

# LONG TERM PLANNING – CURRICULUM OVERVIEW

The Avenue Primary

Year Group: 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project</b>	<b>Beast Creator</b>	<b>Stargazers</b>	<b>Pharaohs</b>	<b>Off with Her Head</b>	<b>Time Traveller</b>	<b>Alchemy Island</b>
<b>Science</b>	<p><u>Living things and their habitat</u></p> <ul style="list-style-type: none"> <li>Compare life cycles of different living things</li> <li>Reproduction</li> </ul>	<p><u>Forces</u></p> <ul style="list-style-type: none"> <li>Gravity</li> <li>Air resistance</li> </ul> <p><u>Earth and space</u></p> <ul style="list-style-type: none"> <li>Movement of the moon</li> <li>Sun, earth and moon</li> <li>Day and night</li> <li>Movement of planets in the solar system</li> </ul>	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>Change with age (Mummification process)</li> </ul>	<p><u>Forces</u></p> <ul style="list-style-type: none"> <li>Water resistance</li> <li>Mechanisms impact on forces</li> </ul>	<p><u>Properties and changes in materials</u></p> <ul style="list-style-type: none"> <li>Compare and group everyday materials</li> <li>Give reasons for the uses of everyday materials</li> <li>reversible changes-dissolving and mixing</li> <li>irreversible changes-burning</li> </ul> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>Reproduction</li> <li>Change with age</li> </ul>	<p><u>Forces</u></p> <ul style="list-style-type: none"> <li>Friction</li> </ul> <p><u>Properties and changes in materials</u></p> <ul style="list-style-type: none"> <li>Dissolving materials</li> <li>Filtering, sieving and evaporating</li> </ul>
<b>Geography</b>	<p><u>Topic taught Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Sketch map of Guisborough woods</li> </ul> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate the world's countries and continents using a range of appropriate maps/ atlases for deadly minibeasts</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Understand time zones beyond the USA (previously taught in Year 3) across the world and work out differences</li> </ul>	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>Understand why most cities are located by a river</li> <li>Know the names of and locate some of the world's deserts</li> <li>Know the name of and locate a number of the world's longest rivers</li> <li>Know and label the main features of a river</li> </ul> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate major capital city: Egypt Cairo</li> <li>Name and locate a main river in the UK and compare it to the River Nile</li> </ul> <p><u>Topic taught Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>To research the different levels of rainfall in Egypt compared to England across the year</li> </ul>			
	<p><u>Geographical Skills and Fieldwork Countryside</u></p> <ul style="list-style-type: none"> <li>Use 8 compass points</li> <li>Begin to use 4 figure co-ordinates to locate features on a map</li> <li>Begin to draw a variety of thematic maps based on their own data</li> <li>Draw a sketch map using symbols and a key</li> <li>Use/recognise OS map symbols</li> <li>Draw a plan view map with some accuracy</li> </ul>					

History		<p><b><u>Beyond 1066</u></b></p> <ul style="list-style-type: none"> <li>To research the astronomer Galileo Galilei</li> </ul>	<p><b><u>Ancient Egypt</u></b></p> <ul style="list-style-type: none"> <li>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>Know about the key features of Ancient Egypt</li> <li>Discuss and research Howard Carter.</li> <li>Discuss what a pharaoh is (e.g. Tutankhamun).</li> <li>Discuss the differences in a poor person V wealthy person.</li> <li>Discuss the history of mummification. Why did they do it? Who did they do it for?</li> <li>Children are to research Egyptian headwear (Nemes).</li> <li>What did the Egyptians invent e.g. calendar, hieroglyphics etc.</li> </ul>	<p><b><u>The Tudors</u></b></p> <ul style="list-style-type: none"> <li>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>Know how Britain has had a major influence on the world</li> </ul>		
Art	<p><b><u>Drawing:</u></b> Anatomical line drawing sketches of mini-beasts</p>	<p><b><u>Painting:</u></b> Creating night-time skyline by creating paints of different shades to express mood</p> <p><b><u>Printing:</u></b> Creating a printing block of an object in the sky</p>	<p><b><u>Drawing:</u></b> Recreating <i>Ancient Egyptian Art</i> using pencils</p> <p><b><u>Mosaic:</u></b> Creating mosaic art of an artefact inside Tutankhamun's tomb</p>	<p><b><u>Sculpture:</u></b> Making Tudor Roses using tissue paper to create texture</p>	<p><b><u>Drawing:</u></b> Producing drawings in the style of <i>Salvador Dali's</i> 'The Persistence of Memory' using chalk to create mood</p> <p><b><u>Drawing People/Digital Media:</u></b> Using aging app to draw self-portraits as children and as adults</p>	
DT			<p><b><u>Materials:</u></b> Design, make and evaluate Egyptian Nemes</p>	<p><b><u>Materials:</u></b> Design, make and evaluate Tudor Houses</p>		

