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| **Dane Bank Primary School****Long Term Curriculum Plan****Year 5** |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Learning Challenge Topic Q****Lead subject** | ***How is our country changing?*** | ***Why should we thank the Ancient Greeks?*** | ***Why is Brazil in the news again?*** | ***What impact did the Anglo-Saxons have?*** | ***How did WWII impact our local area?*** | ***Where does all our stuff come from?*** |
| Geography | History | Geography | History | History | Geography |
| **Reading for pleasure** | **Atomic**: **Madness of Madam Malice** - Guy Bass |  | **Holes** – Louis Sachar | **The vanishment of Thomas Tull** – Allan & Janet Ahlberg | **Artemis Fowl** – Eoin Colfer |
| **Science** | ***Can you feel the force?***Y5 POS: Forces (Sc5/4.2) | ***Will we ever send another human to the moon?***Y5 POS: Earth and Space (Sc5/4.1) | ***Could you be the next CSI investigator?***Y5 POS: Properties and changes to materials (Sc5/3.1) | ***Do all animals start life as an egg?***Y5 POS: Living things and their habitats (Sc5/2.1) | ***How different will you be when you are as old as your Grandparents?***Y5 POS: Animals, including humans (Sc5/2.2) |
| **History** |  | Ancient Greece – a study of Greek life, achievements & influence on the western world.  |  | Britain’s settlements by Anglo-Saxons. Anglo Saxon invasions, settlements, kingdoms, art and culture | A local history study – a study over time tracing how several aspects of national history are reflected in the locality. |  |
| **Geography** | Geographical skills/fieldwork – Use maps/atlases/globes to locate countries and describe featuresLocational knowledge – Understand how aspects of geography have changed over time |  | Locational knowledge –Locate environmental regions, key physical and human characteristicsHuman/physical geography – Describe and understand human geography, e.g. – types of settlements/land use |  |  | Use fieldwork to observe, measure, record and present the human and physical features in the local areaHuman/physical geography – Economic activity, trade links, distribution of resources |
| **Computing**(See objectives below) | ***Cars!***Making a game CS4/5 IT3 | ***Website designers***Creating websites CS7 IT3 | ***Newsroom***Filmed news report DL3/5 IT2/3 | ***Interactive art exhibition***Digital media/imaging DL5 IT2/3 | ***Code breakers!***Binary codes DL5 IT2/3 | ***Let’s change the world!***Making animations IT3 |
| **Physical Education** | ***Football*** Competitive gamesApply basic principles for attacking/defending | ***Gymnastics***Develop flexibility, strength, technique, control and balanceCompare their performances with previous ones and demonstrate improvement | ***Dodge ball***Competitive gamesUse running, jumping, throwing and catching in isolation and in combination  | ***Basketball***Competitive games Apply basic principles for attacking/defending | ***Athletics***Use running, jumping, throwing and catching in isolation and in combination | ***Cricket***Competitive gamesUse running, jumping, throwing and catching in isolation and in combination |
| **Design Technology** | Design – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purposeUnderstandhow key events and individuals have helped shape the world –Design a sustainable building. |  | Generate, develop, model and communicate ideas through discussion, annotated sketches and designs – Create headdresses. |  | Select from and use a wider range of tools and equipment to perform practical tasks accurately.Use a range of materials, including contruction materials, according to their functional properties – Build a Lancaster bomber |  |
| **Art** |  | Be taught abuot great artists, architects and designers in history – Design/Make Ancient Greek Masks |  | Improve mastery of art/design techniques using a range of materials – Create an Anglo-Saxon shield. |  | Improve mastery of art/design techniques using a range of materials – Design/make a world fruit map using mosaic. |
| **Religious Education** | ***How did it all start?*** | ***What can we learn from religious texts?*** | ***Am I always right?*** | ***What would Jesus do? Love, forgiveness, justice, fairness, generosity & avoiding greed*** | ***What are the five pillars of Islam?*** |
| **Music** | ***“Cyclic Patterns”***Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy. | ***“Roundabout”***Listen with attention to detail and recall sounds with increasing aural memory. | ***“Journey into space”***Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy. | ***“Songwriter”***Improvise and compose music for a range of purposes. | ***“Stars, hide your fires”***Appreciate and understand a wide range of live and recorded music drawn from different traditions. | ***“Who knows?”***Improvise and compose music for a range of purposes. |
| **French** | **Getting to know you**(Twinkl Planit)\* Speak in sentences, using familiar vocabulary, phrases and basic language structures.\* Explore the patterns and sounds of language through songs and rhymes. | **All about ourselves**(Twinkl Planit)\* Describe people, places, things and actions orally and in writing. \* Develop accurate pronunciation and intonation so that others understand when they are reading aloud.  | **Food and drink**(Twinkl Planit)\* Present ideas and information orally to a range of audiences. \* Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.  | **Family and friends**(Twinkl Planit)\* Explore the patterns and sounds of language through songs and rhymes.\* To engage in conversations; ask and answer questions; express opinions and respond to those of others. | **School life**(Twinkl Planit)\* Read carefully and show understanding of words, phrases and simple writing.\* Present ideas and information orally to a range of audiences. | **Time travelling**(Twinkl Planit)\* Broaden their vocabulary and develop ability to understand new words.\* Understand basic grammar, including building sentences and knowing how these differ from or are similar to English. |
| **PSHE** | **European day of languages**Inter-cultural understanding & developing an understanding of the global dimension. | **Anti-Bullying Week** | **New beginnings**Discussing changes and target-setting. Becoming our best selves.  | **International Women’s Day**Looking at the impact of women in England and across the world.  | **Earth Day (22nd April)**Caring for our world. British Values. Being responsible citizens. | **Changes**Transition work – moving on.  |

**Computing Objectives** (these will be woven through as cross-curricular objectives where appropriate, as well as taught explicitly through the Computing units)

**Key Stage 2**

CS3 Use logical reasoning to predict the behaviour of simple programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

CS4 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

CS5 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

CS6 Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web

CS7 Appreciate how [search] results are selected and ranked

IT2 Use search technologies effectively

IT3 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

DL3 Understand the opportunities [networks] offer for communication and collaboration

DL4 Be discerning in evaluating digital content

DL5 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact