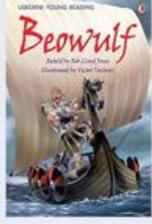
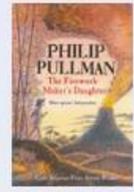
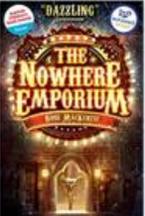


St. Paul's CE Primary School

Year 5 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	Vikings and Anglo-Saxons (History / Geography focus)		The Tudors (History / Geography focus)		Volcanoes and Earthquakes (Geography focus)	Ancient Islamic Civilization (History focus)	
Quality Texts	<p align="center">Beowulf</p> 	<p align="center">How to Train your Dragon</p> 	<p align="center">Macbeth</p> 	<p align="center">Romeo & Juliet</p> 	<p align="center">The Firework Maker's Daughter</p> 	<p align="center">The Nowhere Emporium</p> 	
English (possible writing outcomes)	<p>Non-chronological report on a character. Diary Entry in character as Beowulf. Newspaper report about a battle. A letter from a monster, warning Grendel. Re-write the ending as if Beowulf lived.</p>	<p>Retell the opening battle scene in character as the dragon's fire. Kenning Poems Life cycle of a dragon. Discussion – Could dragons have ever existed? Day in the life of a Viking boy. Character description.</p>	<p>Persuasive letter to read the text. Discussion text – Who was responsible for Duncan's death? Spell poem. Description and dialogue of first meeting the witches. Information text on crime and punishment.</p>	<p>Love letters to characters. Diary entry from a member of the family. Discussion text – Who was in the wrong? Newspaper report of events. Innovate ending – What if they didn't die?</p>	<p>Diary entry in role. Evacuation instructions. Eye-witness account. Volcano poem. Extended description of the eruption scene. Add dialogue to specific scenes. Instructions on how to make a firework.</p>	<p>Description of the emporium. Eye witness report on the disappearance. Job advert for a post in the Emporium Letter from the owner. Write a sequel.</p>	
Writing skills:	<p>Words/ Vocabulary: Develop use of modality degrees of possibility using a range of modal verbs: might, should, will, must. adverbs: perhaps, surely Use empty words to add suspense: something, no one, some one Introduce: Metaphor: Emmy was a mouse in class: she never answered any questions. Personification: The palm trees wave goodbye. Onomatopoeia: The water gurgled into a crack in the rocks. Develop the use of technical language as appropriate. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re</p>		<p>Sentence structure: Developing sentence starters: Expanding adverbials, Early one misty morning... Far beyond the forbidding mountain peaks... Expanding ed starters: Paralysed by fear, Bruno gazed at the soldiers. Power of three: Long, long ago, before your time and mine... Silently, cautiously, yet determined... Embedding ed and ing clause: Dan, fired of waiting, dived into the cool, inviting water. The witch, cackling hideously, snatched the golden bag. Varying sentence length for meaning and effect. Experiment with order in sentences for impact: Sobbing piteously, she ran out of the crowded room. She ran out of the room, sobbing piteously.</p>		<p>Text structure: Narrative: Use different ways of opening a story. Use flashbacks as appropriate. Use changes in time, place and events to link ideas across paragraphs. Use connecting adverbs and other cohesive devices to link ideas within paragraphs. Non-narrative: Clear structure: Introductory opening which engages the reader and makes the purpose of the text explicit. Middle section, giving information – paragraphed appropriately, with ideas linked in and across paragraphs Ending which appeals to the reader. Writer's viewpoint clear and maintained throughout.</p>		<p>Punctuation: Use of brackets. Secure use of commas. Use of colon following character's name in a play script. Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>

