## 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	Living things and their habitat  • 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.	Earth and space  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  Forces  The force of gravity acting between the Earth and falling objects	Forces  Recognise that mechanisms (pulleys, levers and gears) allow a smaller force to have a greater effect.	Forces  Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.	Animals including humans  Describe the changes as humans develop to old age.  Forces  Recognise that mechanisms (gears) allow a smaller force to have a greater effect.	Properties and changes in materials  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.

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Geography	Topic taught Geographical	Locational Knowledge	Human and Physical		
	Skills and fieldwork	<ul> <li>Understand time zones</li> </ul>	<u>Geography</u>		
	Sketch map of The	beyond the USA	<ul> <li>Understand why most cities</li> </ul>		
	Avenue's school grounds	(previously taught in Year	are located by a river.		
		3) across the world and	<ul> <li>Know the names of and</li> </ul>		
	<u>Locational Knowledge</u>	work out differences.	locate some of the world's		
	<ul> <li>Locate the world's</li> </ul>		deserts.		
	countries and continents		Know the name of and		
	using a range of		locate a number of the		
	appropriate maps/ atlases		world's longest rivers		
	for deadly minibeasts.		Know and label the main		
	Tor deadily minibedses.		features of a river, and		
	Geographical Skills and				
			understand how a river		
	<u>Fieldwork</u>		changes shape through		
	<u>Countryside</u>		erosion and deposition.		
	Use 8 compass points.				
	<ul> <li>Begin to use 4 figure co-</li> </ul>		Locational Knowledge		
	ordinates to locate		<ul> <li>Locate major capital city,</li> </ul>		
	features on a map.		Egypt Cairo.		
	Begin to draw a variety of		Name and locate a main		
	thematic maps based on		river in the UK, and		
	their own data.		compare it to the River Nile.		
	Draw a sketch map using				
	symbols and a key.		Topic taught Geographical		
	Draw a plan view map with		Skills and fieldwork		
	-		<u> </u>		
	some accuracy.		To research the different		
	Use/recognise OS map		levels of rainfall in Egypt		
	symbols.		compared to England		
			across the year.		
History		Beyond 1066	Ancient Egypt	The Tudors	
		Research the astronomer	<ul> <li>Know about, and name,</li> </ul>	Know about a theme in	
		Galileo Galilei.	some of the advanced	British history that	
			societies that were in the	extends beyond 1066, and	
			world around 3000 years	explain why this was	
			ago.	important in relation to	
				British history.	
			Know about the key	Know how to place	
			features of Ancient Egypt.	historical events and	
			Discuss and research	people from the past	
			Howard Carter.	societies and periods in a	
				chronological framework.	
			Discuss what a pharaoh is	_	
			(e.g. Tutankhamun).	Know how Britain has had	
			Discuss the differences in a	a major influence on the	
			poor person V wealthy	world.	
			person		
			<ul> <li>Discuss the history of</li> </ul>	• Introduce the Tudors – why	
			mummification. Why did	is this era important in	
				British History?	

			they do it? Who did they do it for?  Children are to research Egyptian headwear (Nemes).  What did the Egyptians invent e.g. calendar, hieroglyphics?	<ul> <li>Explore the Battle of Bosworth and Henry VII.</li> <li>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?</li> <li>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?</li> </ul>		
Art	Drawing  Produce an anatomical line drawing of minibeasts using charcoal, different grades of pencil and biro. Children use marks and lines to produce texture.  Painting  Paint flowers in the style of Georgia O'Keefe. Children will create all the colours that they need using watercolour paints.	Painting Paint a night-time skyline by creating all the colours that they need using water colour paints.  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.  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.		Sculpture Experiment with and combine materials to make a 3D form of the Tudor Rose on a range of scales.  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.	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.  Prawing 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.	Mosaic Create mosaic art linked to Alchemy Island using ceramic tiles.
DT	Food Technology Children will design, make and evaluate caterpillar tortilla wraps.	Textiles Children will design, make and evaluate a Christmas tree decoration, made with felt and joined together with a range of joining techniques.	Mechanical components  Design, make and evaluate an ancient Egyptian style pulley.	<u>Materials</u> Design, make and evaluate Tudor Houses.	Mechanical components Design, make and evaluate a clock with gears for Year 3 students.	

