

Year Five Curriculum Plan 2016-2017

E. Thompson

	<p>English (and ongoing Spelling, Punctuation and Grammar work)</p>	<p>Mathematics</p>	<p>Science</p>
<p>Autumn 1 (7 weeks)</p>	<p><u>'Shh! We have a plan' by Chris Haughton (Whole school Literacy project)</u> > Identifying and discussing themes and conventions in writing, and making comparisons within books. > Draw inferences about characters' feelings, thoughts and motives from their actions, and justify these with evidence. > Predict what might happen from details stated and implied. > Summarise the main ideas and identify key details to support them. > Identify how language, structure and presentation contribute to meaning.</p> <p>> Plan writing by noting and developing initial ideas, drawing on reading. > In writing narrative, consider how authors have developed characters and settings.</p> <p>> Draft and write by selecting appropriate grammar and vocabulary. > In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action.</p> <p>> Proof read for spelling and punctuation errors.</p> <p>Outcomes: Character illustrations (collage), freeze frames, storyboards, writing in role, book reviews.</p> <p><u>Book Reviews</u></p> <p>> Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Outcomes: Book review</p> <p><u>'Skellig' by David Almond</u> > Increase familiarity with a range of books. > Identifying and discussing themes and conventions in</p>	<p>> Numbers and the Number System > Counting and Comparing > Calculating: Addition and Subtraction > Visualising and Constructing</p>	<p><u>Properties and changes of Materials</u> > 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. > 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.</p>

	<p>writing, and making comparisons within books.</p> <ul style="list-style-type: none"> > Prepare plays to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. > Draw inferences about characters' feelings, thoughts and motives from their actions, and justify these with evidence. > Predict what might happen from details stated and implied. > Summarise the main ideas and identify key details to support them. > Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>> Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</p> <ul style="list-style-type: none"> > Note and develop initial ideas, drawing on reading. > In writing narrative, consider how authors have developed characters and settings. <p>> Draft and write by selecting appropriate grammar and vocabulary.</p> <ul style="list-style-type: none"> > In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. > Use a wide range of devices to build cohesion within and across paragraphs. > Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). <p>> Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <ul style="list-style-type: none"> > Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. > Ensure consistent and correct use of tense throughout a piece of writing. > Ensure correct subject and verb agreement. > Proof read for spelling and punctuation errors. <p>Outcomes: Writing in role (descriptive writing, diary entry, email, letter), Poetry, Playscripts, Explanation writing, Report writing, Writing a prequel.</p>		
Autumn 2	<u>'Skellig' by David Almond</u>	> Calculating: Multiplication and	<u>Properties and changes of</u>

(7 weeks)		Division > Investigating Properties of Shapes > Pattern Sniffing > Exploring Time	<u>Materials</u> > Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. > Demonstrate that dissolving, mixing and changes of state are reversible changes. > Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Spring 1 (5.5 weeks)	<u>'Cosmic' by Frank Cottrell-Boyce</u> Outcomes: > Predictions and initial discussion > Character profile > Exploring relationships & note writing > Email writing in role of Liam > Exploring character's feelings > Persuasive writing: Visitor leaflet about Infinity Park > Discussion text: Which father would you vote to accompany you into space? > Conscience alley & Email writing to advise Liam > Poetry exploring emotion > Role play & Playscript writing > Hot seating & Report writing > Explore map locations, latitude, longitude, climate, human and physical geography of the different settings in the book. Research and compare Liam's home town (Waterloo, Liverpool) with the Gobi desert. Write descriptions of the places. <i>(Link with Geography)</i> .	> Exploring Fractions, Decimals and Percentages > Measuring Space > Investigating Angles	<u>Earth and Space</u> > <i>(Link with Geography: Latitude/longitude, time zones, day and night)</i> . > 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. > Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Spring 2 (7 weeks)	<u>'The Ice Bear' by Jackie Morris</u> Outcomes: > Predictions and Discussion > Visualisation and the title page > Exploring Non-fiction – Broadening subject knowledge (Polar bears) > Film making: Polar bears > Non-chronological reports: Polar bears > Performance poetry	> Investigating Angles > Calculating: Fractions, decimals and percentages	<u>Living things and their habitats</u> > Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. > Describe the life process of reproduction in some plants and animals.

