Long Term Curriculum Map – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Where does our energy come from?**	**It's all a bit Greek to me!**	**Rites and Rituals**	**Who Are We?**	**To Infinity and Beyond!**	**Never Stop Learning**
Humanities	Geography To know why energy sources are important. To understand the benefits and drawbacks of different energy sources. To understand how energy is generated in the United States. To know how energy sources are distributed in an area. To explain reasons for choosing an energy source. To collection and present data on where to position a solar panel on the school grounds.	History **Depth study: Ancient Greece – life and achievements and their influence on the western world** 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.	History **A non-European society that provides contrasts with British history: remarkable achievements of the ancient Maya** 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.	Geography To understand the change and distribution of the global population. To define birth and death rates and describe why they change. To recognise the push and pull factors influencing migration. To begin to understand the impact climate change can have on a global population. To collect data showing how population impacts the amount of traffic and litter in an area. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	Geography To explain the importance of our oceans. To locate and describe the significance of the Great Barrier Reef. To explain the impact humans have on coral reefs and oceans. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. To collect data on the types of litter polluting a marine environment. To present, analyse and evaluate data collected.	History **A Thematic study extending beyond 1066 including local developments: Education** 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.

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Science	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. **Working Scientifically** Taking measurements and presenting findings from enquiries. To report and present findings from enquiries.	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. **Working Scientifically** To plan comparative and fair tests, collect accurate results and present findings.	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. **Working Scientifically** To plan, carry out and explain fair tests. To set up, carry out and make sense of a variety of investigations.	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.	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. **Working Scientifically** To identify scientific evidence that has been used to support a theory. To use simple models to explain scientific ideas.	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. **Working Scientifically** To collect and compare data on average heights as we grow up.

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Art/DT	**Art and Design: Drawing** 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. 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.	**Art and Design: Structure** Students will use historical sources to design, make and paint clay pots. 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.		**Design and Technology: Mechanisms & Electrical Systems** 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. ***Technical Knowledge:*** 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.	**Design and Technology: Food Technology** 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. 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.	**Art and Design: Painting** Students will explore the theme of stars through Van Gogh's starry night pictures. 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.	**Design and Technology: Textile** 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. ***Technical Knowledge:*** To know that a 3D textiles product can be made from a combination of fabric shapes.
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	**Me and My Relationships** Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	**Valuing Difference** Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	**Keeping Safe** Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	**Rights and Respect** Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	**Being My Best** Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	**Growing and Changing** Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Computing	**Computing Systems and Networks – Systems and Searching** To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To experiment with search engines To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom	**Creating Media – Video Production** To explain what makes a video effective To identify digital devices that can record video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video	**Programming A – Selection in Physical Computing** To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project	**Data and Information – Flat File Databases** To use a form to record information To compare paper and computer-based databases To outline how you can answer questions by grouping and then sorting data To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use a real-world database to answer questions	**Creating Media – Introduction to Vector Graphics** To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To apply what I have learned about vector drawings	**Programming B – Selection in Quizzes** To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program
Music **Charanga: English Model Music**	**Melody and Harmony In Music** **Understanding Music:** Tempo: Allegro – at a brisk pace (128bpm) Time signature: 4/4 - there are four crotchet beats in a bar Key signature: A minor –there are no sharps or flats in the key signature Rhythmic patterns: minims, dotted crotchets, crotchets and quavers **Improvise Together:** Time signature: 4/4 Key signature: A minor Notes: A, B, C, D, E, F#, G	**Sing and Play in Different Styles** **Understanding Music:** Tempo: Moderato – at a moderate speed (112bpm) Time signature: 2/4 - there are two crotchet beats in a bar Key signature: F major –there is one flat in the key signature Rhythmic patterns: minims, dotted crotchets, crotchets dotted quavers, quavers and semiquavers **Improvise Together:** Time signature: 4/4 Key signature: A minor Notes: A, B, C, D, E, F#, G	**Composing and Chords** **Understanding Music:** Tempo: Allegro – at a brisk pace (128bpm) Time signature: 3/4 - there are three crotchet beats in a bar Key signature: G major –there are one sharp in the key signature Rhythmic patterns: dotted minims, minims, dotted crotchets, crotchets and quavers **Improvise Together:** Time signature: 2/4 Key signature: F major Notes: F, G, A, B♭, C, D, E	**Enjoying Musical Styles** **Understanding Music:** Tempo: Presto – at a very quick speed (180bpm) Time signature: 6/8 - there are six quaver beats in a bar Key signature: C major –there are no sharps or flats in the key signature Rhythmic patterns: dotted crotchets, triplet quavers and quavers **Improvise Together:** Time signature: 2/4 Key signature: F major Notes: F, G, A, B♭, C, D, E	**Freedom to Improvise** **Understanding Music:** Tempo: Adagio – at a slow speed (66bpm) Time signature: 3/4 - there are three crotchet beats in a bar Key signature: D major – there are two sharps in the key signature (♯) Rhythmic patterns: dotted minims, minims, crotchets, quavers and semiquavers **Improvise Together:** Time signature: 6/8 Key signature: C major Notes: C, D, E, F, G, A, B	**Battle of the Bands!** **Understanding Music:** Tempo: Allegro — at a brisk speed (120bpm) Time signature: 5/4 — there are five crotchet beats in a bar Key signature: C major — there are no sharps or flats in the key signature Rhythmic patterns: Minims, dotted crotchets, crotchets and quavers **Improvise Together:** Time signature: 6/8 Key signature: C major Notes: C, D, E, F, G, A, B
	Use and understand staff and other musical notations. 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. Develop an understanding of the history of music.					

