Greenfields Community Primary School

LONG TERM PLAN/CURRICULUM MAP

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

<table>
<tr><th>Year 5
Cycle B</th><th>Average Hours</th><th colspan="2">AUTUMN TERM</th><th colspan="2">SPRING TERM</th><th colspan="2">SUMMER TERM</th></tr>
<tr><td>ENGLISH</td><td>261</td><td colspan="6">▪ 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</td></tr>
<tr><td>MATHS</td><td>180</td><td>▪ Number & Place Value
▪ Add & Subtract
▪ Properties of Shapes
▪ Measures</td><td>▪ Multiply & Divide
▪ Fractions
▪ Position & Direction
▪ Statistics</td><td>▪ Number & Place Value
▪ Add & Subtract
▪ Properties of Shapes
▪ Measures</td><td>▪ Multiply & Divide
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▪ Properties of Shapes
▪ Measures</td><td>▪ Multiply & Divide
▪ Fractions
▪ Position & Direction
▪ Statistics</td></tr>
<tr><td rowspan="2">SCIENCE</td><td rowspan="2">75</td><td>Forces</td><td>Forest School</td><td>Living things & their Habitats</td><td>Earth & Space</td><td>Properties & changes of Materials</td><td>Animals, including humans</td></tr>
<tr><td colspan="6">Working Scientifically</td></tr>
<tr><td rowspan="2">COMPUTING</td><td rowspan="2">27</td><td>NT Unit: Building Collaborative Websites
~ using Google apps for collaborative research; planning and creating a group website, considering site design and consistency</td><td>NT Unit: Kodu Sports & 3D Pacman
~ creating 3D video games based on sports and well known games.</td><td>NT Unit: Digital Imagery – Repeating Patterns
~ looking at the beauty of repeating patterns in nature and different methods of recreating these with digital art tools and photo editing</td><td>NT Unit: Searching the Web
~ how to search the web with care and consideration, covering: searching tricks, validating websites, improving your searches, searching images and searching online maps.</td><td>NT Unit: 3D Design – Digital Modelling
~ 3D modelling and design, looking at both architectural design of building and sculpture of models, including learning the basics of Sketchup and a project to put design skills to the test</td><td>NT Unit: Raspberry Pi & Scratch GPIO
build IT
~ building circuits and control LEDs and motors with code.</td></tr>
<tr><td colspan="6">▪ 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</td></tr>
<tr><td>RE</td><td>45</td><td>Beliefs & Teachings of Buddhism</td><td>Christmas ~ light, Jesus the light of the world, angels, Christingle</td><td>Christianity ~ Belonging & Identity – Baptism, Confirmation, Holy Communion</td><td>Buddhism ~ worship, places of worship, symbols, meditation, shrines, festivals</td><td>The Bible ~ origin, structure, content and use. Importance and significance for believers</td><td>Hinduism ~ Puja & the Mandir - worship at home. Belonging & Identity, birth, naming, Samskaras</td></tr>
</table>

ENQUIRY QUESTION	135	WHAT IF YOU BUILT A THEME PARK IN WIDEOPEN?	HOW DID WW2 CHANGE PEOPLE'S LIVES?	CAN YOU BELIEVE YOUR EYES?	WHAT DID THE MAYANS DO FOR US?	WHERE DOES ALL THE WATER GO?	WHICH DECADE HAD THE BEST MUSIC?
		Mapping skills and fieldwork	**British History – Impact in UK of Hitler's actions**	**Optical illusions, Escher Drawings & tessellation**	**Non-European society c.900 Mayan civilization**	**The importance of raw materials such as water**	**The way music changed during the 20th century**
HISTORY	*27*		An aspect or theme in British history extending pupils' chronological knowledge beyond 1066		A non-European society, providing contrasts with British history		
GEOGRAPHY	*27*	• Use 8 compass points, 4 & 6-figure grid refs, symbols and keys (inc. OS maps) to build knowledge of the UK and wider world • Use fieldwork to observe, measure, record and present human and physical features in local area using a range of methods, inc. sketch maps, plans, graphs, and digital technologies.			Use maps, atlases, globes and digital/computer mapping to locate countries and describe features	• Describe and understand aspects of water cycle • Human geography, inc.: types of settlement/land use, economic activity inc. trade links, and the distribution of natural resources inc. energy, food, minerals and water	
ART & DESIGN	*27*			• Develop techniques, inc. control, use of materials, with experimentation. creativity and an increasing awareness of different kinds of art, craft and design. • Learn about great artists, architects and designers in history.			
		▪ 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]					
MUSIC	*27*						• Listen with attention to detail and recall sounds increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop understanding of the history of music.

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<tr><td rowspan="2"></td><td rowspan="2"></td><td colspan="6">▪ 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
▪ use and understand staff and other musical notations</td></tr>
<tr><td>North Tyneside scheme:
Stop! A song about bullying</td><td>North Tyneside scheme:
5 Gold rings</td><td>North Tyneside scheme:
Don’t stop believing (Rock unit)</td><td>Wider Opps:
Ukulele</td><td>Wider Opps:
Ukulele</td><td>Wider Opps:
Ukulele</td></tr>
<tr><td>DESIGN & TECHNOLOGY</td><td>27</td><td colspan="6">▪ 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</td></tr>
<tr><td rowspan="2">PSHE</td><td rowspan="2">27</td><td>New beginnings
****
Keeping Safe</td><td>Getting on & Falling out
****
Difference & Diversity</td><td>Going for Goals
****
Learning Styles (SMARTs)</td><td>Good to be me
****
Healthy Eating & Drugs Education</td><td>Relationships
****
SRE</td><td>Changes
****
Emotional Health & Wellbeing</td></tr>
<tr><td colspan="6">▪ take responsibility [e.g. for 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 properly; for identifying safe, healthy and 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]
▪ 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]</td></tr>
<tr><td rowspan="3">PE</td><td rowspan="3">72</td><td>Gymnastics
~ counter balance & counter tension</td><td>Dance
~ responding to a stimulus (rhythm/music)</td><td>Gymnastics
~ speed & direction</td><td>Athletics</td><td>Dance
~ improving & refining</td><td>Athletics</td></tr>
<tr><td>Net Games
- Netball (High 5)</td><td>Invasion Games
- Hockey</td><td>Invasion Games
- Rugby</td><td>Net Games
- Tennis</td><td>Striking & Fielding
- Rounders</td><td>Striking & Fielding
- Cricket</td></tr>
<tr><td colspan="6">▪ use running, jumping, throwing and catching in isolation and in combination
▪ play competitive games [e.g, basketball, cricket, football, hockey, rounders and tennis], and apply basic principles suitable for attacking and defending
▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
▪ perform dances using a range of movement patterns
▪ take part in outdoor and adventurous activity challenges both individually and within a team
▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</td></tr>
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<tr>
<td rowspan="2">FRENCH</td>
<td rowspan="2">27</td>
<td>North Tyneside scheme
Unit 9 (Les Sports)</td>
<td>North Tyneside scheme
Unit 9 (Les Sports)
& Unit 10</td>
<td>North Tyneside scheme
Unit 10</td>
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<tr>
<td colspan="3">▪ 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</td>
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