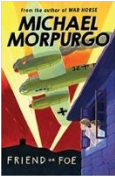

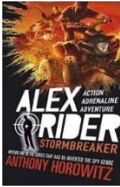


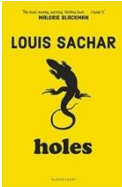
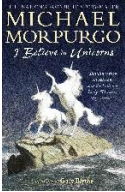
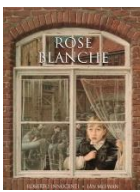

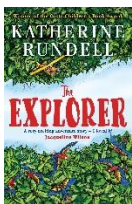
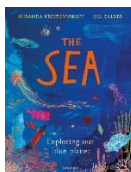

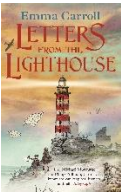
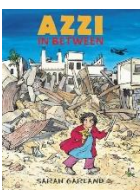
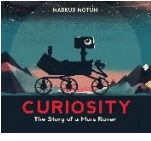
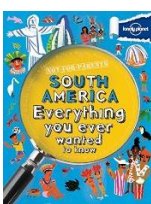
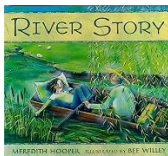




John Hampden Primary School  
Curriculum Map

Year 5 Long Term Overview

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD		DREAMS & GOALS		RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
<p><b>Autumn 1</b> <i>'When the Lights Go Out...'</i> History: WW2</p>	<p><b>Autumn 2</b> <i>'When the Lights Go Out...'</i> Science: Forces</p>	<p><b>Spring 1</b> <i>Adventures, Missions and special operations...</i> Science: Space &amp; Materials</p>	<p><b>Spring 2</b> <i>An Amazon Adventure</i> Geography: South America</p>	<p><b>Summer 1</b> <i>A River's Journey</i> Geography: Rivers</p>	<p><b>Summer 2</b> <i>We are all the same... We are all different</i> History: Mystical Mayans</p>
<p><b>Core Text: Friend or Foe</b> by Michael Morpurgo</p> 	<p><b>Core Text: When We Were Warriors</b> by Emma Carroll</p> 	<p><b>Core Text: Stormbreaker</b> by Anthony Horowitz</p> 	<p><b>Core Text: Into the Jungle</b> by Katherine Rundell</p> 	<p><b>Core Text: The River</b> by Valerie Bloom</p> 	<p><b>Core Text: Holes</b> by Louis Sachar</p> 
<p><b>I Believe in Unicorns</b> by Michael Morpurgo</p> 	<p><b>Rose Blanche</b> by Ian McEwan (Author) &amp; Roberto Innocenti (Illustrator)</p> 	<p><b>One small step</b> by Taiko Studios</p> 	<p><b>The Explorer</b> by Katherine Rundell</p> 	<p><b>The Sea</b> by Miranda Krestovnikoff</p> 	<p><b>Internet Friendly web sites: E- safety links</b></p> 
<p><b>Letters From the Lighthouse</b> by Emma Carroll</p> 	<p><b>Azzi</b> by Sarah Garland</p> 	<p><b>Curiosity – the story of a Mars Rover</b> by Markus Motum</p> 	<p><b>South America – Everything you ever wanted to know</b> by Lonely Planets</p> 	<p><b>River Story</b> by Meredith Hooper</p> 	

<p><b>PSHE Outcomes:</b> I can face new challenges positively and know how to set personal goals I can make choices about my own behaviour because I understand how rewards and consequences feel I can understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p><b>PSHE Outcomes:</b> I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p><b>PSHE Outcomes:</b> I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own goals.</p>	<p><b>PSHE Outcomes:</b> I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body</p>	<p><b>PSHE Outcomes:</b> I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p><b>PSHE Outcomes:</b> I can describe how boys’ and girls’ bodies change during puberty I can express how I feel about the changes that will happen to me during puberty</p>
<p><b>Topic overview</b> <b>History: WW2</b> This is a study of an aspect of British History that will extend our pupils chronological knowledge beyond 1066.  Introduce World War 2 by investigating how it began and ended and which countries and world leaders were involved. Through stories we will investigate the impact this had on everyday lives.  We will discover what the Blitz was and explore photographs of the aftermath. Investigate safety</p>	<p><b>Topic Overview</b> Discuss the reasons for rationing and investigate the ‘Dig for Victory’ campaign.  Look at the experiences of different groups during the war by learning about Anne Frank and why she is remembered.  We will find out about key events: Day landings, celebrations of VE day.</p>	<p><b>Topic Overview</b> <b>Science: Earth &amp; Space</b> Defining the solar system and what it contains, examining the different objects within a solar system.  Exploring how the rotation of the Earth around the sun creates day and night.  Exploring the phases of the moon and how the moon appears to change shape at different times.  Finding out the names of the planets in our solar system and discovering facts about them.</p>	<p><b>Topic Overview</b> <b>Geography: South America</b> We will locate the world’s countries using maps to focus on South America – concentrating on their environmental regions, key physical and human characteristics, countries and major cities. We will identify the position and significance of latitude, longitude, Equator, Northern &amp; Southern Hemispheres, the tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circles.  We will describe and understand key aspects of human geography including types of</p>	<p><b>Topic Overview</b> <b>Geography: Rivers</b> We will describe and understand key aspects of physical geography through the study of The Amazon &amp; The Thames  We will locate the main rivers using world maps. We will label the features of a river. We will describe the journey of a river from source to mouth. We will investigate the uses of a river. We will investigate river pollution.</p>	<p><b>Topic Overview</b> <b>History: The Mayans</b> Investigate how and when Europeans encountered the Mayan civilisation.  Explore how we know about the Mayan civilisation and their way of life  Explore how Mayan society was organised and how this compares to modern society. Find out about what the Maya believed in, including their religious rites and rituals.  Use a variety of sources to piece together what life was like for the Maya.</p>

