



**Bramley St. Peter's C of E Primary School
Year 5 Curriculum Long Term Plan 2021-2022**

Journeying together with God

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and Big Question... Main Subject Driver...	Vikings Ruthless killers or peaceful settlers? History	Earth and Space What's out there? Science	The Golden Age of Islam Why did the Golden Age of Islam shine? History/RE	Crime and Punishment How has crime and punishment changed over time? History	South America – Breath-taking Brazil What makes Brazil diverse? Geography	Rainforests – Lungs of the planet Where have all the forests gone? Geography/Science
Key Texts:	   	 	  	  		

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<p>English</p>	<p>Setting description - write a story opening based on 'Odd and the Frost Giants'</p> <p>Setting description - Description of Autumn using the description of Spring in 'Odd and the Frost Giants'</p> <p>Write a Viking Myth</p> 	<p>Debate- Is space exploration is a waste of money?</p> <p>Balanced argument - write a balanced argument about the pros and cons of Space travel</p> <p>Persuasive letter - persuade the government to increase/decrease space exploration funding</p> 	<p>Narrative story – creating the 1002nd Arabian Nights story</p> <p>Narrative poetry – The debate of tea and coffee</p> <p>Explanation text - based on an Early Islamic invention</p> <p>Non-chronological report –Baghdad and Early Islam</p> <p>Biography /autobiography</p>  	<p>Poetry – Old English narrative poem</p> <p>Diary writing</p> <p>Letter</p>	<p>Diary writing</p> <p>Letters</p> <p>Poetry</p>  	<p>Newspaper report</p> <p>Persuasive leaflet</p> <p>Poetry</p>   
<p>Reading VIPERS</p>						
<p>Maths</p> 	<p>Number: Place value</p> <p>Number: Addition and subtraction</p> <p>Statistics</p>	<p>Number: Multiplication and division</p> <p>Measurement: Perimeter and area</p>	<p>Number: Multiplication and division</p> <p>Number: Fractions</p>	<p>Number: Fractions</p> <p>Number: Decimals and percentages</p>	<p>Number: Decimals</p> <p>Geometry: Properties of shapes</p>	<p>Geometry: Position and direction</p> <p>Measurement: Converting units</p> <p>Measurement: Volume</p>

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<p>Science</p> <p>Working Scientifically:</p> 	<p>Forces Viking boat race – air and water resistance, understand gravity.</p>	<p>Earth and Space planetarium visitors – describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p>Properties of materials and changing materials</p>		<p>Animals including humans Describe the changes as humans develop to old age.</p>	<p>Properties of materials and changing materials – Comparing and ordering some materials on the basis of their properties.</p>	<p>Living things and their habitats Describe the life process of reproduction in some plants and animals</p>
<p>History</p>	<p>The Vikings – Enquiry question: Were the Viking ruthless killers or peaceful settlers? KEY CONCEPTS: Cause and effect End product: A class book of Viking sagas</p>		<p>Early Islamic Civilisation – The Golden Age of Islam Enquiry question: How did the Islamic Empire shape Britain? Key CONCEPTS: Significance and interpretation End Product: Discussion/debate about the enquiry question</p>	<p>Crime and Punishment Enquiry question: How has crime and punishment changed over time? KEY CONCEPTS: Change, similarities, differences and development End product: Short presentation - timeline of Crime and Punishment</p>		
<p>Geography</p> 		<p>Climate Zones Enquiry – Why does a place's location in the world affect its climate? End Product: Make a model eco-system.</p>			<p>South America: Rio and South East Brazil Enquiry – Where is South America and what is it like?</p>	<p>Rainforests Enquiry –Where are the world's rainforests? End Product: Double page spread about rainforests</p>

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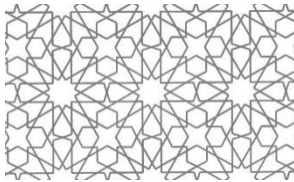


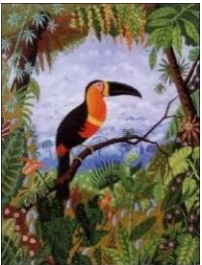
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					End Product: produce a 60 second green clip celebrating the diversity of Brazil	
RE 	Unit 2b.1 God What does it mean if God is holy and loving?	Unit 2b.4 Incarnation Was Jesus the Messiah?	Unit 2b.9 What does it mean for Muslims to follow God?	Unit 2b.13 Why is pilgrimage important to some religious believers?	Unit 2b.6 Salvation What did Jesus do to save human beings?	Unit 2b.5 Gospel What would Jesus do?
Collective Worship Values	Justice	Friendship	Trust	Thankfulness	Truthfulness	Wisdom
Art			<u>Drawing and Sculpture</u> Islamic geometric art - Khwarizmi Compare with artist focus Eric Broug http://broug.com/about/ http://www.sigd.org/  Create a 3D model of a mosque	<u>Drawing</u> Highwayman charcoal drawings in the style of Charles Keeping – perspective, smudge and blend to create mood and feeling 	<u>Painting</u> Digital art opportunity (mini unit)  Painting in the style of Romero Britto (pop art, cubism)	<u>Drawing and Painting</u> Painting in the style of Henri Rousseau using acrylics (post impressionism) 

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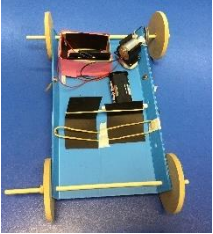

