p>Perimeter and Area</p>		<p>Number – Multiplication and Division</p> <p>Number – Fractions</p> <p>Number – Decimals & Percentages</p> <p>Time & calendar - timezones</p> <p>Perimeter investigation for moon buddy dimensions</p>		<p>Number – Decimals</p> <p>Geometry – Properties of shapes</p> <p>Geometry – Position and Direction</p> <p>Measurement – Converting units</p> <p>Measures – Volume</p> <p>Roman Numerals</p>	



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<p>Y5 Science</p>	<p>Year 5 Science – Animals: Describe the changes as a human develops from birth to old age</p> <p>Year 5 Science – Describe the differences in life cycles of a mammal, amphibian, insect, bird; describe the life process of reproduction in some plants and animals</p>	<p>Finish Life cycles and start electricity – focus on circuit diagrams</p>	<p>Year 6 Science – Electricity: Associate the brightness of a lamp or volume of a buzzer with number of cells used in a circuit; compare and give reasons for variations in how components function; use recognised symbols for circuit diagrams – <u>Links with making a circuit for the Moon Buggy model</u></p> <p>Year 5 Science – Earth and Space: describe movement of Earth and other planets in solar system; Moon relative to Earth; spherical bodies; day and night due to rotation of Earth.</p>	<p>Revisit Life cycles through Forest Friday work looking at seasonal change</p> <p>Year 5 Science – Forces: explain gravity; air resistance, water resistance and friction; mechanisms including levers, pulleys, gears</p>	<p>Year 5 Science - Properties and changes of materials: compare and group together everyday materials on basis of their properties; dissolving; separating states of matter; uses of materials; reversible changes; irreversible changes</p>
<p>Y5 Humanities</p>	<p>Geography: Holidays theme UK (and World Mapping) - name and locate counties and cities of the United Kingdom, geographical regions physical characteristics, key topographical features (including hills, mountains, coasts and rivers); Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Local study: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>History: a study over time tracing how several aspects of national history are reflected in the locality – WWI and WWII, role of local school</p> <p>History: Ancient Greece – a study of Greek life and achievements and their influence on the western world; the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>Geography: understand geographical similarities and differences through the study of human and physical geography in GREECE (Athens vs Sparta and islands) in a European country.</p>	<p>History: Brief look at modern Space Age chronology – Britain since 1930</p> <p>Geography: World Mapping - the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>History: Brief look at heritage of fairgrounds</p> <p>Geography: Tourism - human geography, land use, economic activity</p>	<p>History: the Roman Empire and its impact on Britain; Julius Caesar’s attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian’s Wall; British resistance, for example, Boudica; ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Geography: UK Mapping - name and locate cities of the United Kingdom and understand how some of these aspects have changed over time</p>
<p>Y5 Art, Design and Technology</p>	<p>Art – Graphic Design</p> <p>Progression Task: Self Portrait (Pencil)</p> <p>Printing using ink and polystyrene tiles.</p> <p>Creating Junk Percussion to link with Anna Meredith (Music)</p>	<p>DT – Cookery -Greek Day savoury recipes</p> <p>Traditional Greek Bread:</p> <p>Choice of ingredients, mixing and kneading, how yeast works, rising and proving, knocking back and achieving different crust finishes. (Contains gluten)</p> <p>Salad with Tzatziki</p> <p>Traditional ingredients – olives, onions, tomatoes, garlic, cucumber, Greek Yoghurt (Greek Yoghurt contains dairy, Tzatzikimade as a separate dip)</p> <p>Christmas Craft Art – Painting a modern art nativity scene inspired by ‘Jesus in Art’ collection (see RE).</p>	<p>Art – Nebula multimedia art – knowing when enough is enough! Splatting paint and glitter onto a surface from above, using stencils.</p> <p>Artist Study: Jason Pollock</p> <p>DT – Woodwork and engineering– making a model moon buggy – progressing the jinx frame into a movable vehicle with unique design.</p> <p>Planning and sketching diagrams.</p> <p>Researching materials to use and potential circuits.</p> <p>Linking to real life moon buggies and their uses.</p> <p>Creating first prototype as a class, progressing to individual designs.</p> <p>Linked with writing exercises.</p>	<p>Art – Oil Pastels – Light at night – light diffusion and reflection using fairground neon lighting, different stroke techniques, finding inspiration from different sources (different interpretations)</p> <p>DT – Creating functioning Lego fairground rides using NXT MIndstorms programming (see computing) look at LegoMasters (Channel 4) as they did an episode dedicated to this.</p>	<p>DT – Cookery – Roman food – sweet historical recipes – children to research and write their own recipes then decide as a class. <i>How is it different to what the Greeks ate?</i></p>
<p>Y5 LOTC</p> <p>Forest Friday</p>	<p>Term 1 - Sensational Me – wordbank development</p> <p>Science Life Cycles</p>	<p>Term 2 - Local history of Nomansland/ WWII</p>	<p>Term 3 – The End of the World is Nigh! Mockumentary filming & Are you ready for space? Boot Camp.</p> <p>Term 4 – Seasonal Changes – awe and wonder in nature and our universe</p>	<p>Term 5 – Interhouse Y5/6 Orienteering Challenges</p>	<p>Term 6 – Seasonal Changes</p>



