Vicarage PRIMARY SCHOOL

BE THE BEST YOU CAN BE

Year 5 Curriculum long Term Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National & School Events		**Black History Month** **Harvest Celebration**	**Anti-Bullying Week** **Road Safety Awareness Week** **Remembrance Day** **Christmas** **Children in Need**	**Number Day** **Safer Internet Day** **Children's Mental Health Week**	**Science Week** **Book Week** **Autism Awareness Week** **Red Nose Day**	**Mental Health Awareness** **Cultural Diversity Week**	**Sports Week** **Summer Fair**
	Core Learning values:	***Excellence*** ***Resilience***	***Respect***	**British Values:** ***Democracy*** ***Mutual Respect*** ***Individual Liberty*** ***The Rule of Law*** ***Tolerance of those of different*** ***Faiths & Beliefs***			
Reading	**Reading Threshold Concepts:** **Reading widely and often** **Developing fluency** **Construct meaning** **Reading discussions** **Wider world**	**Unit 1: VRS- Class Text** **Unit 2: TOB- Blackberry Blue**	**Unit 1: VRS- Class Text** **Unit 2: TOB- Cloud Busting**	**Unit 1: VRS- Class Text** **Unit 2: TOB- The Brockenspectre**	**Unit 1: VRS- Class Text** **Unit 2: TOB- Greenling**	**Unit 1: VRS- Class Text** **Unit 2: TOB- The Unforgotten Coat**	**Unit 1: VRS- Class Text** **Unit 2: TOB- Curiosity**
Writing	**Writing Threshold Concepts:** **Communicate** **Spelling** **Organise information and ideas** **Vary sentence structures** **Handwriting** **Revise and evaluate**	**Non-chronological report** **Poetry**	**Instructions** **Graphic Novel**	**Biography** **Information**	**Developed short stories** **Explanation text**	**Memoir** **Advocacy Journalism**	**Speech making performance project** **Match reports**
Maths	**Threshold Concepts:** **Fluency** **Reasoning** **Problem Solving**	**Number:** Place Value to 100000 **Number:** Addition and Subtraction **Statistics:** Tables and line graphs **Number:** Multiplication and Division		**Measurement:** Area and perimeter **Numbers:** Fractions **Numbers:** Decimals and Percentages **Geometry:** Properties of Shapes		**Geometry:** Position and Direction **Measurement:** Converting Units **Measurement:** Volume **Numbers**: Roman Numerals	
Science	**Threshold Concepts:** **Structures and function** **Cause and effect** **Variation, diversity and change** **Scientific processes and methods**	**Properties and changes of materials -grouping and separating matters** Cause and effect – separation of mixtures Variation, diversity and change – similarities and differences of materials Scientific processes and methods - group materials according to their properties (classification) – How does a nail in salt water change over time? (observation over time) – What material is the best insulator? (fair test) – investigate separating mixtures using sieving, magnets, filtering and evaporation (comparative test)	**Properties and changes of materials - types of change** Cause and effect – effect of liquid on some materials Variation, diversity and change – reversible and irreversible changes Scientific processes and methods – How does a sugar cube in water change over time? (observation over time) - Is the solid soluble in water? (fair test)	**Forces** Structure and function – mechanisms and their functions Cause and effect – the effect of mechanisms – the effect of forces on moving objects and those at rest Scientific processes and methods – How does the surface area of a parachute affect the time it takes to reach the floor? (fair test) - Research the work of Isaac Newton	**Living things and their habitat** Structure and function – plant parts Variation, diversity and change– sexual reproduction in flowering plants - asexual reproduction in plants Scientific processes and methods – dissect and label a flower - Research and compare life cycles of mammals and birds, and insects and amphibians	**Animals including Humans** Structure and function – How the body changes with age Cause and effect – The effects of aging Variation, diversity and change – changes in humans over time Scientific processes and methods – identification of the life stages of humans (classification) – Is there a pattern between gestation time and the size of the mammal? (pattern seeking)	**Earth and space** Structure and function – solar system Cause and effect – the rotation of the Earth and day and night. Scientific processes and methods – Is there a pattern between the size of a planet and its rotation? (pattern seeking) - Research the planets in our solar system
