

Abbey Primary School-Year 5 Curriculum Long Term Plan

	Autumn Term	Spring Term	Summer Term
Science	<u>Autumn 1</u> <u>Properties of materials</u> Exploring properties of materials Explore thermal conductors and thermal insulators Explore the hardness of materials Discover materials that become soluble in water Investigate the solubility of materials Explore how mixtures could be separated by filtering, sieving, evaporating or magnets	<u>Spring 1</u> <u>Earth and space</u> Explore the solar system and its planets Understand the heliocentric model of the solar system Explain the Earth's movement in space Explain the Earth's rotation and night and day Explain the movement of the Moon Design a planet using knowledge gained	<u>Summer 1</u> <u>Changes of materials</u> Use evaporation to recover the solute from a solution Recognise and describe reversible changes Observe chemical reactions and describe how we know new materials are made Investigate rusting reactions Investigate burning reactions Investigate chemical reactions - acids and bicarbonate of soda
	<u>Autumn 2</u> <u>Forces</u> Explore gravity and the life and work of Isaac Newton Examine the connection between air resistance and parachutes Explore factors which affect an object's ability to resist water Investigate the effects of friction on different surfaces Investigate mechanisms - levers and pulleys Investigate mechanisms - gears	<u>Spring 2</u> <u>Living things and their habitats</u> Understand the life process of a plant Understand the life cycles of mammals Compare the life cycles of insects and amphibians Understand the life cycle of birds and reptiles Know about the life and work of Jane Goodall and David Attenborough Research and present the life cycle of a creature	<u>Summer 2</u> <u>Animals, including humans</u> Identify the key stages of a mammal's life cycle Explore the gestation periods of mammals Learn about foetal development Investigate the hand span of different aged children Learn about the changes experienced during puberty Describe the changes humans may experience during adulthood and old age
History	<u>The Vikings</u> 1. What was Britain like before the first Viking invasion? 2. Who were the Vikings and why did they come and invade Britain? 3. Why have the Vikings gained such a bad reputation? 4. How did the Viking settlement affect the Anglo-Saxons?	<u>Maya Civilisation</u> 1. When and where was the Maya civilisation how do they relate to other periods studied? 2. What were Maya's greatest achievements? 3. How were the Maya able to grow so strong? 4. What was Maya society like? 5. What did Maya houses and buildings look like? 6. How did their beliefs compare with other periods? 7. Why was maize and cacao so important to the Maya	<u>Local Area study</u> 1. How far back can we trace the history of our local area? Origin of Bloxwich (dates back to Anglo-Saxons) 2. How has our local area developed? (maps and photos from the past) 3. What do we know about St George's park and why it was built? 4. What does census data tell us about our area?

	5. Does Alfred deserve to be called great? 6. Would you have preferred to live in the Viking or Saxon societies? 7. Why is the battle of Tettenhall remembered locally? 8. How did England become a unified country? 9. How did the Viking era end? 10. What did the Anglo-Saxon and Vikings leave behind? 11. Raiders or settlers, how should we remember them?	people? 8. Did Maya play football like us? 9. How do we know about Maya? 10. What is the mystery of the abandoned Maya city?	5. Why should being a part of the Black Country make us proud? 6. Why is the Black country known as the heart of the industrial revolution? (metal work and coal mines) 7. What was life like for children living in the Black Country? 8. What impact did the development in transport have on the local area? 9. Sister Dora: why is she seen as a nursing hero? 10. Victorian Walsall: how did people entertain themselves? 11. Who was Pat Collins and why was he significant? 12. What impact did the World Wars have on our area?
Geography	<u>What is life like in the Alps?</u> - To locate the Alps on a map. - To locate the key physical and human characteristics of the Alps. - To describe the physical and human features of an Alpine region. - To investigate what there is to do in the local area using data collection. - To understand similarities and differences between the local area and an Alpine area. - To understand the human and physical geography of the Alps.	<u>Why do oceans matter?</u> - To explain the importance of our oceans. - To locate and describe the significance of the Great Barrier Reef. - To explain the impact humans have on coral reefs and oceans. - To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. - To collect data on the types of litter polluting a marine environment. - To present, analyse and evaluate data collected.	<u>Would you like to live in the desert?</u> - To summarise the characteristics of a desert biome. - To locate and explore features of deserts. - To describe the physical features of a desert environment. - To explain the different ways humans can use deserts. - To describe some of the threats facing deserts. - To explore the similarities and differences between two physical environments.