<p><b>Computing</b></p>	<p><b><u>Online Safety:</u></b> To learn how to access and use technology (software and hardware) safely and responsibly, in line with their appropriate age and year group</p> <p><b><u>Coding:</u></b> To create and debug simple programs (using 2Go) and in the process looking at programming, sequencing and debugging by looking at different variables with a system</p>	<p><b><u>Spreadsheets:</u></b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create different calculations to help plan an event on a spreadsheet using 2Calcualte</p>	<p><b><u>Databases:</u></b> Select, use and combine a variety of software (including internet services) on a range of digital devices to create a database around a chosen class topic using 2Investigate and Avatar Creator</p>	<p><b><u>Game Creator:</u></b> Design, write and debug programs, using a wide range of software and devices, that accomplish specific goals so that children can create their own game and share and evaluate it with the class by using 2Blog and 2DIY</p>	<p><b><u>3D Modelling:</u></b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design, create, evaluate and publish a 3D model using 2Design</p>	<p><b><u>Concept maps:</u></b> Select, use and combine a variety of software (including internet services) on a range of digital devices to create a concept map using 2Connect to be able to retell stories</p>
<p><b>Music</b></p>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p> <p><b><u>Harvest festival</u></b> To play and perform in an ensemble to celebrate the Harvest festival.</p>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p> <p><b><u>Carol concert</u></b> To sing and perform as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged.</p>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p> <p><b><u>Motivation assembly</u></b> To sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged</p>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p> <p><b><u>Ukulele</u></b> To learn to read and play simple chords using tablature for the Ukulele. To play and perform a song using the Ukulele. Using the chords they know, children to compose simple rhythms and perform them to the class.</p>	<p><b><u>Charanga</u></b> Fresh Prince of Bel Air</p> <p><b><u>History of music.</u></b> To use Music box to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.</p>
<p><b>MFL</b></p>	<p><b><u>Bonjour</u></b> Saying hello and goodbye Asking and saying your name Asking and saying how you are Nouns (musical instruments) Number 1 - 10</p>	<p><b><u>En classe</u></b> Classroom objects Colours Saying your age Classroom instructions</p>	<p><b><u>Mon corps</u></b> Introducing parts of the body Describing eyes and hair Days of the week Character descriptions</p>	<p><b><u>Les animaux</u></b> Animals and pets Numbers 11 – 20 Giving someone’s name Describing someone</p>	<p><b><u>La famille</u></b> Identifying members of your family The alphabet Household items Using prepositions <i>sur</i> and <i>dans</i> to describe position</p>	<p><b><u>Bon Anniversaire!</u></b> Recognise and asks for various snacks Giving opinions about food Numbers 21 – 31 Months of the year</p>
<p><b>PE</b></p>	<p><b><u>Netball</u></b> Different passes to keep possession and attack towards a goal.</p>	<p><b><u>Yoga</u></b> Building strength, flexibility and balance. Create their own flows and lead others.</p>	<p><b><u>Dodgeball</u></b> Throwing, dodging and catching. Select and apply tactics to the game</p>	<p><b><u>OAA</u></b> Problem solving Share ideas to create strategies and plans to produce the best solution to a challenge. Navigate using a map.</p>	<p><b><u>Rounders</u></b> Throwing underarm and overarm, catching and retrieving a ball. Different roles of bowler, backstop, fielder and batter</p>	<p><b><u>Athletics</u></b> Running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.</p>

PSHE	<p><b><u>Being me in my world</u></b>          Planning the forthcoming year          Being a citizen          Rights and responsibilities          Rewards and consequences          How behaviour affects groups          Democracy, having a voice, participating</p>	<p><b><u>Celebrating difference</u></b>          Cultural differences and how they can cause conflict          Racism          Rumours and name-calling          Types of bullying          Material wealth and happiness          Enjoying and respecting other cultures</p>	<p><b><u>Dreams and goals</u></b>          Future dreams          The importance of money          Jobs and careers          Dream job and how to get there          Goals in different cultures          Supporting others (charity)          Motivation</p>	<p><b><u>Healthy me</u></b>          Smoking, including vaping          Alcohol          Alcohol and anti-social behaviour          Emergency aid          Body image          Relationships with food          Healthy choices          Motivation and behaviour</p>	<p><b><u>Relationships</u></b>          Self-recognition and self-worth          Building self-esteem          Safer online communities          Rights and responsibilities online          Online gaming and gambling          Reducing screen time          Dangers of online grooming          SMART internet safety rules</p>	<p><b><u>Changing me</u></b>          Self- and body image          Influence of online and media on body image          Puberty for girls          Puberty for boys          Conception (including IVF)          Growing responsibility          Coping with change          Preparing for transition</p>
RE	<p><b><u>Why do some people believe God exists?</u></b>          How many people believe in God?          Is God Real? What do Christians think?          How do we know what is true? Why do people believe or not believe in God?          What do Christians believe about how the world began? Do they all share the same idea?          Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?</p>	<p><b><u>What would Jesus do?</u></b>          Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'?          How did Jesus teach his followers to love?          What do Jesus' parables about forgiveness teach to Christians today?          How do Christians today try to follow Jesus' teaching about justice and fairness?          What did Jesus teach about being generous and being greedy?          What does the teaching of Jesus have to say about some problems people face today?          What have we learned about living by the values of Jesus in the modern world?</p>	<p><b><u>If God is everywhere, why go to a place of worship?</u></b>          What is a place of worship? What is it for?          What is a Christian place of worship? What is it for?          What is a Hindu place of worship? What is it for?          What is a Jewish place of worship? What is it for?          Are people more important than the place?          What does a place of worship mean to believers?</p>	<p><b><u>What does it mean to be a Muslim in Britain today?</u></b>          What helps you through the journey of life?          What helps Muslims through the journey of life?          What is the key belief of Muslims?          How does this affect their life?          Why does prayer matter to Muslims?          How is charity important to Muslims?          How is charity important to you?          Why do Muslims fast and want to go on pilgrimage?          Where do people get advice and guidance from?          What is a special place for Muslims?          Can you think of similar commitments to the five pillars in your life?</p>		