

# Vernon Primary School

## Year 5 Long Term Plan - Curriculum Map



	<b>Autumn</b> <b>From Heroes to Legends</b>	<b>Spring</b> <b>Inspiring Inventors</b>	<b>Summer</b> <b>Making Waves</b>
<b>English</b>	<p><b>Narrative:</b> Stories that contain magical, mythical or legendary characters or events Stories of mystery and suspense</p> <p><b>Non-Fiction:</b> Persuasive writing Balanced Arguments Letters</p> <p><b>Poetry:</b> Learn and perform a poem by heart</p>	<p><b>Narrative:</b> Stories of mystery and suspense Playscripts Older/Classic Literature Narrative diaries</p> <p><b>Non-Fiction:</b> Write in a journalistic style Explanations Recounts and Reports Biographies</p> <p><b>Poetry:</b> Learn and perform a poem by heart</p>	<p><b>Narrative:</b> Stories set in familiar places.</p> <p><b>Non-Fiction:</b> Non-chronological reports Balanced arguments Persuasive writing Instructions</p> <p><b>Poetry:</b> Write poems that convey an image</p>
<b>Maths</b>	<p>Number – Place Value Number – Addition and Subtraction Number – Multiplication and Division A Number – Fractions A</p>	<p>Number – Multiplication and Division B Number – Fractions B Number – Decimals and Percentages Measurement – Perimeter and Area Statistics</p>	<p>Geometry – Shape Geometry – Position and Direction Number – Decimals Number – Negative Numbers Measurement – Converting Units Measurement - Volume</p>
<b>Science</b>	<p><b>Animals including humans:</b> describe the changes as humans develop to old age. <b>Living things and their habitats:</b> describe the life process of reproduction in some plants and animals.</p>	<p><b>Earth and Space:</b> describe the movement of the Earth, and other planets, relative to the Sun in the solar system. <b>Forces:</b> explain the force of gravity. Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p>	<p><b>Properties and changes of materials:</b> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating <b>Enquiry Unit - properties and changes of materials</b></p>
<b>Computing</b>	<p>Computing systems and networks – Systems and searching Creating media – introduction to graphics</p>	<p>Creating media – Video production Data and information – Flat-file databases</p>	<p>Programming A – Selection in physical computing Programming B – Selection in quizzes</p>
<b>History</b>	<p><b>Focus area:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><b>Focus area:</b> Local History Study - Poynton and the Industrial North West – a study of an aspect of history that is significant in the locality</p>	<p><b>Focus area:</b> Leisure and Entertainment through the 20<sup>th</sup> Century – a study of the changes in an aspect of social history</p>
<b>Geography</b>	<p><b>Focus area:</b> Would you like to live in the desert? – characteristics of hot desert biomes, mapping largest global deserts, using Mojave as a case study, human uses and environmental threats. <b>Fieldwork:</b> aerial photographs, world maps</p>	<p><b>Focus area:</b> What is life like in the Alps? – climate of mountain ranges, with a focus on tourism in Innsbruck, compared to local tourism and recreational land use. <b>Fieldwork:</b> local area for recreational land use, sketch maps</p>	<p><b>Focus area:</b> Why do oceans matter? – human use and impact on oceans over time, using the Great Barrier Reef as a case study, plastic and pollution, environmental damage, positive eco-friendly choices, litter. <b>Fieldwork:</b> data collection – local marine environment, digital maps and aerial photographs</p>
<b>Art and Design</b>	<p><b>Focus area:</b> Collage and Drawing – Faces/portraits <b>Artist:</b> Picasso and Frida Kahlo</p>	<p><b>Focus area:</b> Print, Textile, Digital Media <b>Artist:</b> William Morris and Sophie Robinson</p>	<p><b>Focus area:</b> Painting and drawing – still life and waves <b>Artists:</b> Paul Cezanne, Katsushika Hokusai</p>
<b>Design and Technology</b>	<p><b>Focus area:</b> Food – bread-making <b>Designer/Architect:</b> Paul Hollywood</p>	<p><b>Focus area:</b> Electricals and Electronics - Doodlers <b>Designer/Architect:</b> Thomas Watson and Alexander Bell</p>	<p><b>Focus area:</b> Construction, Mechanics and Computing - CAMs mechanisms to create a moving creature <b>Designer/Architect:</b> Ismail Al-Jazari</p>
<b>Physical Education</b>	<p>Gymnastics – Matching, mirroring, contrast Tag-rugby Hockey Dance - Zorba</p>	<p>Dance – The Victorians Gymnastics – Synchronisation and canon Lacrosse Ultimate Frisbee</p>	<p>Badminton Team-building and problem-solving Rounders Dodgeball</p>
<b>Languages</b>	<p><b>Phonics Lesson 3</b> <b>‘As-tu un animal?’</b> – discuss pets you have and do not have <b>Cultural Focus (French speaking country): Quebec</b> <b>Multilingual Unit - Greek</b></p>	<p><b>‘Quel temps fait – il?’</b> - describing the weather in French <b>‘Chez moi’</b> – describing rooms in your house</p>	<p><b>‘Les Vêtements’</b> – describing clothing <b>Les Jeux Olympique’</b> – exploring the Greek language and culture</p>
<b>Music</b>	<p>Understanding the history of music. Learn the Clarinet in whole class instrumental lessons.</p>	<p>Use ‘Incredibox’ to loop and remix different tunes. Composition to represent the festival of colour – Holi festival.</p>	<p>Exploring South and West African music. History of the Blues and 12 bar Blues playing.</p>
<b>Religious Education</b>	<p><b>Thread: God, world &amp; Self.</b> How do Hindus make sense of their world? Why is light important? <b>Threads: Authority, Personal Belief</b> How do people use sources of authority to determine beliefs? Where can we find guidance?</p>	<p><b>Threads: God, World, Self</b> How can other people’s beliefs inspire our lives? <b>Thread: R/WV in wider world.</b> How have expressions of belief influenced art and music?</p>	<p><b>Thread: Authority</b> What do people believe about the origins of the world? <b>Thread: Marking life’s Journey.</b> Are pilgrimages important? How have they changed over time?</p>
<b>PSHE</b>	<p><b>Relationships:</b> Families and friendships Safe relationships Respecting ourselves and others MyHappyMind</p>	<p><b>Living in the Wider World</b> Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind</p>	<p><b>Health and Wellbeing</b> Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind</p>

*‘Nobody else is quite like me’*



## Curriculum Values

**Creativity & Curiosity**

**Independence**

**Respect & Cooperation**

*'Nobody else is quite like me'*