Art	<u>Viking Art</u> 1. To explore Viking art and identify its key-characteristics and features. 2. To be able to draw Viking patterns. 3. To be able to create of piece of Viking animal artwork. 4. To be able to accurately sketch a Viking dragon head. 5. To be able to draw a portrait of a Viking warrior. 6. To be able to create a piece of Viking jewellery.	<u>Express yourself</u> 1. To explore how clothing can be used to express ourselves. 2. To explore and draw different facial expressions. 3. To create wire models to express body language. 4. To explore how lines and fonts can express ideas. 5. To explore how artists use colour to express themselves in their art. 6. To study the work of Chuck Close and explore his techniques.	<u>Landscapes</u> 1. To explore perspective in landscape artwork 2. To be able to experiment with various watercolour techniques. 3. To understand atmospheric perspective and use it in a piece of art. 4. To explore ways to create abstract landscape artwork. 5. To be able to use collage to create landscape artwork.	
Design and Technology	<u>Food Technology-Developing a recipe (Bolognese)</u> • To describe the process of beef production. • To research a traditional recipe and make changes to it. • To add nutritional value to a recipe by selecting ingredients. • To prepare and cook a version of Bolognese sauce.	<u>Digital World-Monitoring Devices</u> • To describe what is meant by monitoring devices and provide an example. • To explain briefly the development of thermometers from thermoscopes to digital thermometers. • To research a chosen animal's key information to develop a list of design criteria for an animal monitoring device. • To write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range. • To identify errors (bugs) in the code and ways to fix (debug) them. • To state one or two facts about the history and development of plastic, including how it is now affecting planet Earth. • To build a variety of brick models to invent Micro:bit case, housing and stand ideas, evaluating the success of their favourite model. • To explain key pros and cons of virtual modelling vs physical modelling. • To recall and describe the name and use of key tools used in Tinkercad (CAD) software.	<u>Structures-Bridges</u> • To identify stronger and weaker shapes. • To recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. • To identify beam, arch and truss bridges and describe their differences. • To use triangles to create simple truss bridges that support a load (weight). • To cut beams to the correct size, using a cutting mat. • To smooth down any rough cut edges with sandpaper. • To follow each stage of the truss bridge creation as instructed by their teacher. • To complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. • To identify some areas for improvement, reinforcing their bridges as necessary.	
Music	Delivered by Rock It			
Computing	<u>Systems and Searching</u> Understand computer systems and search engines.	Selection in physical computing continued (See Autumn Term)	<u>Vector Graphics</u> Create digital images using vector tools.	

	Evaluate search results and refine queries. <u>Selection in Physical Computing</u> Use selection in programming with hardware. Control outputs based on inputs.	<u>Flat-file Databases</u> Create and search databases. Organise and retrieve data efficiently	Use layers and shapes to build designs. <u>Selection in Quizzes</u> Use selection to control quiz outcomes. Apply conditional logic to interactive content
P.E.	<u>Hockey</u> - Communicate with their team and move into space to keep possession and score. - Dribble, pass, receive and shoot the ball with some control under pressure. - Use tracking, tackling and intercepting when playing in defence. - Know what position they are playing in and how to contribute when attacking and defending. - Understand the need for tactics and identify when to use them in different situations. - Understand the rules of the game. - Understand there are different skills for different situations. <u>Fitness</u> - Analyse their performance in relation to the fitness component being used. - Work with others to manage activities. - Demonstrate good balance and control when performing other fundamental skills. - Show accuracy and power when throwing for distance. - Understand the different components of fitness and how they help them in other activities.	<u>Gymnastics</u> - Create and perform sequences using apparatus, individually and with a partner. - Lead a partner through short warm-up routines. - Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. - Use feedback provided to improve their work. - Use set criteria to make simple judgments about performances and suggest ways they could be improved. - Use strength and flexibility to improve the quality of a performance. - Work safely when learning a new skill.	<u>Athletics</u> - Choose the best pace for a running event. - Identify good athletic performance and explain why it is good. - Perform a range of jumps showing some technique. - Show control at take-off and landing in jumping activities. - Take on the role of coach, official and timer when working in a group. - Use feedback to improve their sprinting technique. - Persevere to achieve their personal best. - Show accuracy and power when throwing for distance <u>Basketball</u> - Communicate with a team and move into space to keep possession and score. - Dribble, pass, receive and shoot the ball with some control under pressure. - Identify when they were successful and what is needed to improve. - Use tracking and intercepting when playing in defence. - Understand the need for tactics and identify when to use them in different situations. - Understand the rules of the game and apply them honestly most of the time.