Art	**Threshold Concepts:** **Develop ideas- Media** **Master techniques - Visual Element** **Take inspiration from the greats**	**Skill: Sculpture** **Cells** Developing ideas in experimenting with range of materials including planning and designing ideas Master techniques using purpose materials to create shapes and structure in 2D Take inspiration from the greats- Artist – Klari		**Skill: Drawing** **Greek Columns** Developing ideas in shading, light/dark, thick/thin, shadows Master techniques of drawing accuracy with appropriate effects such as blend, smudge, and tone Take inspiration from the greats- Architectural Greek Columns		**Skill: Painting** **Perspective of London** Developing ideas on the effects to express colour and mood Master techniques to show light/dark effects, textures, tones, accuracy and developing their own style Take inspiration from the greats- Artists – Sarah Fosse	
DT	**Threshold Concepts:** **Health & Well-being** **Master process of design and be Innovative** **Take inspiration from design throughout history and draw upon core disciplines**	**Cooking and Nutrition- Perfect Pizzas** **MASTER PROCESS OF DESIGN AND BE INNOVATIVE** **Designing and Making -** Consolidation of prior knowledge and sharing experiences with bread. Make links to Y4 and what they learnt in terms of the bread-making process Research, evaluate and investigate a range of existing Pizzas to determine which ingredients taste better? What shape or design do I want? What toppings do I want? Where these ingredients are generally sourced? Are they seasonal?		**Structures- Ancient Greek Structures** **MASTER PROCESS OF DESIGN AND BE INNOVATIVE** **Designing -** Contextualising the learning: Making links to prior learning and experiences. Research different types of columns, features of columns, innovative designs, etc. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.		**Mechanisms- Solar Ovens** **MASTER PROCESS OF DESIGN AND BE INNOVATIVE** **Designing -** Making links to the wind turbines children produced in Y2 as part of D&T. Research solar ovens - How does a solar oven work? What components does a solar oven need to cook food successfully? What factors impact the success of solar cooking? If solar cooking is such a good alternative energy solution, why isn't it more popular	

		Evaluating - Evaluating their final outcome against their original design. **TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES** Who invented pizza? Baker Raffaele Esposito from Naples is often given credit for making the first such pizza pie. The history of Pizza - Flatbreads with toppings were consumed by the ancient Egyptians, Romans and Greeks Understand different jobs and processes involved in baking pizza **HEALTH & WELL-BEING** Ensure there are clear expectations on how to operate safely To handle food safely Ensure that the Safe Preparation Skills Adult Guidance is followed. Discussion of food allergies and intolerances.		**Making-** Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. **Evaluating -** Verbalising their thoughts with subject-specific vocabulary- what went well, what didn't go so well and what improvements they could make. These could be additional features to include within their monument. **TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES** Exploring images of various monuments and their architectural designs Research key events and individuals relevant to frame structures.		with people and governments? Can solar ovens be used for anything else besides cooking food? **Marking-** To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if first attempts fail. Resilience is essential. **Evaluating -** Verbalising their thoughts with subject-specific vocabulary- what went well, what didn't go so well and what improvements they could make. **TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES** Who invented the solar oven? Look at the history of solar coking – How has it changed over time? What are the benefits of Solar cooking? Make links to Y2 and point out the large windmill near Gallions Reach Tesco (near the roundabout) which most our pupils would have seen. Additionally, point out solar panels that we see on many homes. The way solar ovens work is based on the same principles of solar panels.	