		Use of rhetorical questions. Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>why</i> , or <i>whose</i> or an omitted relative pronoun. Indicating degrees of possibility using modal verbs (e.g. <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>) or adverbs (e.g. <i>perhaps</i> , <i>surely</i>)				
Reading skills:	Word reading / Vocabulary: Continue to read challenging texts beyond those used in school and have the stamina to finish them. Read rapidly using skimming and scanning techniques to locate information. Apply their growing knowledge of root words, prefixes and suffixes.	Inference / Prediction / Making links: Compare writers' different styles and evaluate their effectiveness. Compare books with the same themes and evaluate them. Summarise key information from both fiction and non-fiction books Make predictions from details stated and implied. Make comparisons within and across books. Recommend books that they have read for their peers. Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying. Summarising the main ideas.		Explanation / Comprehension: Deepen and extend responses to books by reviewing initial ideas and by listening to others' opinions. Support responses with evidence from the text and explain why the evidence proves the point. Critically analyse how the writer's use of language has been used to create an effect on the reader. Evaluate the impact of the use of language. Recognise that the style of a writer is developed through the use of vocabulary and language choices and literary techniques. Discuss and evaluate how authors use of language impact on the reader. Distinguish between statements of fact and opinion. Participate in discussions about books that are read to them and build on their own and other's ideas and challenge views courteously.		
Maths	Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages		Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting Units Measurement: Volume		
Skills: Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. They will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems. Where possible the children will also take part in active maths, involving PE within their lessons.						
Science	Animals including humans - birth to old age, reproduction	Living things and their habitats – life cycles	Properties and changes of materials – dissolving and mixing	Forces – gravity, resistance, mechanisms	Earth and space	Earth and space
Skills: Make a series of observations, comparisons and measurements with increasing precision Select apparatus for a range of tasks, plan to use apparatus effectively begin to make repeat observations and measurements Use previous knowledge and experience combined with experimental evidence to provide scientific explanations Recognise the key factors to be considered in carrying out a fair test Make predictions based on their scientific knowledge and understanding, draw conclusions that are consistent with the evidence						

History	Vikings and Anglo-Saxons		Early Islamic Civilisation	The Tudors		
	Skills: <u>Chronological understanding</u> <input type="checkbox"/> Know and sequence key events of time studied <input type="checkbox"/> Use relevant terms and period labels <input type="checkbox"/> Make comparisons between different times in the past <u>Range and depth of historical knowledge</u> <input type="checkbox"/> Study different aspects of different people - differences between men and women <input type="checkbox"/> Examine causes and results of great events and the impact on people <input type="checkbox"/> Compare life in early and late 'times' studied <input type="checkbox"/> Compare an aspect of life with the same aspect in another period			<u>Historical enquiry</u> <input type="checkbox"/> Begin to identify primary and secondary sources <input type="checkbox"/> Use evidence to build up a picture of a past event <input type="checkbox"/> Select relevant sections of information <input type="checkbox"/> Use the library and internet for research with increasing confidence <u>Interpretations of history</u> <input type="checkbox"/> Compare accounts of events from different sources. <input type="checkbox"/> Fact or fiction. <input type="checkbox"/> Offer some reasons for different versions of events <u>Organisation and communication</u> <input type="checkbox"/> Recall, select and organise historical information. <input type="checkbox"/> Communicate their knowledge and understanding.		
Geography		Key physical and human characteristics of main cities in Africa, Asia and Australasia			UK comparison with a region in South America	Earthquakes
	Skills: <u>Direction/Location</u> <input type="checkbox"/> Use 8 compass points; <input type="checkbox"/> Begin to use 4 figure co-ordinates to locate features on a map <u>Drawing maps</u> <input type="checkbox"/> Begin to draw a variety of thematic maps based on their own data <u>Representation</u> <input type="checkbox"/> Use/recognise OS map symbols. <input type="checkbox"/> Draw a sketch map using symbols and a key; <u>Using maps</u> <input type="checkbox"/> Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) <input type="checkbox"/> Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) <input type="checkbox"/> Compare maps with aerial photographs.			<u>Scale/Distance</u> <input type="checkbox"/> Find/recognise places on maps of different scales. (E.g. river Nile.) <input type="checkbox"/> Measure straight line distance on a plan. <u>Map knowledge</u> <input type="checkbox"/> Identify significant places and environments <u>Perspective</u> <input type="checkbox"/> Draw a plan view map with some accuracy. <u>Style of map</u> <input type="checkbox"/> Use index and contents page within atlases. <input type="checkbox"/> Use medium scale land ranger OS maps. <u>Geographical enquiry</u> <input type="checkbox"/> Begin to suggest questions for investigating. <input type="checkbox"/> Begin to use primary and secondary sources of evidence in their investigations. <input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places. <input type="checkbox"/> Collect and record evidence unaided. <input type="checkbox"/> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life		
RE	5.1 How and why Christians read the bible Non-Christian Link – Importance of Holy Books	5.2 Christmas The Gospels of Matthew and Luke (UC – 2B.4) 5.7 Christmas around the world	5.3 Jesus the teacher (UC – 2B.5 and 2B.8) 5.8 Daniel	5.4 Why do Christians believe that Easter is a celebration of victory (UC – 2B.6)	5.5 Exploring the lives of significant women in the Old Testament Non-Christian Link - Purim 5.9 Pentecost – What happened next? (UC – 2B.6)	5.6 Loss, death and Christian hope Non-Christian Link – end of life rituals (UC – 2B.7)
	Skills: Throughout the year the main skills taught are: interpretation, analysis, evaluation, investigation, reflection, synthesising, empathising and expressing own thoughts and ideas. The Christian Concepts taught are: incarnation, salvation, Gospel, kingdom of God, people of God. Values are key in the teaching of RE; the main values taught this year are: wisdom, faith, hope, love, truth and service. These skills and values will be developed through some of the following experiences: handling bibles and holy books of other faiths, comparing the two nativity stories of Matthew and Luke, unpacking the imagery of the kingdom of God through Jesus' parables, linking the Easter story with The Lion, and the witch in the wardrobe, discuss choices, values and behaviour and link with the Jewish festival of Purim, reflect and respond in a safe environment about loss and death and explore questions and ideas about heaven and linking this with end of life rituals in other faiths and compare Christmas traditions around the world.					