	<ul style="list-style-type: none"> > Listening to poetry > Freeze frames & Role play > Role on the wall (The Raven) > Hot seating various characters > Diary entry in the role of the mother or father > Reader's Theatre > Descriptive writing: Inuit objects > Writing in the style of Jackie Morris: the baby's dreams > Performance: Dance and movement > Role play & Role on the wall (The Raven) – revisited > Freeze frame & Dramatic performance > Exploring language – shades of intensity > Role on the wall (The Raven) – revisited & Conclusions > Letter writing & writing a reply in the role of the boy > Conclusions & Discussion: book reviews > Storymapping > Writing in role > Book talk; Letter writing to Jackie Morris 		
<p>Summer 1 (5 weeks)</p>	<p><u>'The Pebble in my Pocket' by Meredith Hooper – Non-fiction (Picture book)</u></p>	<ul style="list-style-type: none"> > Calculating Space > Checking, approximating and estimating > Mathematical Movement > (Gap fill) 	<p><u>Forces</u></p> <ul style="list-style-type: none"> > 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 that act between moving surfaces. > Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
<p>Summer 2 (7 weeks)</p>	<p><u>'Love that Dog' by Sharon Creech</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> > Reading aloud & Discussion > Book talk and creating a timeline > Debate & Discussion > Discussion text > Letter writing in the role of Miss Stretchberry > Drama and Role play > Readers' Theatre > Poetry and Prose > Booktalk > Visualising and Drawing > Poetry writing > Bookmaking: A class anthology 	<ul style="list-style-type: none"> > Presentation of Data > (Support and Going Deeper) 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> > Describe the changes as humans develop to old age.

	Art & Design	Design & Technology
Autumn 1 (7 weeks)	<p><u>Shh! We have a plan: Character Collage</u> > Discuss Haughton's technique for illustrating characters. > Add collage to a drawn background to create a character.</p> <p><u>3D & Painting: Viking warrior helmets</u> > Explore Viking warrior helmet designs. > Plan a design through drawing and other preparatory work. > Construct design using newspaper & PVA and card. > Decorate helmet through painting.</p> <p>- Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. - Identify what they might change in their current work or develop in their future work.</p>	
Autumn 2 (7 weeks)		<p><u>Cooking and Nutrition: Viking winter fruits</u> > Understand why Vikings ate dried or preserved fruit in Winter. > Understand where Vikings sourced spices from. > Prepare and make a Viking winter fruits dish.</p>
Spring 1 (5.5 weeks)	<p><u>Great Artists: Robert McCall (Space artist) & Textiles</u> > Explore McCall's work, focusing on his techniques and styles. > Design and create a mission patch in his style.</p> <p>- Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. - Identify what they might change in their current work or develop in their future work.</p>	
Spring 2 (7 weeks)		<p><u>Construction: Dream catchers (Relating to 'Ice Bear')</u> > What is a dream catcher? > The significance and history of dream catchers. > Design and construct a dream catcher.</p>
Summer 1 (5 weeks)	<p><u>3D & Painting: Ancient Greek plates</u> > Explore Ancient Greek plate designs. > Plan a design through drawing and other preparatory work. > Construct design using clay.</p>	

	<ul style="list-style-type: none"> > Decorate plate through drawing and painting. - Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. - Identify what they might change in their current work or develop in their future work. 	
<p>Summer 2 (7 weeks)</p>	<p><u>Printing: Ancient Greek patterns</u></p> <ul style="list-style-type: none"> > Explore Ancient Greek pattern designs. > Design an Ancient Greek pattern. > Create printing blocks by simplifying initial ideas. > Use a relief or impressed method to print pattern designs. - Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. - Identify what they might change in their current work or develop in their future work. 	

