

LONG TERM PLAN/CURRICULUM MAP

(Average hours per year are based on 36 weeks per year).

Year 5 Cycle A	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	242	<ul style="list-style-type: none"> ▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Discuss learning and develop wider skills in spoken language ▪ Continue to emphasise enjoyment and understanding of language, especially vocabulary, to support children's reading and writing ▪ Ensure children's knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension ▪ Enhance the effectiveness of children's writing as well as their competence ▪ Extend pupils' confidence, enjoyment and mastery of language through public speaking, performance and debate ▪ Use joined handwriting as the norm and write fast enough to keep pace with what children want to say 					
MATHS	156	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics
SCIENCE	55	Forces <i>(Can you feel the force?)</i>		Earth & Space <i>(Will we ever send another human to the moon?)</i>	Living things & their Habitats <i>(Do all animals and plants start life as an egg?)</i>	Animals, including humans <i>(How different will you be when you are as old as your grandparents?)</i>	Properties & Changes of Materials <i>(Could you be a Crime Scene Investigator?)</i>
		Forest School					
Working Scientifically							
ICT & COMPUTING	30	We are game developers ~ developing an interactive game	We are artists ~ creating geometrical art	We are web developers ~ creating an e-safety website	We are bloggers ~ creating and writing a blog page	We are computer programmers ~ using Raspberry Pi	We are architects ~ creating a virtual space
		<ul style="list-style-type: none"> ▪ design, write and debug programs that accomplish specific goals - controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways to report concerns about content and contact 					
RE	39	Beliefs & Teachings of Buddhism	Christmas ~ light, Jesus the light of the world, angels, Christingle	Christianity ~ Belonging & Identity - Baptism, Confirmation, Holy Communion	Buddhism ~ worship, places of worship, symbols, meditation, shrines, festivals	The Bible ~ origin, structure, content and use. Importance and significance for believers	Hinduism ~ Puja & the Mandir - worship at home. Belonging & Identity, birth, naming, Samskaras

ENQUIRY QUESTION	150	<p>WHY IS BRAZIL ALWAYS IN THE NEWS?</p> <p>GEOGRAPHY A region within North or South America ~ Brazil</p>	<p>WHAT HAVE WE LEARNED FROM THE ANCIENT EGYPTIANS?</p> <p>HISTORY The Achievements of the Earliest Civilizations</p>	<p>WHY ARE RAINFORESTS SO IMPORTANT TO US ALL?</p> <p>GEOGRAPHY Equatorial regions</p>	<p>WHY DID THE SAXONS AND THE SCOTS INVADE?</p> <p>HISTORY Britain's Settlement by Anglo-Saxons & Scots</p>	<p>WERE VIKINGS ALWAYS VICIOUS AND VICTORIOUS?</p> <p>HISTORY Viking & Saxon struggle for England before Edward I</p>	<p>WHAT MAKES BRIDGES SO STRONG?</p> <p>DESIGN TECHNOLOGY Structure of Bridges</p>
<i>HISTORY</i>	30		<ul style="list-style-type: none"> An overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer The Indus Valley Ancient Egypt or The Shang Dynasty of Ancient China 		<ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements & kingdoms: place names & village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne 	<ul style="list-style-type: none"> Viking raids / invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	
<i>GEOGRAPHY</i>	30	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America Describe & understand key aspects of human geography, including: types of settlement and land use, economic activity inc. trade links, and the distribution of natural resources including energy, food, minerals and water 		<ul style="list-style-type: none"> Locate countries, using maps to focus on Europe, North & South America - their environmental regions, key physical and human characteristics, countries & major cities Identify the position and significance of latitude, longitude, Equator, Northern & Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 			
ART & DESIGN	30	<ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay] 					
<i>DESIGN & TECHNOLOGY</i>	30						<ul style="list-style-type: none"> Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,

							<p>pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> ▪ Understand how key events and individuals have helped shape the world ▪ Apply understanding of how to strengthen, stiffen and reinforce more complex structures ▪ Use mechanical and electrical systems ▪ Apply understanding of computing to program, monitor and control
		<ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design ▪ select from/use a wide range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from/use a wide range of materials & components, inc. construction materials, textiles & ingredients, according to functional properties & aesthetic qualities ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products. ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 					
MUSIC	30	North Tyneside scheme: Stop! A song about bullying	North Tyneside scheme: 5 Gold rings	North Tyneside scheme: Don't stop believing (Rock unit)	Wider Opps: Ukulele	Wider Opps: Ukulele	Wider Opps: Ukulele
		<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 					
PSHE	18	SEAL New beginnings ***** Learning Habits	SEAL Getting on & Falling out ***** Anti-bullying	Democracy	Rights & Responsibilities ***** Multiple intelligence (SMART Week)	SEAL Relationships	Communities ***** Multiple intelligence (SMART Week)
		<ul style="list-style-type: none"> ▪ take responsibility [e.g. for planning/looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or playground mediator for younger pupils; for looking after animals; for identifying safe, healthy, sustainable means of travel when planning their journey to school] ▪ feel positive about themselves [e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take] ▪ participate [e.g. in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting] ▪ make real choices and decisions [e.g. about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities] ▪ meet and talk with people [e.g. people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers] 					

		<ul style="list-style-type: none"> ▪ develop relationships through work and play [e.g. taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters] ▪ consider social and moral dilemmas that they come across in life [e.g. encouraging respect/understanding between different races and dealing with harassment] ▪ find information and advice [e.g. through helplines; by understanding about welfare systems in society] ▪ prepare for change [e.g. transferring to secondary school] 					
PE	72	Gymnastics Floor work - Flexibility, control, balance, stamina, sequencing	Circuit training Fitness activities	Gymnastics Apparatus - technique, control, evaluation, stamina	Dance Technique, evaluation, compare performance	Athletics Track and field - running, jumping, throwing, catching, compare performance	Outdoor Adventurous Activities Team challenges, orienteering, problem solving
		<ul style="list-style-type: none"> ▪ Develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> ▪ Develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> ▪ Compare performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> ▪ Compare performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> ▪ Use running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> ▪ Take part in adventurous activities that challenge - working as a team or an individual
		Hi Five Netball Invasion - passing, throwing, catching, movement, competitive game situations, footwork	Volleyball Net/wall - Throwing, catching, passing, modified game situations, movement into space, hitting into space	Football Invasion - movement into space, passing, shooting, dribbling, competitive game situations - small group and whole class	Multi-sports e.g. baseball, rounders, softball Striking/Fielding - positioning of fielders, tactical awareness, striking, long throw, catching	Multi-skills - range of activities using TOP cards Invasion - use of space, keeping the ball, passing, dribbling	Ball skills - range of games e.g. badminton, tennis, hand tennis Net/wall - striking into space, aiming for a target, strike accuracy
		<ul style="list-style-type: none"> ▪ Play competitive games and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> ▪ Use running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> ▪ Play competitive games and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> ▪ Use running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> ▪ Play competitive games and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> ▪ Use running, jumping, throwing and catching in isolation and combination
FRENCH	18	North Tyneside scheme Unit 9 (Les Sports)		North Tyneside scheme Unit 9 (Les Sports) & Unit 10		North Tyneside scheme Unit 10	
		<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 					