

LONG TERM PLANNING – CURRICULUM OVERVIEW

The Avenue Primary

Year Group: 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Beast Creator	Stargazers	Pharaohs	Off with Her Head	Time Traveller	Alchemy Island
Science	<p><u>Living things and their habitat</u></p> <ul style="list-style-type: none"> Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. 	<p><u>Earth and space</u></p> <ul style="list-style-type: none"> Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies. The Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p><u>Forces</u></p> <ul style="list-style-type: none"> Recognise that mechanisms (pulleys, levers and gears) allow a smaller force to have a greater effect. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. 		<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. 	<p><u>Properties and changes in materials</u></p> <ul style="list-style-type: none"> Compare and group everyday materials on the basis of their properties. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Understand reversible changes - dissolving and mixing. Understand Irreversible changes- burning and the action of acid on bicarbonate of soda.

<p>Geography</p>	<p><u>Topic taught Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> • Sketch map of The Avenue’s school grounds <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Locate the world’s countries and continents using a range of appropriate maps/ atlases for deadly minibeasts. <p><u>Geographical Skills and Fieldwork Countryside</u></p> <ul style="list-style-type: none"> • Use 8 compass points. • Begin to use 4 figure co-ordinates to locate features on a map. • Begin to draw a variety of thematic maps based on their own data. • Draw a sketch map using symbols and a key. • Draw a plan view map with some accuracy. • Use/recognise OS map symbols. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Understand time zones beyond the USA (previously taught in Year 3) across the world and work out differences. 	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Understand why most cities are located by a river. • Know the names of and locate some of the world’s deserts. • Know the name of and locate a number of the world’s longest rivers • Know and label the main features of a river, and understand how a river changes shape through erosion and deposition. <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Locate major capital city, Egypt Cairo. • Name and locate a main river in the UK, and compare it to the River Nile. <p><u>Topic taught Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> • To research the different levels of rainfall in Egypt compared to England across the year. 			
<p>History</p>		<p><u>Beyond 1066</u></p> <ul style="list-style-type: none"> • Research the astronomer Galileo Galilei. 	<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago. • Know about the key features of Ancient Egypt. • Discuss and research Howard Carter. • Discuss what a pharaoh is (e.g. Tutankhamun). • Discuss the differences in a poor person V wealthy person • Discuss the history of mummification. Why did 	<p><u>The Tudors</u></p> <ul style="list-style-type: none"> • Know about a theme in British history that extends beyond 1066, and explain why this was important in relation to British history. • Know how to place historical events and people from the past societies and periods in a chronological framework. • Know how Britain has had a major influence on the world. • Introduce the Tudors – why is this era important in British History? 		

			<p>they do it? Who did they do it for?</p> <ul style="list-style-type: none"> • Children are to research Egyptian headwear (Nemes). • What did the Egyptians invent e.g. calendar, hieroglyphics? 	<ul style="list-style-type: none"> • Explore the Battle of Bosworth and Henry VII. • Explore Henry – who was he? Why is he important in British history? What were his influences on religion? How many wives did he have, and who were they? • Explore and research a range of Tudor Houses (rich and poor) – discuss their features. Are houses built or look like this today? Why/why not? 		
Art	<p>Drawing Produce an anatomical line drawing of minibeasts using charcoal, different grades of pencil and biro. Children use marks and lines to produce texture.</p> <p>Painting Paint flowers in the style of Georgia O’Keefe. Children will create all the colours that they need using watercolour paints.</p>	<p>Painting Paint a night-time skyline by creating all the colours that they need using water colour paints.</p> <p>Painting Create a rocket ship, space painting in the style of Peter Thorpe using poster paints. Children know how to organise line, tone, shape and colour to represent forms in movement.</p> <p>Printing Creating printing blocks of the moon’s phases using poster paints. Children print using a number of colours, create an accurate print design and know how to print on different materials.</p>		<p>Sculpture Experiment with and combine materials to make a 3D form of the Tudor Rose on a range of scales.</p> <p>Know how to sculpt clay and other mouldable materials to create a clay sculpture of the Tudor rose, including patterns and textures to combine visual and tactile qualities.</p>	<p>Drawing Produce drawings in the style of Salvador Dali’s ‘The Persistence of Memory’, using chalk and oil pastels to organise line, tone, shape and colour to represent forms in movement.</p> <p>Drawing People/Digital Media Use an aging app to alter and integrate images they have taken into digital artwork. Children combine graphics and text, based on their research of famous quotes related to time. Children then draw half a self-portrait based on their aged photograph and combine the two together. Children know how to organise line, tone, shape and colour to represent figures.</p>	<p>Mosaic Create mosaic art linked to Alchemy Island using ceramic tiles.</p>
DT	<p>Food technology – what could be healthier? Adapting sauces</p>			<p>Mechanical systems – making a popup book</p>	<p>Digital World – Purple Mash modelling using 2 design</p> <p>Structures – bridges</p>	<p>Electrical systems – electronic greetings cards</p>