To learn how to access and use technology (software and hardware) safely and responsibly, in line with their appropriate age and year group.  Coding: To create and debug gimple programs (using 2Go) and in the process looking at grogramming, sequencing and debugging by looking at different variables with a system.  Music  Singing tuition To study the inter-related dimensions of music through singing.  Harvest festival To play and perform in an ensemble to celebrate the Harvest festival.  To learn how to access and use technology (software and devices of software (including internet services) on a range of digital devices to design, of digital devices to create a variety of software (including internet services) on a range of digital devices to design, of digital devices to create, 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.  Singing tuition To study the inter-related dimensions of music through singing.  Harvest festival To play and perform in an ensemble to celebrate the Harvest festival.  To learn how to access and user and evaluate it with the class by using a wide range of digital devices to design, create, evaluate and publish a 3D model using 2Design.  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.  Select, use and combine a variety of software (including internet services) on a range of digital devices to design, create their own game and share and evaluate it with the class by using 2Blog and 2DIY.  Singing tuition To study the inter-related dimensions of music through singing.  Harvest festival To play and perform in an ensemble to celebrate the Harvest festival.  To sing and perform as an ensemble for the Carol concert using their voices  Select, use and combine a variety of software (including internet services) on a range of digital devices to design, create their own game and share	Computing	Online Safety:	Spreadsheets:	Databases:	Game Creator:	3D Modelling:	Concept maps:
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		HELEN NORRIS	• •		-	_	traditions and from great
			· •		· '		composers and musicians. To
			•		encouraged	· · · · · · · · · · · · · · · · · · ·	develop an understanding of
encouraged. rhythms and perform them the history of music.  HELEN NORRIS to the class. HELEN NORRIS			encourageu.		HELEN NORRIS	,	•
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MFL	<u>Bonjour</u> Saying hello and goodbye	En cla Classroom		Mon corps Introducing parts of the body	<u>Les animaux</u> Animals and pets	<u>La fa</u> Identifying me		Bon Anniversaire!  Recognise and asks for
	Asking and saying your name	Colo	urs	Describing eyes and hair	Numbers 11 – 20	fan	nily	various snacks
	Asking and saying how you	Saying yo	our age	Days of the week	Giving someone's name	The alp	habet	Giving opinions about food
	are	Classroom ir	nstructions	Character descriptions	Describing someone	Househo	ld items	Numbers 21 – 31
	Nouns (musical instruments)					Using preposi	tions <i>sur</i> and	Months of the year
	Number 1 - 10					dans to desc	ribe position	
PE	<u>Netball</u> Yoga		<u>şa</u>	<u>Dodgeball</u>	OAA Rounde		<u>ders</u>	<u>Athletics</u>
	Different passes to keep	Building streng	gth, flexibility	Throwing, dodging and	Problem solving	Throwing underarm and		Running over longer
	possession and attack and balan		ance. catching.	Share ideas to create	overarm, catching and		distances, sprinting, relay,	
	towards a goal.	Create their own flows and		Select and apply tactics to the	strategies and plans to	retrieving a ball. Different		long jump, triple jump, shot
		lead others.		game	produce the best solution to	roles of bowler, backstop,		put and javelin.
					a challenge.	fielder and batter		
					Navigate using a map.	map.		
PSHE	HE Being me in my world Planning the forthcoming			<u>Dreams and goals</u> Future dreams				<u>Changing me</u> Self- and body image
PSHE		<u>Celebrating difference</u> Cultural differences and			Healthy me	Relationships Self-recognition and self-		
	year	how they can cause conflict		The importance of money	Alcohol	worth		Influence of online and
	•	Racism			Alaskalandanti sasial	Building self-esteem		
	Being a citizen	Naci	2111	Jobs and careers	Alcohol and anti-social	Building se	elf-esteem	media on body image
	Rights and responsibilities	Rumours and		Jobs and careers  Dream job and how to get	behaviour	Building se Safer online		media on body image Puberty for girls
	•		name-calling			_	communities	, ,
	Rights and responsibilities	Rumours and	name-calling bullying	Dream job and how to get	behaviour	Safer online	communities sponsibilities	Puberty for girls
	Rights and responsibilities Rewards and consequences	Rumours and Types of	name-calling bullying ealth and	Dream job and how to get there	behaviour Emergency aid	Safer online on Rights and re	communities sponsibilities ine	Puberty for girls Puberty for boys
	Rights and responsibilities Rewards and consequences How behaviour affects	Rumours and Types of Material w	name-calling bullying ealth and ness	Dream job and how to get there Goals in different cultures	behaviour Emergency aid Body image	Safer online on Rights and re onl	communities sponsibilities ine and gambling	Puberty for girls Puberty for boys Conception (including IVF)
	Rights and responsibilities Rewards and consequences How behaviour affects groups	Rumours and Types of Material w happi	name-calling bullying ealth and ness respecting	Dream job and how to get there Goals in different cultures Supporting others (charity)	behaviour Emergency aid Body image Relationships with food	Safer online of Rights and re onl Online gaming Reducing s Dangers of on	communities sponsibilities ine and gambling creen time line grooming	Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility
	Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice,	Rumours and Types of Material w happi Enjoying and	name-calling bullying ealth and ness respecting	Dream job and how to get there Goals in different cultures Supporting others (charity)	behaviour Emergency aid Body image Relationships with food Healthy choices	Safer online of Rights and re onl Online gaming Reducing s	communities sponsibilities ine and gambling creen time line grooming	Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change
RE	Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating  Why do some people believe	Rumours and Types of Material w happi Enjoying and other cu	name-calling bullying ealth and ness respecting ultures	Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation  hat would Jesus do?	behaviour Emergency aid Body image Relationships with food Healthy choices	Safer online of Rights and responding samples of online gaming samples of on SMART internations.	communities sponsibilities ine and gambling creen time line grooming et safety rules	Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change
RE	Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating  Why do some people believe How many people believe	Rumours and Types of Material w happi Enjoying and other cu e God exists? e in God?	name-calling bullying ealth and ness respecting ultures  W Can you wo	Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation  hat would Jesus do? rk out what mattered to Jesus	behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour  If God is everywhere, why go worship?	Safer online of Rights and reference on the Control of Rights and reference on the Control of Rights and reference on the Control of Rights and reference on the Rights and Righ	communities sponsibilities ine and gambling creen time line grooming et safety rules What does it n	Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition  nean to be a Muslim in Britain today?
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What does a place of worship mean to

believers?

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?

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?

doesn't exist?