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<p>DT</p>	<p>Multi-aspect How does your longboat row? Focus: Structures and mechanisms (cams and cranks) Outcome: Design and make a Viking longboat structure model that moves. Use a crank and cam to make the Viking on board row the longboat. (link to forces)</p>  <p>Range of Viking longboats</p>	<p>Multi-aspect How fast should your moon buggy be? Focus: Structures, mechanisms (pulleys) and electrical systems (motor circuits) Outcome: Design and make moving moon buggies with frame structures, axles, wheels and simple electronic systems (motors)</p>  <p>Key designers/inventors Karl Benz, Frederick William Bremer, Boeing (provide motors for moon buggies)</p>			<p>Food and Nutrition How will you cook your food? Focus: Celebrating culture and seasonality Outcome: Design and make a Brazilian dish – BBQ forest garden?</p>  <p>Brazilian Chefs</p>
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<p>Music</p> 	<p align="center">See separate timetable – Roundhay Music</p>					
<p>Computing</p> 	<p>5.1 Coding</p>	<p>5.2 Online Safety 5.3 Spreadsheets</p>	<p>5.3 Spreadsheets continued 5.4 Databases</p>	<p>5.5 Game Creator 5.6 Modelling</p>	<p>5.7 Concept Maps 5.8 Word Processing</p>	<p>5.8 Word Processing continued</p>
<p>PSHE</p> 	<p><u>Physical health & wellbeing</u></p> <p>In the media</p>	<p><u>Keeping safe and managing risk</u></p> <p>When things go wrong</p>	<p><u>Mental Health and Emotional Wellbeing</u></p> <p>Dealing with feelings</p>	<p><u>Identity, society & equality</u></p> <p>Stereotypes, discrimination and prejudice (including tackling homophobia)</p>	<p><u>Drug, alcohol and tobacco education</u></p> <p>Different influences</p>	<p><u>Careers, financial capability and economic wellbeing</u></p> <p>Borrowing and earning money</p>
<p>MindMate</p> 	<p>Feeling good & being me</p> <p>Self-Belief I can do ...</p>	<p>Solving problems/ Making it better</p> <p>Talking it through Restorative justice I can support my friends when things go wrong</p>	<p>Strong emotions</p> <p>Strong emotions & mental health I know what mental health is</p>	<p>Being the same, being different</p> <p>Stigma I know what stereotyping is</p>	<p>Friends & Family</p> <p>Unhealthy friendships & relationships I can describe an unhealthy relationship</p>	<p>Life Changes</p> <p>Aspirations to manage change positively I am seeing changes in a more positive light</p>

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<p>PE</p>  <p>One lesson indoors and one lesson outdoors per week</p>	<p>Invasion games: Hockey skills</p>	<p>Athletics: Running</p>	<p>Gym: Counter Balance and Counter</p>	<p>Invasion games: Rugby skills</p>	<p>Dance: The Circus</p>	<p>Health Related Exercise</p>	<p>Net and Wall games: Badminton</p>	<p>Invasion games: Football</p>	<p>Net and Wall: Netball</p>	<p>OAA: Problem Solving</p>	<p>Athletics: Competitions Bramley Olympics</p>	<p>Striking & Fielding: Rounder's / Cricket</p>
<p>Spanish</p> 	<p>Hay Buildings on the high street, Directions Asking where places are</p>		<p>Revision of days of the week Revision of vocabulary Christmas</p>		<p>Revision of days of the week Revision of sports/hobbies Revision of numbers 0-50</p>		<p>Revision of fruit Food items Breakfast Spanish menu Easter</p>		<p>Revision of days of the week/months of the year Weather</p>		<p>Revision of weather Saying where you live Revision of learnt vocabulary</p>	
<p>Curriculum enhancements and experiences</p>	<p>DT Showcase of longboats Viking Day</p>		<p>Planetarium visit</p>		<p>Visit to the Mosque Saviour Pirotta visit Islam and I workshop</p>		<p>Visit from local police officer Trip to visit York Dungeons</p>		<p>Carnival day</p>		<p>Trip to Tropical World</p>	
<p>Topical Global Links</p> 	 <p>Black History Month</p> <p>Global Goal 3.4: Reduce mortality form non-communicable disease and promote mental health</p>	 <p>International Day – Global Goal 13.3: Build knowledge and capacity to meet climate change</p> <p>Global Goal 3.4: Reduce mortality form non-communicable disease</p>		<p>Global Goal 3.4: Reduce mortality form non-communicable disease and promote mental health</p> <p>Global Goal 4.7: education for sustainable development and global citizenship</p>		<p>Global Goal 5.1: End discrimination against women and girls</p> <p>Global Goal 3.4: Reduce mortality form non-communicable disease and promote mental health</p>		<p>Global Goal 3.5: Prevent and treat substance abuse</p> <p>Global Goal 3.4: Reduce mortality form non-communicable disease and promote mental health</p>		<p>Global Goal 15.2: End deforestation and restore degraded forests</p> <p>15.3: End deforestation and restore degraded land</p> <p>Global Goal 3.4: Reduce mortality form non-communicable disease and promote mental health</p>		

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	<p>Global Goal 4.7: education for sustainable development and global citizenship</p> <p>Global Goal 16.3: Promote the rule of law and ensure equal access to justice</p>	<p>and promote mental health</p> <p>Global Goal 4.7: education for sustainable development and global citizenship</p> <p>Global Goal 16.3: Promote the rule of law and ensure equal access to justice</p>	<p>Global Goal 16.3: Promote the rule of law and ensure equal access to justice</p>	<p>Global Goal 4.7: education for sustainable development and global citizenship</p> <p>Global Goal 16.3: Promote the rule of law and ensure equal access to justice</p>	<p>Global Goal 4.7: education for sustainable development and global citizenship</p> <p>Global Goal 16.3: Promote the rule of law and ensure equal access to justice</p>	<p>Global Goal 4.7: education for sustainable development and global citizenship</p> <p>Global Goal 16.3: Promote the rule of law and ensure equal access to justice</p>
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