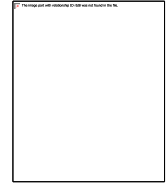


Barrowcliff School- Long Term Curriculum Plan - Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Anglo Saxons	Space	Rainforests	Lifecycles	Slavery	Forces
Enquiry Question	Who were the Anglo Saxons?	Will Liam really be the next astronaut to land on the moon?	Why should the rainforests matter to us so much?	How different will you be when you are as old as your grandparents?	Why should Britain be ashamed of Slavery?	Does everything that goes up always come down?
Focus Text	Beowulf by Michael Morpurgo	Cosmic by Frank Cottrell- Boyce	The Lorax By Dr Seuss	The Nowhere Emporium by Ross MacKenzie	Journey to J'burg By Beverley Naidoo	The Man Who Walked Between Towers by Mordicai Gerstein
Maths	Number & Place Value: Numbers to 1,000,000 (3wks) Calculations: Addition & Subtraction (2wks) Calculations: Multiplication & Division (2 wks)	Calculations: Multiplctaion & Division (2 wks) Calculations: Word Problems (1wk) Statistics: Graphs (2wks) Assessments	Fractions, Decimals & Percentages: Fractions (4 wks) Mid-Year Assessments (1wk) Fractions, Decimals & Percentages: Decimals (1 wk)	Fractions, Decimals & Percentages: Decimals (Cont.) (2wks) Fractions, Decimals & Percentages: Percentage (1wk) Geometry: Properties of Shape	Geometry: Position & Direction (1wk) Measurement: Measurements (3wks) Measurement: Area & Perimeter (3wks)	Measurement: Volume (2 wks) Number & Pace Value: Roman Numerals (1 wk) Review of Calculation: Addition & Subtraction Multiplication & Division (4 wks)

				(3 wks)		
English	<p>Linked Texts: <u>Anglo Saxon Boy</u> by Tony Bradman <u>Shield Maiden</u> by Richard Denning <u>Freedom for Bron</u> by NS Blackman</p> <p>Narrative</p>	<p>Linked Texts: <u>Dr Maggie's Grand Tour of the Solar System</u> by Dr Maggie Aderin-Pocock <u>The Jamie Drake Equation</u> by Christopher Edge</p>	<p>Linked Texts: <u>The Explorer</u> by Katherine Rundell <u>Forever Forest</u> by Kristin Joy <u>The Great Kapok Tree</u> by Lynn Cherry</p>	<p>Linked Texts: <u>A Really Short History of Nearly Everything</u> by Bill Bryson</p>	<p>Linked Texts: <u>Sweet Clara and the Freedom Quilt</u> by Deborah Hopkinson <u>Who Was Neslon Madela</u> by Meg Deviso <u>From Slave Ship to Freedom Road</u> by Julius Lester</p>	<p>Linked Texts: <u>The Tin Snail</u> by Cameron McAllister <u>The Boy Who Harnessed the Wind</u> by William Kamkwamba</p>
Ongoing Key Skills	<p><u>Writing Composition</u> Paragraph with clear topic sentences which signal changes in time, place or event. Topic sentence provides a link to the previous paragraph. Identify the purpose and audience for the writing. Know that different text types are organised in different ways to guide the reader. Select the appropriate language for the purpose and audience which may be formal or informal. Identify key information from a text. Summarise key information in sentences. Write a short paragraph which summarises key information from a longer text. Select the point of view for own writing. Explore how events are viewed from another perspective. Plan to write from a chosen point of view, making decisions about how events are viewed. Understand that a narrative can contain a flashback which is an event in the past relating to what is happening.</p>					

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Know that a flashback can give the reader more information about an event or a character or a character's actions or feelings. Know that the past perfect tense may be used to introduce or to write a flashback. Plan and write a flashback

Grammar & Vocabulary

Add relative clauses to main clauses to add additional information, using commas. Check own writing for commas used instead of full stops. Use a topic sentence to signal a change in time, place, event or information. Use the topic sentence of a paragraph to link to the content of the previous paragraph. Know that choice of tense in the topic sentence can also help to link ideas – past progressive. Understand that a sentence may have a part which adds information or an explanation and can be marked off in different ways: brackets, dashes, commas Write/use sentences with modal verbs to use in writing and use to develop an argument. Know that modal adverbs can be used to modify modal verbs. Understand that modal adverbs can strengthen the degree of possibility. Order modal adverbs from most certain to least certain. Write/use sentences with modal verbs and adverbs.

