

Long Term Curriculum Map Year 5

2017-2018

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Title	Raiders and Traders		To Infinity and Beyond		Faster, Higher, Stronger	
What are our key enquiry questions?	<p>Who were the Anglo-Saxons and the Vikings? Why did they come to Britain? Where did they settle? How did Britain change after they had arrived here?</p> <p>More Able: What are the similarities and differences between the Anglo-Saxons and the Vikings and other cultures? Why did the Vikings leave Britain? Were the Vikings the first to arrive in North America? Evaluate the impact of the Vikings on British Culture.</p>		<p>What are the locations of the planets in the Solar System? How does the movement of the Earth, Sun and Moon affect time? How do night and day occur? What is the moon's effect on the tide?</p> <p>More Able: Why is Pluto no longer a planet? What are the similarities and differences between each of the planets? Which planets in the Solar System might possible support human life?</p>		<p>Why were the Greeks important? What were the differences and similarities between Athens and Sparta? What legacy have the Greeks left on our society today?</p> <p>More Able: What is the most important legacy that the Greeks left on our society? Were the Greeks the first civilisation to produce great 'thinkers'?</p>	
Hooks – How will we engage the children in a fun way?	<p>Archaeological dig. Treasure Hunt of artefacts. Role play and drama linked to class texts. Visit to the Red House Museum.</p>		<p>Visit to the Science Museum in Winchester. Making 3D models of the planets.</p>		<p>Greek Day – Children to dress up in Greek Costumes and taste Greek Food. Visit to the local Council Chamber to see how Law and Order is enforced today.</p>	
How will we celebrate our learning? Who will we share this with? Will we be experts, performers? (Outcomes)	<p>Class Assemblies Raiders and Traders Day (End of term) Performing play scripts and sharing work from the Topic.</p>		<p>Children to produce short film clips for the website to explain the difference between the planets. Blog posts about the trip to the Science Museum. Class Assemblies.</p>		<p>Visit from local MP Chris Chope to talk about his role in society and see what children have learnt about democracy.</p>	

<p>As writers we will: (Cross curricular)</p>	<p>Read and interpret the story <u>Beowulf</u> and:</p> <ul style="list-style-type: none"> - Write character and setting descriptions. - Write scripts between the main characters. - Write a new chapter for the book, describing the 'Missing Battle'. - Write poems about Grendel / The Sea Hag. <p>Read and interpret the story <u>Viking Boy</u> and:</p> <ul style="list-style-type: none"> - Write a report about life in Viking Times - Write a recount as a Viking Warrior. 	<p>Read and interpret <u>George and the Big Bang</u> and:</p> <ul style="list-style-type: none"> - Write a Newspaper Article about the Big Bang. - Write a balanced argument for whether we should or shouldn't go up to space. <p>Read and interpret the story <u>Cosmic</u> and:</p> <ul style="list-style-type: none"> - Write diary entries and letters as the main character. - Write a persuasive letter to NASA asking to be part of a mission. - Write an advertisement for a trip to space. 	<p>Read and interpret <u>Who Let The Gods Out</u> and:</p> <ul style="list-style-type: none"> - Write a biography for one of the Greek Gods/Greek Thinkers. - Write a report on the different gods. <p>Read and interpret <u>Outlaw</u> and:</p> <ul style="list-style-type: none"> - Write their own versions of the Robin Hook myth. - Write character descriptions of people who do good for others. - Write one of the Merry Men's 'back' story.
<p>As mathematicians we will: (Cross curricular)</p>	<p>Calculate number and place value, ordering the number of warriors in each tribe. Calculate Saxon and Viking context word problems involving addition, subtraction, multiplication and division. Read and interpret graphs and charts linked to the villages that the warriors invaded. Calculate the area and perimeter of Saxon and Viking villages. Calculate the distance that the Saxons and the Vikings travelled.</p>	<p>Calculate word problems involving multiplication and division with references to space and the planets. Compare and order fractions. Recognise, identify, add, subtract and multiply fractions. Read and write decimal numbers as fractions. Read, write, order and compare numbers with up to 3 decimal places. Round decimals to the nearest whole number. Solve problems involving numbers up to 3 decimal places. Recognise the % symbol and understand that it relates to parts out of 100. Solve problems involving percentages.</p>	<p>Multiply and divide whole numbers and decimals by 10, 100 and 1000. Use all four operations to solve word problems involving measures. Identify 3D shapes from 2D representations. Distinguish between regular and irregular polygons. Estimate and compare angles. Classify types of angle. Draw and measure angles. Identify angles at a point, on a straight line and in one whole turn</p>

<p>As scientist we will: (NC link)</p>	<p>Identify and explain the effects of gravity, air resistance, water resistance and friction. Explore how pulleys, levers and gears work and use these to construct a mechanisms that would have made life easier for the Anglo-Saxons. Classify materials based on their properties. Know that some materials dissolve to form a solution. Know that sieving can separate some materials. Explain that changes can be reversible or irreversible.</p>	<p>Understand the location and the interaction of the Earth, Sun and Moon. Know that day and night is related to the spin of the earth on its axis and be able to explain this through pictorial representation. Know that the earth orbits the sun once each year. Explain how the position of the sun appears to change during the day. Investigate how shadows change as the position of the sun changes.</p>	<p>Explore the life cycles of animals and plants. Explore how plants and animals have evolved over time since the Greek times. Identify how humans develop and mature. Describe changes to the human body as it grows and develops.</p>
<p>As geographers we will: (NC link)</p>	<p>Locate and compare cities and regions in the UK that were settled in by the Anglo-Saxons and Vikings. Read and interpret grid references to locate places. Identify and discuss different types of land use using maps from the past and the present. Identify human and physical characteristics on a map.</p>	<p>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</p>	<p>Locate Greece on at atlas using grid references and coordinates. Identify the countries that make up the European Union.</p>