Indoor PE Outdoor PE	Swimming	Swimming	Dance	Dance	Gymnastics	Gymnastics
	Athletics	Athletics	Invasion Games (Rugby)	Invasion Games (Rugby)	Striking and Fielding (Rounders)	Striking and Fielding (Rounders)
<p>Skills: Dance: Beginning to exaggerate dance movements and motifs (using expression when moving); demonstrates strong movements throughout a dance sequence; combines flexibility, techniques and movements to create a fluent sequence; moves appropriately and with the required style in relation to the stimulus e.g. <i>using various levels, ways of travelling and motifs</i>; beginning to show a change of pace and timing in their movements; uses the space provided to his maximum potential; improvises with confidence, still demonstrating fluency across their sequence; modifies parts of a sequence as a result of self and peer evaluation; uses more complex dance vocabulary to compare and improve work. Gym: Select and combine their skills, techniques and ideas; apply combined skills accurately and appropriately, consistently showing precision, control and fluency; draw on what they know about strategy, tactics and composition when performing and evaluating; analyse and comment on skills and techniques and how these are applied in their own and others' work; uses more complex gym vocabulary to describe how to improve and refine performances; develops strength, technique and flexibility throughout performances; links skills with control, technique, co-ordination and fluency; understands composition by performing more complex sequences. Games: Vary skills, actions and ideas and link these in ways that suit the games activity; shows confidence in using ball skills in various ways, and can link these together; uses skills with co-ordination, control and fluency; takes part in competitive games with a strong understanding of tactics and composition; can create their own games using knowledge and skills; can make suggestions as to what resources can be used to differentiate a game; apply basic skills for attacking and defending; uses running, jumping, throwing and catching in isolation and combination. Athletics: Beginning to build a variety of running techniques and use with confidence; can perform a running jump with more than one component e.g. <i>hop skip jump (triple jump)</i>; beginning to record peer's performances, and evaluate these; demonstrates accuracy and confidence in throwing and catching activities; describes good athletic performance using correct vocabulary; can use equipment safely and with good control. Outdoor Adventurous Activities: Develops strong listening skills; use s and interprets simple maps; think activities through and problem solve using general knowledge; choose and apply strategies to solve problems with support; discuss and work with others in a group; demonstrates an understanding of how to stay safe. Evaluation: Watches and describes performances accurately; learn from others how they can improve their skills; comment on tactics and techniques to help improve performances; make suggestions on how to improve their work, commenting on similarities and differences. Healthy Lifestyles: Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle; understands the need to warm up and cool down.</p>						
Art	Collage – and paint (wash) to design and make a sea scape with a Viking boat	Clay – and paint – experiment, design and make a dragon eye	Paint – and draw Tudor portraits in the style of George Gower (artist study)			Printing – Islamic patterns – lino printing
<p>Skills: To take part in research and exploration to develop personal ideas. To confidently use sketch books for different purposes, including: recording observations, developing ideas, testing materials, planning art work and recording information. To show confidence when investigating and making the most of new and unfamiliar materials. To use art skills and experience to produce work which matches ideas and intentions (plans) well. To regularly think about the process of work in detail, taking into account what was hoped to be achieved. To research and discuss the ideas and ways of working (approaches) of some different artists, craftspeople, designers and architects. To compare and discuss these individuals with others, including taking account of the culture they worked in and their intentions/purposes. To describe the art process used and how they hope to achieve a high quality outcome.</p>						
Design Technology				Woodwork – 3D – explore, design and make a Tudor House	Paper Mache – making volcanoes or landscapes	Food – making Islamic Food
<p>Skills: To start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. To begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence, to select appropriate materials, tools and techniques. To start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. To select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing accurately. To understand how mechanical systems such as cams or pulleys or gears create movement. To understand that mechanical and electrical systems have an input process and output. To begin to measure and mark out more accurately and demonstrate how to use skills when using different tools and equipment safely and accurately. With growing confidence, to cut and join with accuracy to ensure a good-quality finish to the product. To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>						

