St Bede's Curriculum Long Term Plan Overview Year 5 2019 to 2020

Our intent for our children is for them to be:
resilient, independent, respectful, aspirational, responsible, reflective, critical thinkers, spiritual, problem solvers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**The Story of my life**					
RE	Ourselves Life Choices	Judaism Hope	Mission Memorial Sacrifice	Islam Sacrifice	Transformation Freedom and Responsibility	Stewardship
Quality Texts	Private Peaceful Boy Change it! Chemical Chaos War Game War Horse		Beowulf Dark Arena The man who walked between the towers Anglo Saxon Boy		Journey to the River Sea The Iron Man The Nowhere emporium Big Cat Little Cat The Very Hungry Caterpillar A drop around the world Wind in the willows The drop in my drink A river ran wild Kensuke's Kingdom	

Working scientifically in Year 5

- ❑ **Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not**
- ❑ **Set up a fair test when needed e.g. which surfaces create most friction?**
- ❑ **Set up an enquiry-based investigation e.g. find out what adults / children can do now that they couldn't when a baby**
- ❑ **Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials**
- ❑ **Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass**
- ❑ **Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons)**
- ❑ **Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs**
- ❑ **Make predictions based on information gleaned from investigations**
- ❑ **Create new investigations which take account of what has been learned previously**
- ❑ **Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie**
- ❑ **Use diagrams, as and when necessary, to support writing**
- ❑ **Is evaluative when explaining findings from scientific enquiry**
- ❑ **Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate**
- ❑ **Their explanations set out clearly why something has happened and its possible impact on other things**
- ❑ **Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys**

❑ **Keep an on-going record of new scientific words that they have come across for the first time** ❑ **Able to relate causal relationships when, for example, studying life cycles** ❑ **Frequently carry out research when investigating a scientific principle or theory**			
Science	**Will I ever live on another planet? (Physics)** • Know about and explain the movement of the Earth and other planets relative to the Sun • Know about and explain the movement of the Moon relative to the Earth • Know and demonstrate how night and day are created • Describe the Sun, Earth and Moon (using the term spherical) • **What is the circle of life! (Biology)** • Know the life cycle of different living things e.g. mammal, amphibian, insect and bird • Know the differences between different life cycles • Know the process of reproduction in plants • Know the process of reproduction in animals .	**Can you drink dirty water? (Chemistry)** • Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets • Know and explain how a material dissolves to form a solution • Know and show how to recover a substance from a solution • Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) • Know and demonstrate that some changes are reversible and some are not • Know how some changes result in the formation of a new material and that this is usually irreversible	**Why can't we walk on the ceiling (Physics)** • Know what gravity is and its impact on our lives • Identify and know the effect of air and water resistance • Identify and know the effect of friction • Explain how levers, pulleys and gears allow a smaller force to have a greater effect **What is the circle of life! (Biology)** • Create a timeline to indicate stages of growth in humans

Humanities **Geography** **History**	**How was our local area affected by WW1? (Local Study)** • **Know about a period of history that has strong connections to our locality and understand the issues associated with the period.** • **Know how the lives of wealthy people were different from the lives of poorer people during this time**	**Anglo Saxons? (Chronology)** • **Know how Britain changed between the end of the Roman occupation and 1066** • **Know about how the Anglo-Saxons attempted to bring about law and order into the country** • **Know that during the Anglo-Saxon period Britain was divided into many kingdoms** • **Know that the way the kingdoms were divided led to the creation of some of our county boundaries today** • **Use a time line to show when the Anglo-Saxons were in England**	**Why has the River Tees always been important?** **Can you survive the Amazon?** • Know key differences between living in the UK and in a country in either North or South America • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is Know how to use graphs to record features such as temperature or rainfall across the world
DT	**Make a remembrance poppy**	**Create a Sutton Hoo helmet / mask**	**design, make and evaluate protection equipment for explorers**
	Designing • come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan • explain how a product will appeal to a specific audience • design a product that requires pulleys or gears **Making** • use a range of tools and equipment competently		