	Geography	History	Languages (French)	Music
<p>Autumn 1 (7 weeks)</p>		<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <ul style="list-style-type: none"> > What do we already know about the Vikings? What do we want to know about the Vikings? > Locate the Viking time period on the class timeline. > Where did the Vikings come from and settle? > How and why did the Vikings invade Britain? > Understand how some kings in Britain dealt with the Viking invaders (focus on resistance by Alfred the Great and Athelstan, first king of England). > How did the Vikings live? (home life, food, clothes and jewellery, art, language – runes). > Compare land use maps of UK from past with the present. (Geography LO) > Describe and understand key aspects of types of settlements in Viking/Saxon Britain. (Geography LO) > How did the Vikings work? > How did the Vikings trade? > Identify and describe Viking artefacts. > Viking law and justice. > Viking religion & Gods and what they represent. > Further Viking invasions and Danegeld: understand what happened during the Viking invasions and know 	<p>Planned and taught by Mme Richards</p>	<p>Planned and taught by Miss Soden</p>

		<p>what Viking warriors were like.</p> <ul style="list-style-type: none"> > Edward the Confessor and his death in 1066. > Complete 'What I have learnt' section on KWL chart. 		
Autumn 2 (7 weeks)		Vikings continued as above		
Spring 1 (5.5 weeks)	<p><u>Climate zones, biomes and vegetation belts with a focus on North America and UK</u></p> <ul style="list-style-type: none"> > Locate the main countries in Europe and North America as well as locate and name principle cities. > Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones (including day and night). (<i>Link with Science: Earth and Space</i>). > On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. > Understand geographical similarities and significant differences between a region in the UK (Oxford) and a region in North America through the study of human and physical geography (e.g compare climate zones, biomes and vegetation belts in the two regions). > Vegetation belts: Why are some countries importing large quantities of food from other countries? Focus on trade links between UK and Europe and the rest of the world, and fair/unfair distribution of resources (e.g. link to Fairtrade of bananas in St. Lucia). > Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <p><u>The UK</u></p> <ul style="list-style-type: none"> > Locate and name the main counties and cities in England.. > Use the eight points of a compass, four-figure grid reference, symbols and key (including the use of more detailed Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. > Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital 			

	technologies.			
Spring 2 (7 weeks)	<u>Climate zones, biomes and vegetation belts with a focus on North America and UK</u> Continued			
Summer 1 (5 weeks)		<u>Ancient Greece: a study of Greek life and achievements and their influence on the western world</u> > What do we already know about Ancient Greece? What do we want to know about Ancient Greece? > Where is current day Greece and (briefly) what is it like? > Where and when did the Ancient Greek civilisation exist? Locate time period on the class timeline. > How was the Greek empire established and maintained? What impact did it have on the wider world? > Significant events in Ancient Greece (The Battle of Salamis; The Battle of Marathon; Athens v. Sparta). > Ancient Greek life (home life, food, clothes and jewellery). > How did the Ancient Greeks work? > Ancient Greek religion and Gods. > The Ancient Greek writing system. > Well-known Ancient Greek writers and stories. > Identify and describe Ancient Greek artefacts. > Ancient Greek achievements & influence on the western world: - The democratic system. - Scientific and Mathematical knowledge. - Ancient Greek myths. - The legacy of the Olympic games.		
Summer 2 (7 weeks)		Ancient Greece continued as above		

	PE	RE	PSHE & British Values
Autumn 1 (7 weeks)	<u>Multi-skills</u> > Use running, jumping, throwing and catching in isolation and in combination. > Play competitive games modified where appropriate. > Develop technique, control, agility and co-ordination. <u>Netball (planned & taught by Miss Jackson)</u> > Use running, throwing and catching in isolation and combination.	<u>Unit 1: Do Muslims need the Qur'an?</u> > Explore different ways of showing belief with special reference to Islam. > Do sacred texts have to be true to help people understand religion? > Does participating in worship help people feel closer to God or their faith community?	School Value: Respect <u>New beginnings</u> > I can work with and talk to everyone in my class. > I know that I am valued at school. > I understand how it feels to do or start something new, and why. > I have some strategies to cope with uncomfortable feelings and to

