

# YEAR 5 LONG TERM CURRICULUM PLAN

SUBJECT	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English</b>	<b>Writing to entertain:</b> <ul style="list-style-type: none"> <li>• Story genres using narrative, diaries and letters</li> <li>• Poetic Style</li> </ul>	<b>Writing to inform:</b> <ul style="list-style-type: none"> <li>• Information texts including explanations</li> <li>• Biographies</li> </ul>	<b>Writing to entertain:</b> <ul style="list-style-type: none"> <li>• Myths and Legends</li> <li>• Letters/diaries</li> <li>• Poetry</li> </ul>	<b>Writing to inform:</b> <ul style="list-style-type: none"> <li>• Recounts</li> <li>• Non-chronological reports</li> <li>• News reports</li> </ul>	<b>Writing to entertain:</b> <ul style="list-style-type: none"> <li>• Story genres using narrative, diaries and letters</li> <li>• Narrative Poetry</li> </ul>	<b>Writing to persuade:</b> <ul style="list-style-type: none"> <li>• Leaflets</li> <li>• Letters</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Mental and oral maths skills</li> <li>• Place value (5 digit numbers)</li> <li>• Adding and subtracting 4 digit numbers</li> <li>• Mental addition (+) and subtraction (-) with word problems</li> <li>• Decimal place value</li> <li>• Mental multiplication strategies</li> <li>• 12hr and 24hr clock</li> <li>• Length and perimeter</li> <li>• Properties of number: Square, Cube and Prime</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and oral maths skills</li> <li>• Place value (5 digit numbers)</li> <li>• Subtracting and finding change by counting up</li> <li>• Multiples and factors</li> <li>• Comparing fractions and finding equivalents</li> <li>• Multiplying 3 and 4 digit numbers by 1 digit numbers</li> <li>• Dividing 3 digit numbers by 1 digit numbers</li> <li>• Measuring angles</li> <li>• + - fractions</li> <li>• Time elapsed</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and oral maths skills</li> <li>• Decimal place value</li> <li>• Mental addition (+) of decimals and whole numbers</li> <li>• Solving problems using mental methods</li> <li>• Addition and subtraction problems</li> <li>• Dividing by 2,3,4,5,9,10</li> <li>• Prime numbers and factors</li> <li>• Dividing mentally</li> <li>• Properties of triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and oral maths skills</li> <li>• Grams and Kilograms</li> <li>• Litres and millilitres</li> <li>• Converting units of length</li> <li>• Adding 2 place decimals</li> <li>• Subtracting decimals</li> <li>• Dividing 3 digit numbers by 1 digit numbers</li> <li>• Finding fractions of 3 digit numbers</li> <li>• Missing number calculations</li> <li>• Time elapsed</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and oral maths skills</li> <li>• Adding and subtracting money</li> <li>• Calculations and mental methods</li> <li>• Multiplying fractions</li> <li>• Multiplying using grid method</li> <li>• Long multiplication</li> <li>• 3 place decimal numbers</li> <li>• Negative numbers</li> <li>• Mixed numbers/improper fractions</li> <li>• Proper fraction x integer</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and oral maths skills</li> <li>• Translations and reflections</li> <li>• Identifying 3D shape</li> <li>• Column addition and subtraction</li> <li>• Adding and subtracting 5 digit numbers</li> <li>• Finding factors</li> <li>• Comparing fraction numbers</li> <li>• Adding and subtracting fractions</li> <li>• Short division</li> <li>• Multiplying 3 and 4 digit numbers</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Life Cycles</li> </ul>	<ul style="list-style-type: none"> <li>• Properties and changes of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Earth and Space</li> </ul>		<ul style="list-style-type: none"> <li>• Animals, including humans</li> <li>• Human development</li> </ul>
