










# Long Term Curriculum Overview

Year group: 5

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>	I am a warrior! Vikings <b>History</b>	Is it Fair? <b>PSHCE / Geography</b>	Earth and Space <b>Science</b>	World War II <b>History</b>	Extreme Environments <b>Geography</b>	Plague <b>History</b>
<b>Key Question</b>	Who were the Vikings? Vicious Vikings? What did the Vikings value?  What did the Vikings want in Britain and how did Alfred help to stop them getting it?	What is bullying? Let's be clear: bullying or being assertive? How do we communicate? How do you control your emotions? How do we show we care? How is fair trade fair? What is Fairtrade?	What evidence is there to prove that the Earth spins around? How was the solar system formed? What would happen if the Earth stopped spinning?  How is climate change affecting the world?	How did the largest volunteer army in the world help Britain defeat Nazi Germany?	Why are mountains so important? What is a mountain? Why do people explore extreme environments?	How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?
<b>Text / stimulus</b>	Viking Boy – Tony Bradman  Vikings in Britain - David MacPhail Arpad Olbey  Everything Vikings: All the Incredible Facts and Fierce Fun You Can Plunder – National Geographic  Vikings (Eyewonder) – Penelope York	There's a Boy in the Girl's Bathroom - Louis Sachar	Seize the Moment - Helen Sharman, Arthur C Clarke, Christopher Priest  One giant leap – The story of Neil Armstrong. Don Brown  A Galaxy of her Own: Amazing Stories of Women in Space - Libby Jackson  Helen Sharman – Isabel Thomas	Resist – Tom Palmer  Female role model as main character	The Ice Palace - Robert Swindells.  Frozen Man – Kit Wright.  Frozen Planet BBC Life in the freezer – David Attenborough.	Plague. A cross on the door - Ann Turnbull.  SATS 2012 reading paper  Plague Unclassified - Secrets of the Great Plague  The Plague - Liz Gogerly  The Horror of the Bubonic Plague
<b>Writing purpose</b>	To entertain A historical narrative for Y6	To entertain A diary entry  To inform An email offering advice to main character  To persuade	To inform A non chronological report on a planet for Y6  To inform A biography about Neil Armstrong	To entertain A blackout poem for Y4 An adventure narrative  To inform A newspaper report on the taking of a boy	To entertain A historical narrative for Y6  To inform Recounting in the form of a diary entry for a peer  To inform A non chronological report	To explain An explanation text on the Great Plague - the misconceptions for Seesaw  To entertain A historical narrative  To inform: Recounting in a diary entry from different viewpoints

<b>Grammar and Punctuation</b>	<p>Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis</p> <p>To identify and write expanded noun phrases that include a prepositional phrase</p> <p>Adverbs indicating degrees of possibility (perhaps, surely)</p> <p>Modal verbs (might, should, will, must)</p> <p>Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded</p> <p>Identify similes</p> <p>Identify metaphor</p> <p>Identify personification</p>	<p>Identify and write adverbs followed by present and past particles openers</p> <p>To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis</p> <p>Identify and write appositives (embedded and at the end of the main clause) as parenthesis</p> <p>Write relative clauses and appositives within compound and complex sentences</p>	<p>To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time</p> <p>Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded</p> <p>Open, embed or end a paragraph with direct speech</p>	<p>Link ideas across paragraphs using adverbials of time, later), place (nearby) and number (secondly) or tense choices (he had seen her before)</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Direct into indirect speech</p>	<p>To identify and write conjunctive adverbs to open sentences</p> <p>To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses</p>	<p>Identify and write similes</p> <p>Identify and write metaphor</p> <p>Identify and write personification</p>
<b>Science</b>	<p><b>Properties and changes of materials</b></p> <p>*compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</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><b>Forces</b></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><b>Earth and Space</b></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><b>Living things and their habitats</b></p> <p>*describe the differences in the life cycles of a mammal, an amphibian, a bird and an insect</p> <p>*describe the life process of reproduction in some plants and animals.</p> <p><b>Animals, including humans</b></p> <p>*describe the changes as humans develop to old age.</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>				
History	<p><b>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> <li>➤ Viking raids and invasion</li> <li>➤ Resistance by Alfred the Great and Athelstan, first king of England.</li> <li>➤ Further Viking invasions and Danegeld.</li> <li>➤ Anglo-Saxon laws and justice.</li> <li>➤ Edward the Confessor and his death in 1066.</li> </ul>			<p><b>How did the largest volunteer army in the world help Britain defeat Nazi Germany?</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World War II</p>	<p><b>How have medical breakthroughs of the last 250 years affected life in Britain?</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A local history study: a study over time tracing how several aspects of national history are reflected in the locality</p> <p>The Plague village Eyam</p>
Geography		<p><b>Why is Fairtrade fair?</b></p> <p><u>Locational knowledge</u> Europe, North America, South America</p> <p><u>Human geography</u> Economic activity, Trade and Natural resources</p>	<p><b>How is climate change affecting the world?</b></p> <p><u>Locational knowledge</u> United Kingdom</p> <p><u>Physical geography</u> Climate zones, Biomes and Vegetation belts</p> <p><u>Human geography</u></p>		<p><b>Why are mountains so important?</b></p> <p><u>Locational knowledge</u> United Kingdom</p> <p><u>Physical geography</u> Mountains</p> <p><u>Human geography</u> Settlement and Land Use</p> <p>Economic Activity</p>

