

# Long Term Curriculum Map – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	Town Explorers!	It's all a bit Greek to me!	Rites and Rituals	Who Are We?	To Infinity and Beyond!	Never Stop Learning
Humanities	<p><u>Geography</u></p> <p>To recognise differences and similarities in functions and layout of settlements. To learn how issues such as traffic congestion can be remedied. To understand that human actions and processes can significantly impact on towns.</p> <p><b>Geographical Skills</b> To locate the local town in a wider context. To understand that towns can differ both in size and provision of services and facilities. To investigate land use in the town. To identify the quality of the environment in the town.</p>	<p><u>History</u></p> <p><b>Depth study: Ancient Greece – life and achievements and their influence on the western world</b></p> <p>To explain the achievements of the Ancient Greeks. To explain where the Ancient Greek empire existed. To explain what life was like for everyday Ancient Greeks and compare it to others. To develop understanding of some of the key events and individuals from this period through Greek mythology. To explain the legacy left by the Ancient Greeks: education, language, architecture, government and the Olympics.</p>	<p><u>History</u></p> <p><b>A non-European society that provides contrasts with British history: remarkable achievements of the ancient Maya</b></p> <p>To know where and when the Mayan civilisation was and how they adapted to this area. To understand how the Mayans fitted in to a wider chronological pattern of other civilisations. To know the similarities and differences between the Maya writing system and ours and what this tells us about Mayan society. To know how the Mayans used calendars. To know how the Mayans used maths to trade goods. To explain how Mayans studied myths and Gods. To understand how diverse the Maya world was. To know how archaeologists discovered evidence of the Mayan civilisation.</p>	<p><u>Geography</u></p> <p>To locate and describe some physical environments in the UK eg. significant rivers, mountains. To describe how different types of industry in the UK has impacted on the population of cities. To describe how key physical and human characteristics of regions of the UK have changed over time. To describe the impact of migration on British society.</p> <p><b>Geographical Skills</b> To use a range of maps including political maps to describe some key physical and human characteristics of a place. To use four and six figure grid references. To use OS map symbols and atlas symbols.</p>	<p><u>Geography</u></p> <p>To identify different time zones across the world and explain how they work. To identify and understand the significance of the Equator, Tropic of Cancer and Tropic of Capricorn alongside the North &amp; South Hemisphere. To correctly identify the position of the Equator &amp; Tropics &amp; Hemispheres on a globe/map. To understand and use correctly the terms 'longitude' and 'latitude'</p> <p><b>Geographical Skills</b> To identify and locate places in North and South America on a map To be able to find places using their longitude and latitude</p>	<p><u>History</u></p> <p><b>A Thematic study extending beyond 1066 including local developments: Education</b></p> <p>To interpret a range of different sources and make inferences to what this source tells us about education. To identify changes between education in the past and today, explaining why this might have occurred, comparing attitudes across the time To chronologically sequence a range of educational developments. To draw conclusions about educational opportunities in the past To ask questions about the purpose of education. To plan an enquiry into education for a particular period.</p>

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Science	<p>To describe the life processes of reproduction in some plants. To explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To Describe the life process of reproduction in some animals.</p> <p><b>Working Scientifically</b> Taking measurements and presenting findings from enquiries.</p> <p>To report and present findings from enquiries.</p>	<p>To describe different ways to separate mixtures. To use knowledge to explain dissolving and separation. To talk about reversible and irreversible changes. To explain the difference between changes in materials using knowledge of reversible and irreversible change.</p> <p><b>Working Scientifically</b> To plan comparative and fair tests, collect accurate results and present findings.</p>	<p>To explain what makes objects fall to the Earth. To plan a fair test to find out how well different objects fall. To decide on new questions to test as a result of their observations. To plan a fair test to investigate different types of friction and water resistance. To make some detailed observations and present them clearly.</p> <p><b>Working Scientifically</b> To plan, carry out and explain fair tests. To set up, carry out and make sense of a variety of investigations.</p>	<p>To describe five ways in which scientists work. To be able to name five famous scientists and say what they are famous for. To name five different forensic tests. To explain how forensic tests help provide evidence to solve a crime.</p>	<p>To explain what the Solar System is. To name the eight planets in the Solar System in order of their distance away from the Sun. To explain how people's ideas of the Solar System have changed over time. To explain how the Moon orbits the Earth to cause a month.</p> <p><b>Working Scientifically</b> To identify scientific evidence that has been used to support a theory.</p> <p>To use simple models to explain scientific ideas.</p>	<p>To describe some of the changes that happen as children grow up into adults. To give an explanation of what happens during pregnancy. To describe how various mammals have different gestation periods. To describe some of the changes that happen during puberty.</p> <p><b>Working Scientifically</b> To collect and compare data on average heights as we grow up.</p>