Spoken Language

Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions

Reading

Understand that a writer moves events forward through a balance of dialogue action and description. Explore how a writer uses show and not tell techniques to introduce or develop a character. Find words and language used for effect, explain the effect and record to use in writing. Find and explore the structures and techniques used and record to use in writing.

Use meaning-seeking strategies to explore the meaning of words in context and figurative language.

Ask questions to improve understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from text. Make predictions from evidence found and implied information. Explore how events are viewed from another perspective. Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. Know that the context in which it was written can affect a text. Give a personal point of view about a text and explain with evidence from the text. Listen to and build on and question others' ideas and opinions about a text. Use skimming and scanning to find information

Science	Properties & Changes of Materials	Earth & Space	Sound	Animals (including humans) Lifecycles	Living Things & Their Habitats	Forces Explain that unsupported objects fall towards the
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	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</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>Give reasons, based on evidence from comparative and fair tests, for the particular uses of</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>Recognise that sounds can be high or low (pitched)</p> <p>Describe how sounds are made when objects vibrate</p> <p>Recognise that not all objects can be seen to vibrate</p> <p>Recognise that vibrations can travel at different speeds through different mediums</p>	<p>Describe the changes as humans develop to old age</p> <p>Know the life cycle of different living things, e.g. mammal, amphibian, insect bird.</p> <p>Know the differences between different life cycles</p> <p>Know the process of reproduction in plants</p> <p>Know the process of reproduction in animals</p> <p>Create a timeline to indicate stages of growth in humans</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p>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>
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	everyday materials, including metals, wood and plastic					
Humanities	<p>History: Anglo Saxons</p> <p>Know about the Anglo-Saxon invasions know about Anglo-Saxon settlements and the way they lived, including hierarchical features</p> <p>Know about the link between Anglo-Saxons and Christianity</p> <p>Know about Alfred the Great</p> <p>Know about Anglo-Saxons' art and symbols</p>	<p>Geography Fieldwork: The Yorkshire Coast</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p>	<p>Geography: Characteristics of South America</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>	<p>History: Chronological Understanding</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>History: British history beyond 1066</p> <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Know about Britain's part in the slave trade</p> <p>Know about the death rate during slaves' transportation to America</p> <p>Know that the majority of slaves came from Africa</p>	<p>Geography: Africa – A Country of Contrasts</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

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	Know about the Scots invasion from Ireland to the North of England	natural resources including energy, food, minerals and water Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		and what life was like for most of the slaves Know about the impact of slavery on the world today	
PSHCE	Being a Citizen Rights & Responsibilities Democracy/ having a voice Rewards and Consequences	Cultural Differences How this can cause conflict. Racism Difference as conflict and celebration	Future Dreams Jobs & careers Dream job and how to get there Goals Motivation Supporting Others	Healthy Choices Smoking, including vaping Alcohol Relationship with food Motivation & Behaviour	Building Self Esteem Self-recognition and self-worth Safer communities online Reducing Screen Time Online Gaming and Gambling	Self & Body Image Influence of Media on Body Image Conception Puberty Coping with Change Preparing for Transition

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Computing	i program	i safe	i model	i web	i crypto	i algorithm
	<p>Understand that computer programs containing graphics use x y coordinates and turns are measured in degrees</p> <p>Use conditional (if) statements understand that some variables can only be true or false (boolean)</p> <p>Understand that programs can do different things if the value of a boolean variable is true or false (conditional statements)</p> <p>Use variables in programs</p>	<p>Distinguish between personal information, which is safe to share online, and private information which is unsafe to share</p> <p>Understand the risks and benefits of various modes of communication</p> <p>Begin to make sensible and considered judgments about whether or not to trust</p>	<p>Understand the difference between 2D and 3D shapes</p> <p>Become familiar with basic 3D modelling tools</p> <p>Understand that graphical models can easily be changed</p> <p>Use features of graphical modelling software to develop a 3D model</p> <p>Evaluate and improve 3D models</p>	<p>Understand that the world wide web is one of the services offered on the internet</p> <p>Know that the world wide web consists of many websites and web pages that can be accessed using the internet</p> <p>Know that websites are written in HTML code</p> <p>Read basic HTML code</p> <p>Understand how HTML provides structure for web content</p>	<p>Understand that messages can be sent and received secretly</p> <p>Learn encrypt/decrypt simple messages</p> <p>Understand that messages can be sent electronically over distances</p> <p>Understand that data can be transmitted as binary (on or off)</p> <p>Understand the algorithm of a simple shift cipher</p> <p>Use frequency analysis to decipher encrypted text</p> <p>Understand the importance of</p>	<p>Understand that a linear search involves checking information one- by-one</p> <p>Understand that networks connect a group of things</p> <p>Find the most efficient way of connecting a group of houses</p> <p>work cooperatively as a group on a network to avoid deadlock</p> <p>Find the quickest route on a map to a given location</p>