<b>Computing</b>	<b>Digital Citizenship:</b> <ul style="list-style-type: none"> <li>• Using technology safely and respectfully</li> <li>• Recognise acceptable/unacceptable behaviour</li> <li>• Identify a range of ways to report concerns about content and contact</li> </ul>	<b>Digital Literacy:</b> <ul style="list-style-type: none"> <li>• Word Processing</li> <li>• Databases and Graphing</li> </ul>	<b>Computer Science:</b> <ul style="list-style-type: none"> <li>• Create programs with sequenced instructions, including loops/repeats</li> <li>• Begin to use conditional 'if' statements in programs to run selected instructions</li> </ul>	<b>Computer Science:</b> <ul style="list-style-type: none"> <li>• What is conditional/selection?</li> <li>• Create working programs with conditional 'if' statements in own programs for peers</li> <li>• Debug errors in conditional/selections</li> </ul>	<b>Information Technology:</b> <ul style="list-style-type: none"> <li>• How Grace Hopper, Bill Gates and Steve Wozniak developed technology</li> <li>• Understanding the internal parts of a computer and their functions</li> <li>• Using search engines to find fact checked information</li> </ul>	<b>Digital Literacy:</b> <ul style="list-style-type: none"> <li>• Word Processing</li> <li>• Computer Aided Design (CAD)</li> </ul>
<b>History/Geography</b>	<ul style="list-style-type: none"> <li>• Geography Skills</li> <li>• Forest School <ul style="list-style-type: none"> <li>- Fire Safety</li> <li>- Cooking</li> <li>- Can you use tools safely</li> </ul> </li> </ul> <p style="text-align: center; color: blue;">Geography</p>	<ul style="list-style-type: none"> <li>• Who were the Ancient Egyptians?</li> </ul> <p style="text-align: center; color: blue;">History</p>		<ul style="list-style-type: none"> <li>• Industrial Revolution in Bolton</li> </ul> <p style="text-align: center; color: blue;">Geography</p>	<ul style="list-style-type: none"> <li>• Rainforests</li> </ul> <p style="text-align: center; color: blue;">Geography</p>	<ul style="list-style-type: none"> <li>• Higher Futures For You</li> </ul>

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DT	<p><u>Skills &amp; Focussed tasks</u></p> <ul style="list-style-type: none"> <li>Measuring, marking, cutting, scoring, shaping, and joining straws / thin sections of wood</li> <li>Create frame structures with modelling kits, straws / thin sections of wood</li> </ul>	<p><u>Design, Make and Evaluate Assignment.</u></p> <ul style="list-style-type: none"> <li>Structures</li> <li>Frame Structures</li> <li>Creating a bird hide</li> </ul>	<p><u>Skills &amp; Focussed tasks</u></p> <ul style="list-style-type: none"> <li>Food hygiene practices, utensil and food prep skills including mixing, rubbing or kneading</li> <li>Children measure and combine ingredients to prepare baked goods using a basic dough recipe</li> </ul>	<p><u>Skills &amp; Focussed tasks</u></p> <ul style="list-style-type: none"> <li>Cutting, Joining, shaping and attaching</li> <li>Construct working circuits using a wide range of switches then make working circuits that are series, parallel and work 2 outputs with multiple switches</li> </ul>	<p><u>Design, Make and Evaluate Assignment.</u></p> <ul style="list-style-type: none"> <li>Food</li> <li>Celebrating culture and seasonality</li> </ul>	<p><u>Design, Make and Evaluate Assignment.</u></p> <ul style="list-style-type: none"> <li>Electrical Systems</li> <li>More complex switches and circuits</li> </ul>
Art	<p><u>Printing:</u></p> <ul style="list-style-type: none"> <li>Design and create printing blocks/tiles</li> <li>Develop techniques in mono, block and relief printing</li> <li>Create and arrange accurate patterns</li> <li>Screen printing</li> <li>Explore paint/ink roller uses and effects</li> </ul>		<p><u>Painting:</u></p> <ul style="list-style-type: none"> <li>Create different textures and effects with paint using various techniques e.g. dots, scratches and splashes</li> <li>Use a range of paint (acrylic, watercolour, oil) to create visually interesting pieces</li> <li>Use symbols, shapes, form and composition in order to express mood and emotion.</li> </ul>		<p><u>Textiles:</u></p> <ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>Develop skills in stitching, cutting and joining</li> <li>Attach materials- beads, sequins, buttons etc</li> <li>Use contrasting colours and textures in stitching and weaving</li> <li>Use plaiting, pinning, stapling, stitching and sewing techniques</li> </ul>	
PE	<ul style="list-style-type: none"> <li>Orienteering</li> <li>Agility, Balance, Co-ordination (ABC)</li> </ul>	<ul style="list-style-type: none"> <li>Attack and Defence</li> <li>Swimming</li> </ul>	<ul style="list-style-type: none"> <li>Send and Receive</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Strike and Field</li> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Competitive</li> <li>Outdoor Adventurous Activities</li> <li>Dance</li> </ul>