			Understand there are different skills for different situations and begin to apply this.
	<u>Dance</u> - Accurately copy and repeat set choreography. - Choreograph phrases individually, and with others, considering actions and dynamics. - Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. - Lead a group through short warm-up routines. - Refine the way actions, dynamics, relationships and space are used in dance in response to a stimulus. - Use counts when choreographing to stay in time with others and the music.	<u>Swimming</u> - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. - Perform safe self-rescue in different water-based situations	<u>Sports Day</u> <u>Volleyball</u> - Develop a wider range of skills. - Use feedback provided to improve their work. - Use the rules to referee a game. - Work co-operatively with others to manage our game. - Understand the need for tactics and identify when to use them in different situations. - Understand the rules of the game and apply them honestly most of the time. - Understand there are different skills for different situations and begin to use these.
RE.	Walsall SACRE Unit 5A - Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world? - To ask and respond to questions about fairness and justice in the world. - To understand and respond to some ideas from Christian Sikh and Islamic sources, and to consider what impact they might have. - To connect teaching and ideas from the religions to issues of justice, using the right words. - To describe the work of two religious charities	Walsall SACRE Unit 5B – Commitments and Meanings. What does it mean to be committed to a religion? - To clarify the commitments that matter most to each pupil, and explore the fact that different people have different commitments. - To think for themselves about what difference our commitments make. - To reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed. - To provide own views and responses to issues of poverty and injustice, in the light of religious	Y5C: Religions in the local community. What will make our town a more respectful place? - To learn about the plural religious communities found in the locality and region, the nation and world. - To learn that there are four religions in the world numbered in hundreds of millions. - To identify which religions are represented in the local area or community. - To think carefully and in an informed way about worship and religion. - To learn that the 'Golden Rule' is found in many

	involved in global poverty issues and make links between the beliefs and teachings of Islam and Christianity and the work of the two charities; • To show their understanding of the issues of justice, fairness and poverty that the charities address. • To understand and respond to some ideas from Christian Sikh and Islamic sources, and to consider what impact they might have. • To connect teaching and ideas from the religions to issues of justice, using the right words. • To describe the work of two religious charities involved in global poverty issues, from this lesson: Christian Aid; • To make links between the beliefs and teachings of Islam and / or Christianity and the work of the two charities. • To describe the work of Sikhs in charitable action, for example through Khalsa Aid • To make links between the beliefs and teachings of Sikh religion and the work of the charity. • To identify the qualities needed to take action to bring about what is right and good • To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning. • To evaluate the ways in which charity websites work for themselves. • To learn about the lives of two leaders from Islamic Relief, Khalsa Aid and Christian Aid and consider how they put the charity's missions	understanding. • To summarise their learning about world development and the three faith based charities Discovery R.E. Easter-Salvation-How significant is it for Christians to believe God intended Jesus to die? • To learn to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. • Engagement-To look at plans or control over our own lives. • Investigation-To think about what God's plans were for Jesus' life and how he controlled this. • Evaluation-To discuss the level of which Jesus knew the plans for his life and had control over them. • Expression-To research a figure and determine if their life was pre-destined or planned by themselves.	religions and worldviews and can guide our moral choices to help us decide what is good and what we should do in any situation. • To learn that Walsall is a dense town environment and a migration centre, and has been for over 60 years and consider how this makes our town rich in culture (music, food, sport, friendship and so on) and diversity, • To use deep thinking skills to reflect on the similarities and differences between the places of worship for two religions. • To describe, understand and begin to explain similarities and differences in worship. Y5D: Finding reasons to care through religious stories. • To think about fair shares and unfairness by talking about some examples and feelings. • To consider the meaning of Jesus' parable of the Good Samaritan and think about the things anyone can do to show that they care, and the idea that leaving things undone or unsaid is missing a chance to care. • To think about the meaning of fairness and why caring for others makes a fairer community. • To hear and think about the story of Zacchaeus and to respond sensitively to the story for themselves. • To identify some ways that the stories they hear show helpfulness and care and have opportunities to relate the person's caring approach to their religious belief, getting the chance to reflect on the
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	into action. - To consider how leaders of these charities apply ideas from their religions to their work, e.g. following the teaching and example of Jesus, following the teaching of the Qur'an and the example of the Prophet. - To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT. Discovery R.E. Christmas-Is the Christmas Story true? - To learn to evaluate different accounts of the Christmas story and understand that stories can be true in different ways. - Engagement-To look at a range of articles that portray stories in different ways. - Investigate-Look at different accounts of the Christmas story and how these versions have different truths. - Evaluate-To re-cap different kinds of truths. - Expression-To discuss a story that is meaningful and impactful regardless of if it is truth.		idea of God 'calling' people to care. - To become familiar with the story of the lost son and its teachings about forgiveness. And think about examples of Jesus teaching on forgiveness and fairness and generosity. - To consider the story of Jesus' crucifixion, noticing the unfair things that happened to him and his forgiving response. - To think for themselves about questions to do with fairness and generosity.
	Christmas (Dec) - Diwali (Nov) - Eid (both celebrations) - Passover - Easter		
P.S.H.E.	Relationships - team - Together Everyone Achieves More - Communicate - Compromise and Collaborate - Care - Unkind Behaviour - Shared Responsibilities	Living in the wider world - Diverse Britain - Identities - Communities - Respecting The Law - Local Government - National Government - Making a Difference	Health and Wellbeing - Growing up. (Year 4 unit. Parental permission required for: Lesson 1 Human reproduction. Lesson 6 Where do I come from?) - You Can Achieve Anything! - Breaking Down Barriers - Future Focus - Equal Opportunities - The World of Work