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		online content and people when online			cryptography historically and today	
PE	Unit 1 – Personal Coordination: Sending & Receiving Agility: Ball Chasing	Unit 2 – Social Dynamic Balance: On a Line Counter Balance: With a Partner	Unit 3 – Cognitive Coordination: Ball Skills Agility: Reaction/Response	Unit 4 - Creative Static Balance: Seated Static Balance: Floor Work	Unit 5 – Physical Dynamic Balance to Agility: Jumping & Landing Static Balance: One Leg	Unit 6 - Health & Fitness Static Balance: Stance Coordination: Footwork
Music	Livin’ On A Prayer Play and copy back using up to 3 notes – G, A + B. Singing in unison. Compose a simple melody using simple rhythms	Classroom Jazz 1 Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B.	Make You Feel My Love Play instrumental parts with the song by ear and/or from notation using the easy or medium part. using up to 3 notes – C, D + E Compose a simple melody using simple rhythms choosing from the	The Fresh Prince of Belle Air Singing/rapping in unison Improvise using up to 3 notes – D, E + F. Perform & Share	Dancing in the Street Play instrumental parts with the song by ear and/or from notation using the easy or medium part Compose a simple melody using simple rhythms choosing from the	Reflect, Rewind & Replay Listen and Appraise Reflect and Rewind Musical Activities Reflect, Rewind and Replay

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	choosing from the notes G, A + B or G, A, B, D + E		notes C, D + E or C, D, E, F + G.		notes C, D, E, F + G.	
RE	Why do some people believe God exists?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	If God is everywhere, why go to a place of worship?	What do Sikhs believe and how/where do they worship?	What does it mean to be a Muslim in Britain today?	
Art & DT	<p>Painting</p> <p>Poster paint Refine technique Work with warm and cold colours recognise/mix and use appropriately.</p> <p>Watercolour paint Priming the paper.</p>	<p>Clay/Modroc/ Sculpture (Space)</p> <p>Plan and develop ideas Shape, form, model and join</p> <p>Discuss and evaluate own work and that of other sculptors.</p> <p>Awareness of natural and manmade forms.</p>	<p>Sketching</p> <p>Objects/Still Life/Scenes Draw familiar things from different viewpoints. Work indoors and outdoors.</p> <p>Uses line, tone and shade to represent things seen, remembered or imagined using a</p>	<p>DT: Bread</p> <p>Investigating existing products and exploring the functions and properties of ingredients.</p> <p>Draw on this knowledge when designing and making their own bread products.</p>	<p>Artist Study</p> <p>Sokari Douglas Camp</p> <p>'All the World is Now Richer' – abolition of Slavery Sculpture</p>	<ul style="list-style-type: none"> DT: Moving Toys <p>Learn about controlling movement with a cam mechanism as part of a simple toy.</p> <p>Developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut accurately.</p>

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	Exploring how to stop the bleeding.		range of media. (Charcoal)	Use a range of skills and techniques using basic food tools and equipment and taking account of appropriate safety and hygiene issues.		
French	<p>Ma Famille</p> <p>Learn to talk about their family</p> <p>Give an oral presentation</p>	<p>On Fait la Fete</p> <p>Learn how to ask and say when their birthday is in French</p> <p>Find out about birthday celebrations in French</p>	<p>Cher Zoo</p> <p>Learn names for zoo animals</p> <p>Learn and use some adjectives to describe zoo animals</p> <p>Use past tenses to recount a zoo visit</p>	<p>Le Petit de Jeuner</p> <p>Develop their awareness of typical breakfast food and drink in France</p> <p>Learn to order a range of food and drink</p> <p>Learn to express and understand likes and dislikes with regard to food/drink</p>	<p>Vive le Temps Libre</p> <p>Learn to talk about more hobbies</p> <p>Learn to use the future tense</p> <p>Design a poster about themselves</p>	<p>A la Plage</p> <p>Learn some nouns and verbs to describe a beach scene</p> <p>Learn to read, understand and write instructions to create a beach scene</p> <p>Learn how to order and pay for ice creams</p>

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				Learn to express and understand opinions		
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