<p>As historians we will: (NC link)</p>	<p>Understand how our knowledge of the past is constructed from a range of historical sources. Explore the reasons why Anglo-Saxons and Vikings invaded and settled in Britain. Interpret the past using historical artefacts (Sutton Hoo). Identify the methods that Anglo-Saxons and Vikings used to defend their territory and fight other tribes. Investigate the importance of trade and travel to the Vikings. Know who King Alfred was and why he was considered 'Great'.</p>	<p>Explore the history of space travel from Laika the dog to Richard Branson's commercial trips to space in the near future.</p>	<p>Know and sequence key events of the time studied. Study different aspects of different people – differences between men and women. Examine causes and results of great events and the impact on people. Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events. Use evidence to build up a picture of a past event. Explore the Greek Legacy of democracy and law and order.</p>
<p>As artists we will: (NC link)</p>	<p>Draw images of Anglo-Saxon warriors using colour blending. Create decorative lettering/printing in the style of the Anglo-Saxon monks. Creating a clay tile to represent Anglo-Saxon Life (Red House Museum).</p>	<p>Explore work by the artists Peter Thorpe and recreate their own pieces of art in this style. Evaluate the impact of the work Starry, Starry Night by Van Gogh. Improve mastery of painting and colour mixing techniques.</p>	<p>Sculpt Greek style clay pots using historical sources as a stimulus. Evaluate and improve their own and others' work.</p>

As creators we will (D+T)	Create an Anglo-Saxon village using images and ideas from historical sources. Design, create and evaluate Anglo-Saxon brooches. Build a Viking Longboat.	Design, create and evaluate rockets to launch into 'space'.	Explore different Greek Inventions and use mechanisms to create a new invention for the 21 st century.
ICT (NC link)	Design, write and debug programs using SCRATCH. Use sequence, selection and repetition in programs. Work with variables and various forms of input and output. Use logical reasoning to explain how simple algorithms work.	Understand how the Internet Works. Use search technologies effectively, appreciate how results are selected and ranked and evaluate digital content systematically. Create PowerPoint presentations to instruct others. Use technology safely, respectfully and responsibly. Internet Safety.	Select, use and combine an variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. Create databases and spreadsheets to collect information.
Music (NC link)	Compose and perform music from the past. Listen to and create our own Viking Chants. Appreciate and evaluate music from film scores including Beowulf.	Listen to music by Gustav Holst to represent the different planets. Use tuned and untuned percussion to create our own 'Planets Suite'. Perform different beats.	Work collaboratively to create musical scores. Sing individually, in pairs, in groups and in a variety of rounds. Interpret different musical moods and genres. Interpret the rhyme and rhythm of rallying speeches.
RE (NC link)	Explore and understand the Jewish faith. Understand and explain the concepts/events of Passover and Hannukah.	Explore and understand the stories of creation – comparing different myths and legends. Identify the rituals associated with rites of passage through births, marriages and deaths.	Faith Factoids. Produce presentations about a range of individual faiths, comparing the different beliefs and customs.

PSHE	<p>Understand the rights and responsibilities for a British Citizen and for being a member of our school.</p> <p>Send my friend to school.</p> <p>Growth Mindset / Learning Culture.</p> <p>Explain the differences between direct and indirect types of bullying.</p>	<p>Describe the dreams and goals of a young person in a culture different from mine.</p> <p>Describe the different roles food can play in different people's lives and explain how people develop eating problems (disorders) relating to body image pressures.</p>	<p>Explain how to feel safe when using technology to communicate with my friends.</p> <p>Describe how boys' and girls' bodies change during puberty.</p>
French (KS2)	<p>Encore!</p> <p>Revise ways of describing people.</p> <p>Describe someone's nationality.</p> <p>Describe people using various adjectives.</p>	<p>Quelle heure est-il?</p> <p>Talk about activities they do in their spare time.</p> <p>Learn how to tell the time.</p> <p>Talk about what time they do activities.</p>	<p>Les Fetes</p> <p>Talk about festivals and dates.</p> <p>Talk about presents at festivals.</p> <p>Count from 31-60.</p> <p>Give and understand instructions.</p>
Cooking	<p>Making unleavened bread.</p> <p>Making Latkes (Rosti)</p>	<p>Preparing meals that would provide astronauts with the nutrients that they need to maintain a healthy lifestyle.</p>	<p>Making hummus.</p> <p>Making Greek Olive bread (compare with the unleavened bread from the Autumn Term).</p>
Enrichment Visitors Trips	<p>Trip to the Red House Museum in Christchurch.</p>	<p>Trip to the Science Museum at Winchester.</p>	<p>Trip to Safewise in Bournemouth.</p>