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Y5 Computing	Computational thinking – We are cryptographers - Cracking codes - Scratch	Communication/collaboration – We are bloggers - Blogging – Sharing experiences and opinions – Reading Cloud book reviews	Productivity – We are architects – Creating a virtual space – Link with Space unit E-safety – We are web developers - Creating a web page about cyber safety – school website – School Jotter	Creativity – We are artists - Fusing geometry and Art - Inkscape	Programming – We are game developers -Create a game – developing an interactive game – Scratch OR use NXT to build programme for operating the Lego Fairground rides	E-safety – We are web developers - Creating a web page about general safety – school website – School Jotter
Y5 Music	BBC Ten Pieces – Anna Meredith – Creating loops and canons, experimenting with different sounds using body percussion. Making our own junk percussion.	Continuing Anna Meredith in greater depth - Stomp – using every day or recycled objects as percussion – using our own junk percussion. Band – Christmas music	Ukulele – learning to play Band – ready for music concert	BBC Ten Pieces - Holst Mars	Fresh Prince of Bel Air – old school hip hop BBC Ten Pieces John Adams ‘Short ride in a fast machine	Dancing in the street - Motown Or Make Me Feel My Love – pop ballads
Y5 PSHE	Citizenship 11 - Rights, Rules and relationships - United Nation Convention on Rights of Child and how it impacts on class code of conduct Healthy and safer lifestyles 20 - Sex and relationships - Body image and body changes, puberty.	Myself and My Relationships 17 – Anti bullying – reviewing school policy and Calm Corner display. Myself and My Relationships 15 – my emotions – being able to describe feelings in myself and others.	E-safety – Safer Internet Day (NSPCC Workshops) developing a website page for the school Safety contexts – Fire safety visit. Part of Healthy and Safer Lifestyles 23 ongoing study	Citizenship 9 – Working Together – being able to discuss skills they would like to develop for the future. Link with space unit and also discussion in English (opinions and values)	Family and Friends	Personal safety Part of Healthy and Safer Lifestyles 23 ongoing study – Bikeability – developing safety section of school website
Y5 French	Rigolo 2 – unit 1 – Salut Gustave - Greetings and personal information; talking about sisters and brothers; saying what people have and have not using 3 rd person ‘avoir; saying what people like using 3 rd person ‘être’ including negatives	Rigolo 2 – unit 2 – A l’école - Name school subjects; talking about likes and dislikes at school; asking and saying the time for school day	Rigolo 2 – unit 4 –En Ville - places in town; asking the way/giving directions/ saying where going; giving time French names for planets of solar system	Rigolo – unit 5 En vacances - asking/saying where you’re going on holiday/what going to do/plans on hols; expressing opinions about holidays	Rigolo 2 - unit 3 – La nourriture - asking politely for food items; describing how to make a sandwich; expressing opinions about food; talking about healthy/unhealthy foods	Rigolo 2 – unit 6 Chez Moi - rooms and places in the house; description of rooms (colour&size); saying what people do at home & where
Y5 RE	<u>Discovery unit</u> <i>Concept:</i> Belief in action <i>Key Question: How far would a Sikh go for his/her religion?</i> Do religious teachings show us how to live a good life? <i>Stimulus resources:</i> Holy books, PowerPoint 12 <i>Across the curriculum:</i> Philosophy 4 Children English discussion as part of the ‘Sensational Me’ unit	<u>Entry point shared with Y5</u> Making Baby Jesus – discussion and variety of Nativity models <u>Discovery unit</u> <i>Theme:</i> Christmas <i>Concept:</i> Incarnation <i>Key Question: Was Jesus the Messiah?</i> <i>Stimulus Resources:</i> Working with Y1 , Church visit, Nativity sets Beaded Christmas decorations of the Christmas story. PowerPoint 3. English Christmas making activity: Candle making	<u>Discovery unit</u> <i>Concept:</i> Beliefs and moral values <i>Key Question: Are Sikh stories important today?</i> <i>Stimulus resources:</i> Sikh Stories, favourite stories, PowerPoint 5 <i>Across the curriculum:</i> Art – make a bowl and a jasmine flower, English – persuasive writing, acrostic poems, class book of Sikh stories	<u>Understanding Christianity unit</u> <i>Theme:</i> Easter <i>Concept:</i> Salvation <i>Key Question: What do Christians believe/What did Jesus do to save human beings?</i> <i>Stimulus resources:</i> Stations of the cross artwork, UC resource sheets <i>Across the curriculum:</i> English spoken language Year 5 lead ‘Easter Experience’	<u>Discovery unit</u> <i>Concept:</i> Reincarnation <i>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</i> <i>Stimulus resources:</i> Grandpa Chatteri novel study as part of ‘Forceful Fairground’, PowerPoint 11 <i>Across the curriculum:</i> Yoga and dance composition	<u>Understanding Christianity unit</u> <i>Theme:</i> What Christians believe about God <i>Concept:</i> God <i>Key Question: What does it mean (for Christians) if God is holy and loving?</i> <i>Stimulus resources:</i> UC Resource sheets, Cathedral visit <i>Across the curriculum:</i> Art – images/symbols, English – Haiku/cinquains, video documentary
Y5 Spirituality	Self, World and Beauty, Others;	Self, Beyond	Self; Others, Beyond; World and Beauty;	Others; Beyond	Self, Others	



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Y5 PE	Netball Football/Tri Golf Gymnastic skills (if wet)	Hockey Tag Rugby Table tennis (if wet)	Gymnastics – Balance Football/Netball Benchball (if wet)	Maypole Dancing Ball skills – football/netball/Tag Rugby Indoor athletics (if wet)	Yoga Dance Composition – Bollywood Athletics and Cross Country Skipping skills/5 A Day (if wet)	Rounders Kwick Cricket Volleyball/Handball/Dodgeball 5 A Day if wet)
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