<table>
<tr><td></td><td colspan="3">
• make a prototype before making a final version
• make a product that relies on pulleys or gears

Evaluating

• suggest alternative plans; outlining the positive features and draw backs
• evaluate appearance and function against original criteria

Technical Knowledge

• links scientific knowledge to design by using pulleys or gears
• uses more complex IT program to help enhance the quality of the product produced

Food Technology

• be both hygienic and safe in the kitchen
• know how to prepare a meal by collecting the ingredients in the first place
• know which season various foods are available for harvesting
</td></tr>
<tr><td rowspan="2">Art and Design</td><td>Leonard Smith Trench Artist</td><td>Iconography

Shields</td><td></td></tr>
<tr><td colspan="3">
Using Sketchbooks

• experiment by using marks and lines to produce texture
• experiment with shading to create mood and feeling
• experiment with media to create emotion in art
• know how to use images created, scanned and found; altering them where necessary to create art

Drawing, painting and sculpture
• know how to use shading to create mood and feeling
• know how to organise line, tone, shape and colour to represent figures and forms in movement.
• know how to express emotion in art
• know how to create an accurate print design following given criteria.
Study of great artists
</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">• research the work of an artist and use their work to replicate a style</td></tr>
<tr><td rowspan="2">Music (Charanga Scheme of Work)</td><td colspan="2">Living on a prayer

Classroom Jazz</td><td colspan="2">Make you feel my love

Fresh Prince of Belair</td><td colspan="2">Dancing in the street

Reflect, Rewind and Replay</td></tr>
<tr><td colspan="6">Performing
• maintain own part whilst others are performing their part

Compose
• compose music which meets specific criteria
• choose the most appropriate tempo for a piece of music

Listen
• repeat a phrase from the music after listening intently.

Use and understand
• use music diary to record aspects of the composition process

Appreciate
• describe, compare and evaluate music using musical vocabulary
• explain why they think music is successful or unsuccessful

History of Music
• contrast the work of a famous composer with another and explain preferences</td></tr>
<tr><td>PSHCE (Twinkl) and RSE</td><td colspan="2">Managing our emotions

Be yourself and resilience</td><td colspan="2">Patience

Tolerance</td><td colspan="2">Money Matters

Aiming High</td></tr>
<tr><td rowspan="2">Computing</td><td colspan="6">ECO House Project for Years 5 and 6 sponsored by Sacred Heart School and CPI (Centre for Process and Innovation- a large local company)
The project is split into 6 areas, with the following three areas being taught in Y5 by the Y5 Teacher (see completed Y5 plan)</td></tr>
<tr><td colspan="2">Internet Research</td><td colspan="2">Word Processing</td><td colspan="2">Spreadsheet Modelling</td></tr>
<tr><td>PE</td><td>Invasion Games (PB)</td><td>Gymnastics
• controlled</td><td>Net and Wall Games (PB)</td><td>Dance
Striking and Field</td><td>Athletics (PB
Athletics (PB)</td><td>Net and Wall Games</td></tr>
</table>

	Tag Rugby Dance • compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency • pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as	when taking off and landing • throw with increasing accuracy • combine running and jumping • make complex extended sequences • combine action, balance and shape • perform consistently to different audiences	Basketball Indoor Athletics • gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot	Cricket • compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency • pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as	• controlled when taking off and landing • throw with increasing accuracy • combine running and jumping	Tennis Invasion Games Netball • gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot

	good as their last •			their last • gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of technique s to pass, dribble and shoot		
French						
	Speaking • hold a simple conversation with at least 4 exchanges • use knowledge of grammar to speak correctly **Reading** • understand a short story or factual text and note the main points • use the context to work out unfamiliar words **Writing** • write a paragraph of 4-5 sentences • substitute words and phrases					

Global Awareness	Weekly lessons about global issues.		
British Values	Weekly questions revolving around the topics of Mutual Respect, Individual Liberty, Democracy, Tolerance and Rule of Law.		
Enrichment/Visits	Marske	Ryedale Folk Museum	Cleveland Ironstone Mining Museum