

LONG TERM CURRICULUM MAP

Year 5

This document **MUST** be used in conjunction with the BYPS Progression Grids

| SUBJECT | AUTUMN | | SPRING | | SUMMER | |
|-------------------|--|--|---|--|---|---|
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| CORE TEXT | One Plastic Bag by Miranda Paul | Oliver Twist (Abridged) Retold by Kathleen Olmstead | The Explorer by Katherine Rundell | | Journey by Aaron Becker | Hidden Figures by Margot Lee Shetterly |
| ENGLISH | Writing Outcomes: Diary entries Narrative fiction Letters | Writing Outcomes: Descriptive writing. Report writing Argument writing | Writing Outcomes: Persuasive writing Glossary Rain Forest themed Poetry | Writing Outcomes: Information writing. Note Taking Recount | Writing Outcomes: Narrative writing- Inference Narrative sequels | Writing Outcomes: Non-fiction - Biography |
| MATHS | WRH Small Steps: Place Value Addition & Subtraction Statistics | WRH Small Steps: Statistics contd. Multiplication and Division Perimeter and Area | WRH Small Steps: Multiplication and Division Fractions | WRH Small Steps: Fractions, Decimals and Percentages | WRH Small Steps: Decimals Properties of shape | WRH Small Steps: Properties of shape contd. Position and Direction Converting units Volume. |
| SCIENCE | Living Things and their Habitats Which came first –chicken or egg? | Animals Including Humans Why can't babies walk? | Forces Why is it hard to walk in water? | Materials Reversible or irreversible? | | Earth and Space Why is Australia awake when we are asleep? |
| HUMANITIES | How has Docklands changed over time? Recalling Ash/Seph Diaspora (Y4) and world map and climate knowledge of food sources, plus Land Use and Travel development (from Romans to Victorians), to explain why Docklands became central to trade in UK, and how and why it changed to become a centre of commerce. | What did the Victorians do for us? Revisiting and deepening knowledge of Victorian period (Year 2) to identify and describe the impact of changes/developments in industry on the landscape and lives in London. | What is it like to live in a Rainforest? Building on knowledge of world maps/climates and Europe topography to describe and explain differences to UK , and Antarctic , in preparation for Shackleton Yr6 Literacy. | Who needs the Rainforest more? Having built context in previous unit, describe deforestation process and effects on environment, climate and people, including seeing more than one viewpoint | What happened to the Mayans? Having built context in the Rainforest unit , can compare with other ancient civilisations studied (Yr3+4) | Who were the Anglo-Saxons and Vikings Using knowledge of topography and chronology to make links with features of society, and identify differences and similarities with other civilisations studied. |
| COMPUTING | Cross Curricular Linked Unit Using Presentation Software Presentation school software (PowerPoint/ 2simple) Teacher Created Unit Introduction to Powerpoint Code breaking and password hacking | | How A Search Engine Works Unit: Barefoot Computing https://www.barefootcomputing.org/resources/ranking-search-activity | Bletchley Park 1 Unit: Kapow Code breaking and password hacking https://www.kapowprimary.com/subjects/computing/upp | We Are Game Developers Unit: Switched on Computing Developing an interactive game | |

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| D T | <u>Electrical Project 2</u> Electronic Greeting card (Channukah) Create a Light –up card using a complex circuit. | | <u>Cooking</u> Apple Cobbler- Tu Bishvat Peel and slice fruit. Measure ingredients accurately, rub, mix and bake. Discuss seasonality of food. | | <u>Mechanisms Project 3</u> Moving crocodile toy Create a moving toy using a cam mechanism. | |
| ART | Drawing and painting (Rainforest) Make close observational drawings Define and use more complex colours to express ideas | | Sculpture Make everyday objects- Chairs Create 3D models of everyday objects from paper and card. | William Morris Study the work of William Morris. Design wallpaper in the style of William Morris. Use IT to create repeated pattern | Knowledge of Artists (Derain) Use paint with awareness of brush strokes in the style of Derain. | Collage and Drawing Use a variety of materials to create detailed collage. |
| PSHE | <u>Relationships</u> What makes up our identity? | <u>Health and Wellbeing</u> How can we keep healthy as we grow? | <u>Health and Wellbeing</u> What decisions can people make about money? | <u>Relationships</u> How can we manage friendships and peer influences? | <u>Living in the Wider World</u> How can we protect our environment and show compassion towards others? | <u>Living in the Wider World</u> What jobs would we like? |
| MUSIC | South and West Africa (African Songs and Instruments) Children learn 'Shosholozu', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety | | Body and Tuned Percussion: (Rainforest Theme) Children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer. | | Looping and remixing (Dance Music) Children learn about how dance music is created, focusing particularly on the use of loops, and learn how to play a well known song before putting a dance music spin on it to create their own versions | |
| PE | Netball | Gymnastics | Dance | Racket Sports | Athletics | Medley of sports – consolidating skills Cycling (1 week) |
| FOREIGN LANGUAGES BIBLICAL HEBREW | Begin to read without vowels (Spring 1) Develop ability to translate previously unseen ancient texts using knowledge of root words and prefixes and suffixes Begin to understand the nuances of language that may affect meaning To begin to ask questions and discuss different interpretations of the ancient text. To use known phrases to explain their understanding of the text and how it relates to the culture surrounding Biblical Hebrew. | | | | | |