	<ul style="list-style-type: none"> > Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. > Develop technique. 		<ul style="list-style-type: none"> calm myself when necessary. > I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. > I work well in a group and can tell you what helps my group to work well together. > I can explain how I go about solving a problem and can give you an example of a problem I have solved. > I understand my rights and responsibilities in the school. > I know some of the things that help us in school to learn and play well together. > I understand the need for rules in society and why we have the rules we do in school. > If I don't agree with something in school, I know how to go about trying to change things.
<p>Autumn 2 (7 weeks)</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> > Use running and jumping in isolation and combination. > Develop flexibility, strength, control and balance. > Compare performances with previous ones and demonstrate improvement to achieve personal best. <p><u>Swimming</u> Taught by instructors at Westminster College.</p>	<p><u>Discovery RE: Is the Christmas story true?</u></p> <ul style="list-style-type: none"> > Evaluate different accounts of the Christmas story. > Understand that stories can be true in different ways. 	<p>School Value: Tolerance</p> <p><u>New beginnings</u> Continued as above</p>
<p>Spring 1 (5.5 weeks)</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> > Perform dances using a range of movement patterns. > Develop flexibility, strength, control and balance. > Compare performances with previous ones and demonstrate improvement to achieve personal best. <p><u>Swimming</u></p>	<p><u>Unit 3: Does the community of the Mosque help Muslims lead better lives?</u></p> <ul style="list-style-type: none"> > Explore how the Mosque influences the life and beliefs of Muslims. > Is religion the most important influence and inspiration in everyone's life? > Does participating in worship help people feel closer to God or their faith community? 	<p>School Value: Love</p> <p><u>Going for goals!</u></p> <ul style="list-style-type: none"> > I know the skills and attributes of an effective learner, and I can try to develop these skills. > I know what some of the people in my class like or admire about me. > I can recognise when I am using

	Taught by instructors at Westminster College.		<p>an excuse instead of finding a way around a problem.</p> <ul style="list-style-type: none"> > I can recognise and celebrate my own achievements. > I can set myself a goal or a challenge. > I can make a long-term personal or learning plan and break it down into smaller, achievable goals. > I know that it is up to me to get things done by taking the first step. > I know that if at first I don't succeed it is worth trying again. > I can try again even when I have been unsuccessful. > I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.
Spring 2 (7 weeks)	<p><u>Health-related exercise</u></p> <ul style="list-style-type: none"> > Use running, jumping, throwing and catching in isolation and in combination. > Develop strength and control. > Compare performances with previous ones and demonstrate improvement to achieve personal best. 	<p><u>Unit 4: Was the death of Jesus a worthwhile sacrifice?</u></p> <ul style="list-style-type: none"> > Explore the death of Jesus at Easter. > Should religious people be sad when someone dies? > Is religion the most important influence and inspiration in everyone's life? 	<p>School Value: Forgiveness</p> <p><u>Going for goals!</u> Continued as above</p>
Summer 1 (5 weeks)	<p><u>Maypole Dancing</u></p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> > Play competitive game, modified where appropriate, and apply basic principles suitable for attacking and defending. > Develop technique, control and balance. 	<p><u>Unit 5: Are you inspired?</u></p> <ul style="list-style-type: none"> > Explore the work of the Holy Spirit in inspiring the Christians in the past and today. > Do religious people lead better lives? > Is religion the most important influence and inspiration in everyone's life? 	<p>School Value: Inspiration</p> <p><u>Getting on and falling out</u></p> <ul style="list-style-type: none"> > I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. > I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. > I know that sometimes difference can be a barrier to friendship. > I know how it can feel to be excluded or treated badly because of being different in

			<p>some way.</p> <ul style="list-style-type: none"> > I try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions. > I am able to see a situation from another person's perspective. > When I am working in a group I can tell people if I agree or don't agree with them and why. I can also listen to people when they don't agree with me and think about what they have said. > I know what my triggers are for anger and what happens when I get angry. > I know some ways to calm myself down. > I can consider the short and long term consequences of my behaviour in order to make a wise choice. > I know I am responsible for the choices I make and the way I behave. > I can say things and do things that are likely to make a difficult situation better. > I can use my skills for solving problems peacefully to help other people resolve conflict.
<p>Summer 2 (7 weeks)</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> > Use running, jumping and throwing in isolation and in combination. > Develop technique and control. > Compare performances with previous ones and demonstrate improvement to achieve personal best. 	<p><u>Unit 6: What is best for our world? Does religion help people decide?</u></p> <ul style="list-style-type: none"> > Explore how and why believers help others through charity and service. > Do religious people lead better lives? > Is it possible to hold religious beliefs without trying to make the world a better place? 	<p>School Value: Responsibility</p> <p><u>Getting on and falling out</u> Continued as above</p>