	Health and Wellbeing – It's my body 1. Your Body is Your Own 2. Exercise Right, Sleep Tight 3. Taking Care of Our Bodies 4. Harmful Substances 5. How We Think and Feel About Our Bodies 6. Healthy Choices	Relationships – Be Yourself 1. You are Unique 2. Let It Out! 3. Uncomfortable Feelings 4. The Confidence Trick 5. Do the Right Thing 6. Making Amends	6. Onwards and Upwards Living in the wider world – Aiming High 1. As above 2. Changes in Boys 3. Changes in Girls 4. Changing Emotions 5. Relationships and Families 6. As above
French	<u>Autumn 1</u> <u>Unit 1: French monster pets</u> ● Review noun gender, article-noun agreement and adjective placement while exploring monster and body part vocabulary. ● Identify key facts using cognates and other language detective skills. ● Write and present paragraphs about a 'Fantastic French beast' creation. <u>Autumn 2</u> <u>Unit 2: Space exploration-in French</u> ● Develop listening and language detective skills through a space theme. ● Use figurative language and developing sentence structure by adding adjectives and prepositions. ● Make simple adjectival comparisons.	<u>Spring 1</u> <u>Unit 3: Shopping in France</u> ● Construct greater numbers in French. ● Develop food-related vocabulary through games, stories and role-play. ● Build on understanding of sentence structures, questions and phrases. ● Develop language that could be used when shopping in France. ● Develop language detective skills, facing an entirely unfamiliar authentic French text. <u>Spring 2</u> <u>Unit 4: French-speaking world</u> ● Discover the many French-speaking countries. ● Give and follow directions in French. ● Discuss climate using comparative language.	<u>Summer 1</u> <u>Unit 5: Verbs in a French week</u> ● Identify the infinitive form of verbs, and subject pronouns. ● Group French verbs into -er, -ir and -re categories before learning the -er regular verb endings. ● Practise with a set of regular action verbs. ● Explore that not all verbs are regular and learn the foundation verbs 'avoir' and 'être'. ● Produce a short piece of creative writing to demonstrate their learning, which they present to the class. <u>Summer 2</u> <u>Unit 6: Meet my French family</u> ● Revisit vocabulary and grammar learned in Years 3, 4 and 5. ● Introduce family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. ● Learn that they can compose a written composition by recycling and re-ordering known words and phrases. ● Produce a piece of French written work, describing

			members of a family, their looks, their ages, their birthdays and their likes and dislikes.
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