			<i>Settlement and Land Use, Trade, Economic Activity and Natural Resources</i>		<i>Natural resources</i>	
RE	Why do many Christians believe God is holy and loving?	What does it mean to be a Muslim today?	Why is the Torah so important to Jewish people?	Creation and science, conflicting or complimentary?	How can following God bring freedom and justice?	What matters most to Humanists and Christians?
Music	 <p><b>Livin' On A Prayer</b> A classic Rock song. An integrated approach to music where the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	 <p><b>Classroom Jazz 1</b> Three Note Bossa and Five Note Swing</p>	 <p><b>Make You Feel My Love</b> A Pop Ballad</p>	 <p><b>Fresh Prince Of Bel-Air</b> Old-School Hip Hop</p>	 <p><b>Dancing In The Street</b></p>	 <p><b>Reflect, Rewind and Replay</b> Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
Art	<p>Portraits <b>Chila Kumari Singh Burman</b> Mixed media portraits</p> 		<p>Rocket paintings <b>Artist - Peter Thorpe</b> Paint, 1 point and 2 point perspective</p> 	<p>Charcoal <b>Iberê Camargo</b> Learning to use charcoal, using blending, and tone. WW2 theme</p> 		
PE - Indoors	Gymnastics	Yoga	Dance	Dodgeball	Athletics	Fitness
PE - Outdoors	Cricket	Golf	Hockey	Basketball	Tennis	OAA
RSHE	LIVING IN THE WIDER WORLD Community: Our communities C5a Why is money important? C5b How should I spend my money?	RELATIONSHIPS Friends: Keeping friendships healthy Fr1 What makes a close friend? Fr2 Can we be different and still be friends?	LIVING IN THE WIDER WORLD Community: Online Safety Os1 Control and consent [S1] Os2 Protecting our identity [P1] Os3 Meeting strangers online [P4]	HEALTH AND WELL BEING Physical Health: Staying healthy P1 Is there such a thing as the perfect body?	HEALTH AND WELL BEING Mental Wellbeing: Understanding my feelings M3 Why do we argue? M4 Who am I?	HEALTH AND WELL BEING Growing up: Sexual reproduction.  Sx1) How do plants and animals

	C6 What makes us feel like we belong? C7 What does it mean to be British?	Fr3 Should friends tell us what to do? Fr4 Why are some people unkind?  Family: What makes a family? Fa2 Are families ever perfect? Fa3 Is there such a thing as a 'normal' family?	Os4 Personal information, terms and conditions [C2]	P2 How can I stay fit and healthy? P3 Can I avoid getting ill?  HEALTH AND WELL BEING Growing up: Puberty G4 What is Menstruation?		reproduce?  (Taught through SCIENCE) (N.B. does not include sexual intercourse)
DT		<b>Food technology: What could be healthier?</b> 1. From farm to fork 2. What does healthy look like? 3. Adapting and improving a recipe 4. What a tasty Bolognese!			<b>Digital world: Navigating the world</b> 1. Monitoring devices 2. Programming an animal monitor 3. Plastic  3D CAD skills	<b>Textiles</b> Plague inspired stuffed toy. (Plague doctor/rat, pocket full of poses) 1. Designing a stuffed toy 2. Blanket stitch 3. Details 4. Assembly
Computing	Computing systems and Networks- systems and searching	Creating Media- video production	Programming A- selection in physical computing	Data and information- flat file databases	Creating media- introduction to vector graphics	Programming B- selection in quizzes
French	1: Classroom instructions and opinions 2: Sports and opinions 3: Sports, opinions and sports clothing 4: Revise 'avoir' 5: Revise 'avoir' with negative/ adjectival agreement 6: Emperor's new clothes. Masculine and feminine forms	7: Weather 8: Describing the weather 9: Hobbies 10: Revise hobbies. Pets 11: Pets Fox and Crow story	12: Poems 13: Baby Elephant story. Verb être 14: Numbers 1-31, sums Months and dates revision 15: Revise 1-31, practise sums 16: Schools subjects and French schools	17: Schools subjects, preferences 18: Tortoise birthday story, verb 'aller' 19: Revise 'aller' Transport 20: Transport types	21: Classroom items 22: Possessive adjectives 23: Prepositions 24: Revise prepositions 25: Pronunciation 26: Revision of 'aller' Simple future	27: Revise 'simple future' Speaking practice 28: Revision 29: Assessments 30: West Africa project
Whole Class Reading Time	Viking Boy – Tony Bradman	There is a Boy in the Girl's Bathroom - Louis Sachar	Oranges in No man's Land – Elizabeth Laird  Counting on Katherine by Dow Phumiruk	Resist – Tom Palmer	The Boy Who Made Everyone Laugh – Helen Rutter	Check Mates – Stewart Foster