Computing	**Threshold Concepts:** **Code** **Connect** **Communication** **Collect**	**We are Game Developers (5.1)** **Programming** **Internet Secure** Code - Create use of multiple variables including time and scores Plan and break a complex task into smaller parts Explore import/edit pictures and use other useful functions of Scratch Connect - Explore personal choices of how much time should be spent online and on what (impact of violent video games) Communicate - Predict, describe, evaluate and explain to others from the view of game developers and audience. Collect - Recognise the importance of multiple variables	**We are Cryptographers (5.2)** **Computational Thinking** **Internet Alert** Connect - Understanding of how encryption works on the web. Communicate- Explain and understand the need for private information to be encrypted Collect- Attempt encrypting and decrypting messages in simple ciphers	**Safer Internet Day activities** **Digital Literacy** **Internet Sharp** Connect - Understand phishing hooks Importance of communicating respectfully and kindly How to protect personal information Exploring impact of weak passwords and unsafe websites Communicate - Explain impact of positive online community Explain the negative impact of phishing hooks Discuss effects of leaked personal information Collect- Explain the purpose of encryption	**We are Artists (5.3)** **Creativity** **Internet Kind** Connect - Develop an appreciation of the links between geometry and art Communicate - Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from Collect- Explore use of different tool	**We are Web Developers (5.4)** **Computer networks** **Internet Secure** Connect - Develop their research skills to decide what information is appropriate. Explore validity and authenticity of information. Communicate - Develop and refine their ideas and text collaboratively Critically analyse others work with view of end goal Collect - Develop their understanding of e-safety and responsible use of technology.	**We are Bloggers (5.5)** **Communication/Collaboration** **Internet Brave** Connect- How to share safely Communicate- Discerning content online and evaluating the appropriateness Collect- Gage the material appropriate for the target audience
History / Geography	**History Threshold Concepts:** **Contribution to the Wider World** **Achievements** **Civilisation** **Education** **Medicine** **Hierarchy** **Technology** **Empire** **Geography Threshold Concepts:** **Investigate Space & Location** **Investigating Patterns & Changes** **Investigating Scale & Size** **Investigating Sustainability**	**Geography** **Marvellous Maps** Investigating Space and location Use an index to find a place on a map. Give co-ordinates by going across first and then up. Find a location from four-figure co-ordinates (and six figure). Give six-figure co-ordinates for a location. Find differences between maps of the same location. Investigating Patterns and Change Suggest what the differences they have seen might tell them about why a place has changed. Investigating scale and size Give co-ordinates by going across first and then up. Find a location from four-figure co-ordinates (and six figure). Give six-figure co-ordinates for a location. Investigating Sustainability Describe how things have changed and the effects of change	**History** **It's All Greek to Me** Civilisation - Key features of this period Contribution to the wider world- Britain Achievements - of the ancient Greeks e.g. alphabet, mathematics, buildings, Alexander the Great Beliefs & religion - gods and goddesses Education - The value they put on education. Philosophers, mathematicians, doctors. Medicine - What did they use for illness or disease? Hierarchy - How was their society structured e.g. Kings, military leaders. Technology - Language, writing, medicine, architecture. Empire (Military) - Power and comparisons of military	**Geography** **Mountains** Investigating Space and location Identify a valley and the summit, foot and slope of a mountain. Use the index in an atlas to find mountains. Identify the country a mountain range is found in. Investigating Patterns and Change Describe how tectonic plates move together to create fold mountains. Describe how lava flow creates volcanic mountains. Describe how pressure from magma under the Earth's surface creates dome mountains. Explain the differences between a weather forecast and climate. Identify similarities between mountain climates. Investigating scale and size Draw a mountain range including the key features and point out higher ground. Identify and describe a plateau.	**History** **Walk Like an Egyptian** Civilisation - Key features of this period Contribution to the wider world- Britain Achievements - education, architecture, mathematics, hygiene, medicine. Beliefs & religion - Gods and goddesses, afterlife, creation stories, Medicine - What did they use for illness or disease? Mummification and the afterlife, knowledge of the human body and organs. Hierarchy - Pharaohs, government officials, scribes, merchants, artisans, farmers, slaves Technology - hieroglyphics, farming, shadoof, pyramids, pyramids, mathematics, mummification, architecture, paper, toothpaste, ships, make up.	**Geography** **Enough for Everyone** Investigating Space and location Identify the major environmental issues (global warming, deforestation, reducing carbon footprint, recycling, green-house effect, extreme weather, etc.) Do they effect just people in East Ham? UK? Or are they global? What does that mean? Investigating Patterns and Change Identify important features of a settlement site. Identify environmental changes and patterns Investigating scale and size Use digital maps to calculate the distance between two places. Describe how human needs have changed over time. Explain some renewable methods of power generation.	**History** **London's Calling (WW2)** Civilisation - Key features of this period Contribution to the wider world/ Britain - How did WW2 affect our lives today? Achievements - Winning WW2, success of the military, land army, women's rights Beliefs & religion - Mostly Christian in Britain, experience of Jewish children in Germany, discrimination because of religion. Education - Evacuees experiences, school diaries from Vicarage. Hierarchy - How was their society structured e.g. King, military leaders, Prime Ministers and leaders. Technology - Planes, ships, trains, weapons, industry, role of women. Empire (Military) - Power and comparisons of military,

				Investigating Sustainability Describe some of the negative effects of tourism on an area. Identify who is responsible for limiting the damage tourism can cause.		Describe the impact renewable sources have on UK electricity production. Investigating Sustainability How sustainable are you? How can we be more sustainable?	contribution of women to the military effort, Black and Asian experiences during the war.