	<p>To start to evaluate a product against the original design specification and by carrying out tests. To evaluate their work both during and at the end of the assignment and seek evaluation from others. To begin to understand that seasons may affect the food available. To understand how food is processed into ingredients that can be eaten or used in cooking. To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source and use a range of cooking techniques e.g. peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. To begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>					
Music	Recorder Workshop	Recorder Workshop	Recorder Workshop	Recorder Workshop	Recorder Workshop	Recorder Workshop
	<p>Skills: Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Sing a round in 2 parts and identify melodic phrases. Internaise short melodies and play these by ear. Identify different moods and textures of music. Identify different speeds of pulse by clapping and moving. Begin to compose using their knowledge of the inter related dimensions of music. Compose a short song or piece of music using stimuli. Perform using notation as a support. Sing songs with notation as a support. Improve their work through analysis. Present performances effectively to an audience.</p>					
Computing	Programming – Scratch (E-Safety)	Programming – Scratch (E-Safety)	Multimedia - Aurasma, QR code, Greenscreen	Multimedia - Aurasma, QR code, Greenscreen	Handling Data – Excel (E-Safety)	Handling Data – Excel (E-Safety)
	<p>Skills: Text and multimedia: Use advanced tools in word processing such as tabs, appropriate text formatting, line spacing etc. appropriately to create quality presentations appropriate for a known audience. Multimedia work shows restrained use of effects that help to convey meaning rather than impress. Digital images: Make a short film / animation from images (still and / or moving) that they have sourced, captured or created. Use images that they have sourced / captured / manipulated as part of a bigger project (e.g. presentation or document). Sound and Music: Create multiple track compositions that contain a variety of sounds. Create and share more sophisticated podcasts and consider the effect that their podcasts will have on the audience. Electronic Communication: Share ICT work they have done electronically by email, VLE, or uploading to authorised sites and where possible seek and respond to feedback. Abide by school rules for e-safety. Research and E-Safety: Use copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. Search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Make appropriate use of selected resources for a given audience, acknowledging material used where appropriate. Control and Algorithms: Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose. Handling Data: Solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings. Demonstrate the need for accuracy and strategies for spotting implausible data. Discuss issues relating to data protection and the need for data security in the world at large (e.g. health, police databases). Modelling Simulation: Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if ..." questions and change variable in their model. Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results. Relate their use of spreadsheets to model situations to the wider world. Data Logging: Identify opportunities for data logging and carry out experiments. Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings. Check and question results, spot trends in data and identify when problems may have occurred. Understanding Technology: Begin to show an awareness of specific tools used in working life. Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems. Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices. Understanding Networks: Show an understanding of the school network and how it links computers to resources in school and beyond and compare this with other networks they may encounter at home or in the wider world (e.g. banks) Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school. Understanding the internet: Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication</p>					

PSHE	Who decides	Risks and pressures	We are all different	It's my body	Being involved in my community	Looking at the world
	<p>Skills: Talk and write about own opinions and explain views on issues that affect themselves and society. Appreciation of the range of national, regional, religious and ethnic identities in the UK. Explore how media presents information Recognise the consequences of racism, teasing, bullying and aggressive behaviours and how to respond and ask for help. Recognise and challenge stereotypes. Facing challenges positively and making responsible choices, recognising that there are different types of rights and responsibilities at school, at home and in the community. Develop an understanding of how to handle peer pressure. Use imagination to understand other people's experiences, including those of people living in other places and times with different values and customs. Recognising the changes as they reach puberty and how to deal with their feelings. Understand what makes a healthy lifestyle and what affects mental health, including making informed choices. Debating topical issues, problems and events with an awareness of worldwide resources and how communities sustain their environment Make decisions to resolve differences.</p>					
Spanish	Learning numbers 100+	Vocabulary and conversations about telling the time	Vocabulary and conversations about animals	Vocabulary and conversations about places	Building vocab into conversation	Building vocab into conversation
	<p>Skills: <u>Speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <u>Listening:</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others. Seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences <u>Reading:</u> Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <u>Writing:</u> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions in writing. <u>Intercultural Diversity:</u> Describe the life of children in the countries where the language is spoken. Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations. Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others. Recognise and mistrust stereotypes, and understand and respect cultural diversity.</p>					