



Bramley St. Peter's C of E Primary School
Year 5 Curriculum Long Term Plan 2020-2021

Journeying together with God

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and Big Question... Main Subject Driver...	Victorious 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		South America – Breath-taking Brazil Geography	Rainforests – Lungs of the planet Where have all the forests gone? Geography/Science
Key Texts:	 By Neil Gaiman  By Frank Cottrell Boyce  By Joe Todd Stanton	 By Peter Sis	 By Saviour Pirotta  By Anna Milbourn		 By Katherine Rundell 	

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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 </p> <p>- 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>Non chronological report – write an information leaflet on Brazil and the Amazon </p> <p>Diary entry – write a journal entry from the perspective of one of the children </p> <p>Radio broadcast – plan and write a radio broadcast informing people about the Yanomami tribe</p>	<p>Persuasive letter- write a letter to the Brazilian Ambassador </p> <p>Narrative – write a narrative story about 4 children stranded in the Amazon </p> <p>Poetry </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>Properties of materials and changing materials – Comparing and ordering some materials on the basis of their properties.</p>	<p>Animals including humans Describe the changes as humans develop to old age.</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 – The Viking struggle for the kingdom of England</p> <p>Local history link – Viking York</p>		<p>Early Islamic Civilisation - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900</p>		
<p>Geography</p> 		<p>Climate Zones - identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle describe and understand key aspects of: physical geography, including: climate zones</p>			<p>South America: Locate the main countries in South America and locate some principal cities.</p> <p>Rio De Janeiro – manmade and natural landmarks (Christ the Redeemer/Olympics)</p> <p>End product: produce a 60 second green clip celebrating the diversity of Brazil</p> <p>Rainforests describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the</p>

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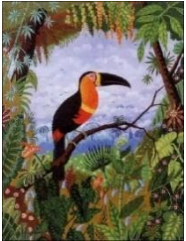
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						Tropics of Cancer and Capricorn
RE 	Unit 2b.1 God What does it mean if God is holy and loving?	Unit 2b.4 Incarnation Was Jesus the Messiah?	Unit 2b.9 What does it mean for Muslims to follow God?	Unit 2b.13 Why is pilgrimage important to some religious believers?	Unit 2b.6 Salvation What did Jesus do to save human beings?	Unit 2b.5 Gospel What would Jesus do?
Art	Drawing- Observational drawings of Viking artefacts		Sculpture – Natural resources			Painting Painting in the style of Henri Rousseau using acrylics 
DT		Construction Structures and Mechanisms Design and make moving moon buggies Frame structures, axles and wheels and simple electronic systems			Food and Nutrition South American food – Prepare food products and taste a range of ingredients	

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		Use a cam to make an up and down mechanism				
Music	See Separate planning					
Computing 	<u>We Are Game Developers</u> (developing an interactive Viking game)		<u>We Are Artists</u> (fusing geometry and Islamic art)		<u>We Are Cryptographers</u> (cracking codes & link to 1947 plane crash in Argentina)	
PSHE 	<u>Physical health & wellbeing</u> In the media	<u>Keeping safe and managing risk</u> When things go wrong	<u>Mental Health and Emotional Wellbeing</u> Dealing with feelings	<u>Identity, society & equality</u> Stereotypes, discrimination and prejudice (including tackling homophobia)	<u>Drug, alcohol and tobacco education</u> Different influences	<u>Careers, financial capability and economic wellbeing</u> Borrowing and earning money
MindMate 	Feeling good & being me Self-Belief I can do ...	Solving problems/ Making it better Talking it through Restorative justice I can support my friends when things go wrong	Strong emotions Strong emotions & mental health I know what mental health is	Being the same, being different Stigma I know what stereotyping is	Friends & Family Unhealthy friendships & relationships I can describe an unhealthy relationship	Life Changes Aspirations to manage change positively I am seeing changes in a more positive light

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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>Gymnastics: 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>Planetarium visit</p>	<p>Visit to the Mosque</p>	<p>Saviour Pirotta visit Islam and I workshop</p>	<p>Carnival day</p>	<p>Trip to Tropical World</p>					
<p>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>Global Goal 4.7: education for sustainable</p>	 <p>International Day –</p> <p>Global Goal 13.3: Build knowledge and capacity to meet climate change</p> <p>Global Goal 3.4: Reduce mortality form non-communicable disease and promote mental health</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 16.3: Promote the rule of</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 4.7: education for sustainable development and global citizenship</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 4.7: education for sustainable</p>	<p>Global Goal 15.2: End deforestation and restore degraded forests</p> <p>15.3: End deforestationand 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>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>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>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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