Music	**Threshold Concepts:** **Performing** **Composing** **Notating** **Appreciation**	**Graphic Scores** **Vocal styles** Composing and performing music including in small groups. Appreciating and describing different vocal styles in music. Notating compositions using a graphic score.	**Beater Technique** **Consecutive notes** Performing music including in large and small groups. Appreciating and describing different styles of music and recognising particular sounds and combinations of sounds. Notating and reading traditional pitch and rhythm sounds.	**Dotted Rhythm** **Q & A, Phrasing** Performing music including in large groups. Appreciating and describing a fusion of styles in music. Notating different rhythm including the dotted minim.	**Musical Fusion** **Garage Band** Composing music using technology. Appreciating and describing music and musical structure. Performing music created back to class and explain why and how choices were created.	**Improvisation** **Patriotism – Music since 1900+** Composing music including 'on the spot' improvisation Appreciating, describing and comparing musical style including music from the time of The Andrew Sisters. Notating- The structure of 12 Bar Blues and Partner Songs.	**Performing / Antiphony** **Composition 1960+** Composing music in small groups. Appreciating and describing musical character including use of tempo. Perform music that passes between groups. Performing in a singing competition as a class
PSHE	**Threshold Concepts:** **Identity** **Relationships** **Changes**	**Being Me in My World** **Identity -** Play an active role as a citizen **Relationships-** Explain how the action of one person can affect another **Wellbeing -** Understand the consequences of choices they make to help them to lead to positive outcomes	**Celebrating Difference** **Relationships-** Identify discriminatory behaviour and learn to be respectful to people with different culture **Wellbeing -** Discuss happiness and material wealth	**Dreams and Goals** **Identity -** Identify dream job and how to get there **Relationships-** Compare their hopes and dreams with those of young people from different cultures **Wellbeing -** Identify ways they can help others through forms of charity	**Healthy Me** **Identity / Wellbeing -** Respect and value their own body making the right, healthy choices to keep their body and mind healthy **Relationships-** Explore their own and others responsibility to keep themselves and each other safe and identify the causes of anti-social behaviour	**Relationships** **Identity -** Identify and apply strategies to manage their feelings **Relationships-** Compare different types of friendship and feelings associated with them **Wellbeing -** Understand what it means to be safe online, stand up for themselves and resist peer pressure	**Changing Me** **Identity -** Understand that their body might change at different times compared to their friends **Wellbeing -** Puberty – understand the changes in their body as they grow up and the importance of personal hygiene
Spanish	**Threshold Concepts:** **Speaking – Communicating Idea** **Reading – Showing Understanding** **Writing – Expressing Ides** **Grammar- Applying Structures** **Appreciation** **Culture**	**<u>Vocabulary:</u> Counting to 100 in 10's** Expressions of annoyance Time to the quarter to the hour Describing likes/dislikes Expressing feelings and desires using 'tengo' and 'quiero' **<u>Grammar:</u>** Verb infinitives Conjunction – pero Using 'agreeing' adjectives and adverbial phrases to describe (masc/fem/pl) **<u>Cultural:</u>** Comparing cultural foods Know some facts about Cuba Spanish song Spanish poems and stories		**<u>Vocabulary:</u>** Number pattern to 99 Expressing disagreement/joy Question words – quién, qué, como, cuantos, donde, qué **<u>Grammar:</u>** 'Agreeing' adjectives – mas/fem/pl Sentences using nouns, verbs, adjectives and adverbial phrases Preposition and article combining ('at') Pronouns to replace nouns Using 1st person + infinitive to indicate future action **<u>Cultural:</u>** Practising words in a rap Cuban foods Spanish songs Cuban artist		**<u>Vocabulary:</u>** Numbers dictation Expressions of surprise Time to 5 minutes Question words – ¿Por qué? and ¿Adónde? Composing questions for given answers Unscrambling verbs **<u>Grammar:</u>** First person singular for movement 1st person simple future tense Word order – revision **<u>Cultural:</u>** Facts about Cuba Comparing foods Singing in a group Comparing Cuba and Spain	