Faith and Ethics	<ul style="list-style-type: none"> <li>What does it mean to be a Muslim in Britain today?</li> </ul>	<ul style="list-style-type: none"> <li>Why do Christians believe Jesus was the Messiah?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean if Christians believe God is holy and loving?</li> </ul>	<ul style="list-style-type: none"> <li>Why is the Torah so important to Jewish people?</li> </ul>	<ul style="list-style-type: none"> <li>Christians and how to live - What would Jesus do?</li> </ul>	<ul style="list-style-type: none"> <li>What matters most to Humanists and Christians?</li> </ul>
Music	<ul style="list-style-type: none"> <li>Vocalising pitch changes; recognise and identifying pitch</li> <li>Comparing changes in pitch, dynamics and tempo</li> <li>Listening and appraising recorded music</li> </ul> <p style="text-align: center;">Rock On!</p>	<ul style="list-style-type: none"> <li>Individual and two-part singing; learning to play tuned percussion; add accompaniment to 'Livin' on Prayer' – developing ensemble skills – singing and playing</li> </ul> <p style="text-align: center;">The Blues and Christmas Concert</p>	<ul style="list-style-type: none"> <li>Recognising and identifying pitch</li> <li>Reading, improvising and notating rhythms to include crotchet, quaver, rest and minim</li> </ul> <p style="text-align: center;">Girl Power</p>	<ul style="list-style-type: none"> <li>Increasing confidence in singing with accuracy of pitch; posture, breathing, expression</li> <li>Further developing ensemble skills; explore musical genres – song 'Lean on Me'. Learning to sing song and play tuned accompaniments; explore timbre.</li> </ul> <p style="text-align: center;">Out Of This World</p>	<ul style="list-style-type: none"> <li>Performing: singing and playing</li> <li>Reviewing concepts: pitch, dynamics, tempo, timbre, phrase, rhythm, pulse</li> <li>Bringing together ideas for performance of 'Lean on Me' – singing and playing ; exploring structure and the qualities of classic soul</li> </ul> <p style="text-align: center;">Steel Pans/Samba</p>	<ul style="list-style-type: none"> <li>End of year performance – recording, reviewing and refining performances of 'Livin' on a prayer' and Abba</li> <li>Maintaining group and individual parts within an ensemble</li> </ul> <p style="text-align: center;">Steel Pans/Samba</p>
Spanish	<ul style="list-style-type: none"> <li>Phonetics 1 - 2</li> <li>I know how</li> </ul>	<ul style="list-style-type: none"> <li>Presenting myself</li> </ul>	<ul style="list-style-type: none"> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Do you have pets?</li> </ul>	<ul style="list-style-type: none"> <li>At the cafe</li> </ul>	<ul style="list-style-type: none"> <li>Clothes</li> </ul>

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RSE/PSHE	<ul style="list-style-type: none"> <li>• <u>Being Me In My World</u></li> <li>My Year Ahead</li> <li>Being A Country Citizen</li> <li>Responsibilities</li> <li>Our Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Celebrating Differences</u></li> <li>Different Cultures</li> <li>Racism</li> <li>Rumours &amp; Name Calling</li> <li>Types Of Bullying</li> <li>Celebrating Differences Across The World</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Dreams &amp; Goals</u></li> <li>When I Grow Up</li> <li>Jobs &amp; Careers</li> <li>My Dream Job</li> <li>Young People In Other Cultures</li> <li>Support Network</li> <li>Fortalice Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Healthy Me</u></li> <li>Smoking</li> <li>Alcohol</li> <li>Emergency Aid</li> <li>Body Image</li> <li>My Relationship With Food</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Relationships</u></li> <li>Recognising Me</li> <li>Safety With Online Communities</li> <li>Being In An Online Community</li> <li>Online Gaming</li> <li>My Relationship With Technology</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Changing Me</u></li> <li>Self &amp; Body Image</li> <li>Puberty For Girls</li> <li>Puberty For Boys</li> <li>Conception</li> <li>Looking Ahead</li> </ul>
Trips/Visitors	<ul style="list-style-type: none"> <li>• A trip to Bolton Museum</li> </ul>		<ul style="list-style-type: none"> <li>• A trip to a Calderdale or Helmshore Mill</li> <li>• Geography Fieldwork</li> </ul>		<ul style="list-style-type: none"> <li>• A trip to the Zoo</li> <li>• A food visitor in school</li> </ul>	