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Art/DT	<p><b>Art and Design: Drawing</b> Students will create the Uxbridge Skyline using pastels. Students to work in a group to choose a specific frame that they are going to create and then put all frames to gather to create a collage of one skyline.</p> <p>To explore the idea of abstract art. To question and make thoughtful observations about starting points and select ideas and processes to use in their work. To compare ideas, methods and approaches in their own and others work and say what they think and feel about them. To draw showing depth and scale. To use the effect of light on objects from different directions. To identify how artists use line, shape, tone for a purpose. To explore colour by looking at hue, tint, tone, shade and mood. To produce increasingly accurate drawings.</p>	<p><b>Art and Design: Structure</b> Students will use historical sources to design, make and paint clay pots.</p> <p>To use sketchbooks to plan and develop ideas. To create a model in response to picture/historical image and/or research. To look at modelling for a purpose, focusing on shape, form and model. To use sculpting tools to create detailing. To discuss and evaluate own work and that of other sculptors.</p>		<p><b>Design and Technology: Mechanisms &amp; Electrical Systems</b> Students will create mechanical machines, becoming engineers, focusing on the transmission and transformation of motion. During this unit, pupils manipulate real objects to explore simple machines (cams, levers, gears) and use them as tools to understand how an object works. The pupils use simple materials to test all their hypotheses and ideas and then improve them.</p> <p><b>Technical Knowledge:</b> To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. To understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]. To apply their understanding of computing to program, monitor and control their products.</p>	<p><b>Design and Technology: Food Technology</b> Students will focus on nutrition, researching and modifying a traditional bolognese sauce recipe to make it healthier. They will cook their new and improved versions, making appropriate packaging and also learn about the ethical considerations of farming cattle.</p> <p>To understand that food is grown, reared and caught. 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 dishes. To start to understand how to use a range of techniques. To begin to understand that different food and drink contain different substances.</p>	<p><b>Art and Design: Painting</b> Students will explore the theme of stars through Van Gogh's starry night pictures.</p> <p>To look at colour families. To explore hue, tint, tone, shade and mood. To explore how artists use colours for a purpose e.g., mood. To study the works of an artist and adapt techniques to own work. To appreciate the works of an artist. To be able to discuss and write analytically about their own work of art.</p>	<p><b>Design and Technology: Textile</b> Students will research, analyse, design, make and evaluate a 'funky' cushion cover, using their developing knowledge of and skills in a variety of sewing techniques for joining and decorating fabric.</p> <p><b>Technical Knowledge:</b> To know that a 3D textiles product can be made from a combination of fabric shapes.</p>
RE	What do the miracles tell us about Jesus?	What can we learn from wisdom?	How do art and music convey Christmas?	Sikhism – What do Sikhs believe?	What happens in churches during Lent, Holy Week and Easter Sunday?	Sikhism – What does it mean to be a Sikh?	Understanding Faith in ...