<p>Computing</p>	<p><u>Online Safety:</u> 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><u>Coding:</u> 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><u>Spreadsheets:</u> 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><u>Databases:</u> 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><u>Game Creator:</u> Design, write and debug programs, using a wide range of software and devices, which 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><u>3D Modelling:</u> 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><u>Concept maps:</u> 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>Music</p>	<p><u>Singing, performing and listening/appreciating tuition</u> Study the inter-related dimensions of music through singing and performing.</p> <p><u>Harvest festival</u> Play and perform in an ensemble to celebrate the Harvest festival.</p>	<p><u>Singing, performing and listening/appreciating tuition</u> Study the inter-related dimensions of music through singing and performing.</p> <p><u>Carol concert</u> Sing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged.</p>	<p><u>Singing, performing and listening/appreciating tuition</u> Study the inter-related dimensions of music through singing and performing.</p>	<p><u>Singing, performing and listening/appreciating tuition</u> Study the inter-related dimensions of music through singing and performing.</p> <p><u>Motivation assembly</u> 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><u>Singing, performing and listening/appreciating tuition</u> Study the inter-related dimensions of music through singing and performing.</p> <p><u>Glockenspiel – Charanga B Scheme</u> <u>How does music shape the way of our life?</u> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p><u>Listening to and appreciate different musical genres</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history of music.</p>	<p><u>Singing, performing and listening/appreciating tuition</u> Study the inter-related dimensions of music through singing and performing.</p> <p><u>Glockenspiel – Charanga B Scheme TBC</u></p> <p><u>Listening to and appreciating different musical eras</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. To develop an understanding of the history of music.</p>

MFL	<p><u>Bonjour</u></p> <p>Saying hello and goodbye Asking and saying your name Asking and saying how you are Nouns (musical instruments) Number 1 - 10</p>	<p><u>En classe</u></p> <p>Classroom objects Colours Saying your age Classroom instructions</p>	<p><u>Mon corps</u></p> <p>Introducing parts of the body Describing eyes and hair Days of the week Character descriptions</p>	<p><u>Les animaux</u></p> <p>Animals and pets Numbers 11 – 20 Giving someone’s name Describing someone</p>	<p><u>La famille</u></p> <p>Identifying members of your family The alphabet Household items Using prepositions <i>sur</i> and <i>dans</i> to describe position</p>	<p><u>Bon Anniversaire!</u></p> <p>Recognise and asks for various snacks Giving opinions about food Numbers 21 – 31 Months of the year</p>
PE	<p><u>Netball</u></p> <p>Different passes to keep possession and attack towards a goal.</p>	<p><u>Yoga</u></p> <p>Building strength, flexibility and balance. Create their own flows and lead others.</p>	<p><u>Dodgeball</u></p> <p>Throwing, dodging and catching. Select and apply tactics to the game</p>	<p><u>OAA</u></p> <p>Problem solving Share ideas to create strategies and plans to produce the best solution to a challenge. Navigate using a map.</p>	<p><u>Rounders</u></p> <p>Throwing underarm and overarm, catching and retrieving a ball. Different roles of bowler, backstop, fielder and batter</p>	<p><u>Athletics</u></p> <p>Running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.</p>

PSHE	<p><u>Being me in my world</u></p> <p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p><u>Celebrating difference</u></p> <p>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><u>Dreams and goals</u></p> <p>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><u>Healthy me</u></p> <p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p><u>Relationships</u></p> <p>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><u>Changing me</u></p> <p>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>
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RE	<p><u>Why do some people believe God exists?</u></p> <p>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><u>What would Jesus do?</u></p> <p>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><u>What can be done to reduce racism? Can religion help?</u></p> <p>Racism: what is it, and why is it unfair? What can we learn from the stories of two statues in Bristol? How did Saint Peter learn that ‘God has no favourites’? The Golden Rule and Silver Rule: what are they, and why are these rules found in so many religions? Can following the Golden Rule reduce racism? Anti-racist people from different religions – what can we learn from some examples? How can I express my own vision for justice and equality?</p>	<p><u>If God is everywhere, why go to a place of worship?</u></p> <p>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><u>What does it mean to be a Muslim in Britain today?</u></p> <p>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>
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