	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes, using the interrelated dimensions of music.					
PE	**Swimming** To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water. To develop the front crawl stroke and breathing technique. To develop the technique for backstroke arms and legs. To develop breaststroke technique. To develop basic skills of water safety and floating. To develop the dolphin kick. To learn techniques for personal survival.	**Gymnastics** To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation. To perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner sequence using apparatus. To create a group sequence using apparatus.	**Dance** To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.	**Tennis** To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills and principles to play against an opponent.	**Fitness** To understand how speed helps me in other activities and apply this. To understand how strength helps me in other activities and apply this. To understand how agility helps me in other activities and apply this. To understand how balance helps me in other activities and apply this. To understand how co-ordination helps me in other activities and apply this. To understand how stamina helps me in other activities and apply this.	**Dance** To develop set choreography inspired by a Mayan god. To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. To use structure to choreograph a dance performance. To use matching, canon and unison in the style of the lion dance. To use space and relationships to create a dragon dance. To select and combine dance tools to choreograph and perform a Chinese dance.
	PSD - Football To develop attacking skills and apply them to different situations. To send and receive under pressure. To communicate with my team, move into space and take the ball towards goal. To use defensive techniques to win possession. To apply defending tactics as a team. To use and apply skills, principles and tactics to a game situation.	**PSD – Basketball** To develop ways to move the ball and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards the goal. To defend an opponent and know when to try to intercept. To develop shooting and explore when to pass, dribble or shoot. To use and apply skills, principles and tactics to a game situation.	**PSD – Hockey** To use attacking skills to beat a defender. To apply attacking skills under pressure. To communicate with my team, move into space and take the ball towards goal. To learn defensive techniques to gain possession. To use defending tactics to gain possession. To apply rules, skills and principles to play in a tournament.	**PSD – OAA** To develop communication and negotiation skills. To develop strong communication and negotiation skills to solve challenges. To develop planning and problem solving skills. To share ideas and work as a team to solve problems. To develop navigation skills and map reading. To create and follow a key and route on a map.	**PSD – Athletics** To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.	**PSD – Cricket** To develop throwing and catching skills and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under some pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit.

MFL **Language Angels**:	**Do You Have a Pet?** Pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently. **The Date** Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so pupils will have the knowledge and skills to say the date and when their birthday is in French.	**My Home** Pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. **Clothes** Pupils will have the knowledge and skills necessary to describe what they are wearing in French by colour.	**The Olympics** Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing different Olympians. **Habitats** Pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French.