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Wellbeing and Citizenship	<p>To set a goal</p> <p>To explain what makes a healthy meal <a href="#">Link to Eat Like A Champ</a></p> <p>To explain the importance of nutrients and fibre <a href="#">Link to Eat Like A Champ</a></p> <p>To explain the importance of hydration <a href="#">Link to Eat Like A Champ</a></p> <p>To understand the importance of portion control <a href="#">Link to Eat Like A Champ</a></p> <p>To interpret and understand information on food labels <a href="#">Link to Eat Like A Champ</a></p> <p>To explain what makes a situation fair or unfair. <a href="#">Link to Student Council Elections</a></p> <p>To explain how being excluded can affect people and to explain what to do if they are being bullied/witness bullying. <a href="#">Link to Anti-Bullying week</a></p> <p>To explore the risks associated with drug use</p> <p>To challenge misconceptions about drug users</p> <p>To explain what peer pressure is and how to challenge it</p> <p>To explain how to keep my body and mind healthy</p> <p>To explain how and when to share feelings</p> <p>To explain a healthy lifestyle</p>		<p>To understand what charity is and explain why people donate to charity</p> <p>To fundraise money for a charity</p> <p>To understand deductions that are taken from payslips</p> <p>To explain what budgeting is and why it is important</p> <p>To explain what migration is</p> <p>To explain why people need to migrate</p> <p>To explain how to keep safe online</p> <p>To identify who to talk to if you are worried or scared about something</p> <p>To understand mental health</p> <p>To understand how to talk about feelings</p> <p>To understand how to look after our mental health</p> <p>To explore gender stereotypes</p> <p>To explain why it is important to challenge gender stereotypes</p>		<p>To identify the qualities of a good friend</p> <p>To understand online pressure</p> <p>To explain how to use games and apps safely</p> <p>To understand peer pressure and saying no online</p> <p>To understand healthy friendships</p> <p>To understand how to identify good friendships</p> <p>To understand benefits of a growth mind-set and explain how to develop a growth mind-set</p> <p>To explain who is in their family, while recognising families are different</p> <p>To understand the physical and emotional changes that happened during puberty</p> <p><b>If covering FGM lessons:</b></p> <p>To understand the difference between culture and religion</p> <p>To know I have the right to say no.</p> <p><b>If you are NOT covering FGM lessons:</b></p> <p>To know the types of difficulties people with dementia may experience</p>	
Computing/ E-Safety	<b>DIGITAL LITERACY WORKING THROUGH DB PRIMARY- ONGOING</b>					
	<p><u>Online Safety</u></p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><u>Purple Mash</u></p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p><u>Scratch Unit 3: Stories</u></p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p><u>Radio Station</u></p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>By the end of this unit chn should be able to record and play their own sounds, import an existing sound file, choose appropriate software for sound recording and play and record a radio advert.</p> <p>This links with literacy text 'Boy at the Back of the Classroom' and topic.</p>	<p><u>Lego Moon Base</u></p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p><u>Website Design</u></p> <p>To use search technologies effectively, appreciate how results are selected and ranked, And be discerning in evaluating digital content.</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>By the end of this unit chn should be able to comment on features and layout of a webpage, create a new webpage with a chosen layout and format text, and search for images that can be used in documents.</p>

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Music	<u>Charanga: Model Music</u> <u>Getting Started with MusicTech</u> How Does Music Bring Us Together?	<u>Charanga: Model Music</u> <u>Emotions and Musical Styles</u> How Does Music Connect Us With Our Past?	<u>Charanga: Model Music</u> How Does Music Make the World a Better Place?	<u>Charanga: Model Music</u> How Does Music Teach Us About Our Community?	<u>Charanga: Model Music</u> How Does Music Shape Our Way of Life?	<u>Charanga: Model Music</u> How Does Music Connect Us With The Environment?
PE	PERSONAL	SOCIAL	COGNITIVE	CREATIVE	PHYSICAL	HEALTH & FITNESS
	REAL PE Unit 1 FUNS 10 & 1  REAL GYM – Unit 1	REAL PE Unit 2 FUNS 6 & 2  REAL GYM – Unit 2	REAL PE Unit 3 FUNS 5 & 4  REAL DANCE	REAL PE Unit 4 FUNS 9 & 7  REAL DANCE	REAL PE Unit 5 FUNS 8 & 12  ATHELETICS	REAL PE Unit 6 FUNS 11 & 3  OUTDOOR GAMES -Cricket
MFL	<u>Language Angels:</u> Phonetics 1 to 3	<u>Language Angels:</u> Vegetables	<u>Language Angels:</u> Presenting Myself	<u>Language Angels:</u> Family	<u>Language Angels:</u> Romans	<u>Language Angels:</u> Clothes