

# CLASS 5 Long Term Plan 2018 – 2019

Subject	Curriculum Content												
Art	Develop ideas Great artists, architects and designers												
	Textiles			Digital Media				Painting					
Computing	To code <i>Scratch and Flowol</i>			To communicate <i>Microsoft Word, PowerPoint, Movie Maker</i>			To connect <i>Internet Browsers</i>			To collect <i>Microsoft Excel and Textease Branch</i>			
	<p><i>To design, make, evaluate and improve</i></p> <ul style="list-style-type: none"> <li>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>Make products through stages of prototypes, making continual refinements.</li> <li>Ensure products have a high quality finish, using art skills where appropriate.</li> <li>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>						<p><i>To take inspiration from design throughout history</i></p> <ul style="list-style-type: none"> <li>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>Create innovative designs that improve upon existing products.</li> <li>Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>						
D&T	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Prepare and cook savoury dishes using a range of cooking techniques.</li> <li>Understand and apply varied diet principles of healthy and variety diet.</li> <li>Understand seasonality, know where ingredients are grown, reared, caught and processed.</li> </ul>			<p><b>Use mechanical systems and electrical systems</b></p> <ul style="list-style-type: none"> <li>Use cams, gears and pulleys plus electrical circuits</li> <li>Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul> <p><b>Electricals and Electronics</b></p> <ul style="list-style-type: none"> <li>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</li> </ul>				<p><b>Apply understanding of computing</b></p> <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>					
	<p><b>English</b></p> <p>Reading, Writing, Spelling, Grammar and Punctuation: Range of texts and genres including narrative, non-narrative and poetry</p>												
Geography	<ul style="list-style-type: none"> <li>6 Figure Grid References</li> <li>OS Map Symbols</li> </ul> <p><i>This will be taught throughout the following units of work.</i></p>			<p><b>Settlement Study: NORTH &amp; SOUTH AMERICA</b></p> <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 A: Biomes, Vegetation Belts &amp; Climate Zones</i></p>				<p>Fieldwork Activity to be undertaken within at least one unit of work</p>					
	<p><b>NON-EUROPEAN SOCIETY</b></p> <ul style="list-style-type: none"> <li><i>Mayan civilization c.AD 900</i></li> </ul>			<p><b>ANCIENT GREECE</b></p> <p><i>A study of Greek life and achievements and their influence on the western world.</i></p> <p><i>Greek thinkers and scientists and their influence on the ancient and modern world.</i></p>				<p>A study of an aspect or theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066</p>					
Languages	<p><i>La Jolie Ronde – French Y5/6</i></p> <p>Read fluently; Write imaginatively; Speak confidently; Understand the culture of the countries in which the language is spoken</p>												
	<p><b>Maths</b></p> <p>Number Place value      Number Addition &amp; Subtraction Multiplication &amp; Division      Number Fractions (including decimals &amp; percentages)      Ratio &amp; Proportion (Y6)      Algebra (Y6)      Measurement      Geometry Properties of Shapes      Geometry Position &amp; Direction      Statistics</p>												
Music	<p><b>Musical Appreciation</b></p> <p><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></p>			<p><b>Performance</b></p> <p><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p>			<p><b>Composition &amp; Improvisation</b></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>			<p><b>Musical Notation</b></p> <p><i>Use and understand staff and other musical notations.</i></p>			
	<p><b>History of Music</b></p> <p><i>Develop an understanding of the history of music.</i></p>												
PE	<p><b>Games [at least twice a year]</b></p> <ul style="list-style-type: none"> <li>Use forehand and backhand when playing racket games.</li> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>			<p><b>Gymnastics [at least once a year]</b></p> <ul style="list-style-type: none"> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>Use equipment to vault and to swing (remaining upright).</li> </ul>			<p><b>Dance [at least once a year]</b></p> <ul style="list-style-type: none"> <li>Perform and create complex sequences.</li> <li>Express an idea in original and imaginative ways.</li> <li>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>			<p><b>Athletics [at least once a year]</b></p> <ul style="list-style-type: none"> <li>Throw accurately and refine performance by analysing technique and body shape.</li> <li>Show control in take off and landings when jumping.</li> <li>Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>		<p><b>Outdoor &amp; Adventurous Activities [at least once a year]</b></p> <ul style="list-style-type: none"> <li>Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>Empathise with others and offer support without being asked.</li> <li>Seek support from the team and the experts if in any doubt.</li> <li>Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>Use a range of devices in order to orientate themselves.</li> <li>Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>	
	<p><b>PSHE</b></p> <p>SRE      DRUG ALCOHOL AND TOBACCO EDUCATION      IDENTITY SOCIETY AND EQUALITY      MENTAL HEALTH AND EMOTIONAL HEALTH      KEEPING SAFE AND MANAGING RISK</p> <ul style="list-style-type: none"> <li>Health relationships / how a baby is made.</li> <li>Weighing up risk</li> <li>Human rights</li> <li>Healthy Minds</li> <li>Keeping safe – out and about.</li> </ul>												
RE	<p>Creation and Science: Conflicting or Complementary? CREATION/FALL</p>			<p>How do religions help people live through good times and bad times? (thematic unit that compares belief &amp; practices between different faiths &amp; beliefs)</p>			<p>What does it mean for Muslims to follow God?</p>			<p>What difference does the Resurrection make for Christians? SALVATION</p>			
	<p>Why do some people believe in God and some people not? (thematic unit that compares belief &amp; practices between different faiths &amp; beliefs)</p>												
Science	<p><b>Working Scientifically</b></p>												
	<p><b>Forces (Y5)</b></p> <p><i>Gravity; Air Resistance, Water Resistance, Friction; Mechanisms – levers, pulleys, gears;</i></p>			<p><b>Living Things &amp; their Habitats (Y6)</b></p> <p><i>Classification (with reasons) of Microorganisms, Plants &amp; Animals;</i></p>			<p><b>Light (Y6)</b></p> <p><i>How light travels; Reflection; Shadows;</i></p>		<p><b>Animals including Humans (Y5/6)</b></p> <p><i>Year A: Changes as humans age (Y5)</i></p>		<p><b>Electricity (Y6)</b></p> <p><i>Voltage – brightness/volume; Variations in functions of components; Circuit Symbols;</i></p>		
<p><b>Evolution &amp; Inheritance (Y6)</b></p> <p><i>Fossils; Variation in offspring; Adaptation to environment (and evolution over time);</i></p>													