RE	**Threshold Concepts:** **Belonging and Identity** **Self-Reflection** **Change** **Celebration** **Tolerance**	**What is thankfulness?** **Self-reflection-** To learn about religious and non- religious thought about power or thankfulness in human life.	**How is Christmas celebrated around the world?** **Belonging and Identity-** To understand that different parts of the world have different Christmas traditions **Celebrations-** To understand how Christmas is celebrated differently in different parts of the world	**Why is Muhammad important to Muslim people? Looking at examples of the Quran.** **Self-reflection-** To understand that Muhammad was a role model to Muslims **Celebration-** To understand how Muhammad had his revelation	**How do Christians try and follow Jesus' example?** **Self-reflection-** To understand what it means to be thankful/ grateful	**What inner forces affect how we think and behave?** **Self-reflection-** To understand that sometimes temptation has consequences. To also understand that rebelling can cause problems	**What do religions and world views believe about God?** **Belonging and Identity-** To understand what it means to believe in God**.** To also understand who God is **Place of Worship- Synagogue**
PE	**Threshold Concepts:** **Movement** **Tactics & Strategies** **Personal & Social Skills** **Leadership** **Healthy Life Style**	**Gymnastics** **Movement -** Create, practise and refine longer, more complex sequences, including changes in level, direction and speed. **Personal & Social Skills** - Understanding the need to warm up and work on body strength and flexibility. Being able to suggest ideas for warm-up activities. **Healthy Lifestyle** – Developing strength and recognising the benefits of exercise.		**Dance (The Hakka) Geography Curriculum Link** **Movement –** Creating a narrative through movement. Linking movements to support this narrative. **Personal & Social Skills –** Using facial expressions and body language to express emotions clearly. **Healthy Lifestyle** - Children recognising their emotions and how their body feels when still and when exercising **Leadership –** Leading a small group and understanding each individual's role in a dance routine.		**Net & Wall: Tennis** **Strike & Field Rounders** **Movement –** Making the right decisions when moving in to a space or playing area. **Tactics & Strategies** - choose skills and tactics to suit the situation in a game.	**Athletics** **Sports Day events practice** **Games: Performances and skill related games** **Movement –** Show good control, speed, strength and stamina when running, jumping and throwing;

		Leadership - Make simple judgements about performances and suggest ways in which they could be improved. **Multi Skills: Invasion Games** Movement – Being able to move with the ball and have close control at the same time. Continue to create space with fluency and good decision making. Personal & Social Skills – Keeping possession of the ball as a team and getting into positions to score. Recognising your behaviour can affect other people and take responsibility for this. Healthy Lifestyle – Knowing how to lead warm-up activities that use exercises helpful for invasion games. Leadership - Pick out things that could be improved from their performances and suggest ideas and practices to make them better. Tactics & Strategies - Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.	**Orienteering** Movement - Developed general awareness of movement, e.g. travelling, stopping and turning. Personal & Social Skills – work increasingly well in a group or in a team where roles and responsibilities are understood. Healthy Lifestyle – Prepare physically and organisationally for challenges they are set.	Healthy Lifestyle - Warm up and be aware of what is happening to their bodies.	Personal & Social Skills - Recognising your behaviour can affect other people and take responsibility for this. Healthy Lifestyle – Developing strength, speed and stamina giving a better opportunity to be the best they can be individually and for their team. Leadership – Take ownership of decisions and behaviour and have a positive attitude. Tactics & Strategies – Devise a plan of how to get the best out of their performance and this will impact their team in a positive way.