<p>measures during the Blitz and the benefits of evacuation.</p> <p>We will learn about the rescue at Dunkirk.</p> <p>We will learn about why the battle of Britain was such a significant turning point in British history.</p>			<p>settlements and land use, economic activity including trade links and the distribution of natural resources through the study of the <b>Amazon rainforest.</b></p>		<p>Exploring the achievements of the Maya including their number systems and calendar Investigate the reasons behind the decline of the Mayan civilisation</p>
<p><b>Writing Opportunities:</b> <i>Writing to Entertain &amp; Inform</i> <b>Poetry</b> - The Blitz: Personification poems: <b>Story - WW2</b> based on <i>I believe in Unicorns</i> by Michael Morpurgo <b>Recount / interview</b> – based on <i>Letters from a Lighthouse</i> By Emma Carroll</p>	<p><b>Writing Opportunities:</b> <i>Writing to Entertain &amp; Discuss</i> <b>Story</b> - <i>WW2 / Being brave Rose Blanche</i>  <b>Balanced Argument</b> - <i>Refugees based on book Azzi</i></p>	<p><b>Writing Opportunities:</b> <i>Writing to Entertain &amp; Inform</i>  <b>Story</b> - <i>One small step</i> by Taiko Studios &amp; Alex Rider  <b>Report</b> - <i>Transmission from Mars</i></p>	<p><b>Writing Opportunities:</b> <i>Writing to Inform &amp; Entertain</i>  <b>Non-chronological report</b> - <i>travel writing in South America.</i>  <b>Story</b> - <i>Adventure based on the Explorer</i> By Katherine Rundell</p>	<p><b>Writing Opportunities:</b> <i>Writing to Inform Writing to Entertain</i>  <b>Poetry</b> - <i>based on the poem The River</i> by Valerie Bloom  <b>Persuasive Pitch</b> - <i>Plastic Pollution</i></p>	<p><b>Writing Opportunities:</b> <i>Writing to Discuss Writing to Entertain</i>  <b>Story</b> - descriptive writing Based on Holes <b>A balanced Argument</b> - Is screen use making children lazy?</p>
<p><b>Art/DT:</b> WW2 plane enlargement: pencil sketch Wire and paper poppy Sculpture</p>	<p><b>Art/DT:</b> Design and make a moving toy for an evacuee</p>	<p><b>Art/DT:</b> Structures- design a shelter for a spaceship</p>	<p><b>Art/DT:</b> Painting, drawing &amp; Sketchbooks. Mixed Media: Ways to capture the spirit of land or cityscapes.  Landscape</p>	<p><b>Art/DT: Arts Week</b> Collage, drawing &amp; sketchbooks Explore Identity: Explore how an artist embraces aspects of life experiences and interests in their artwork.  Self- portraiture</p>	<p><b>Art/DT:</b> Explore the mask of Lord Pakal and recreate Mayan masks Mayan inspired Muffins - Cooking project</p>
<p><b>Experiential Learning:</b> Oxfordshire Museum Workshop WW2</p>	<p><b>Experiential Learning:</b> Evacuation experience: cooking, make do and mend, first aid</p>	<p><b>Experiential Learning:</b> Planetarium Science Oxford</p>	<p><b>Experiential Learning:</b> Arts Week</p>	<p><b>Experiential Learning:</b> Science Week</p>	<p><b>Experiential Learning:</b> Sports Week Production choir</p>

Air raid experience – Anderson shelter					Visit Pitt Rivers Museum Oxford
<b>Maths: · White Rose Scheme of Work:</b> Place Value Addition and Subtraction	<b>Maths: White Rose Scheme of Work:</b> Multiplication and Division Fractions A	<b>Maths: White Rose Scheme of Work:</b> Multiplication & Division Fractions B	<b>Maths: White Rose Scheme of Work:</b> Decimals & Percentages Perimeter and Area Statistics	<b>Maths: White Rose Scheme of Work:</b> Shape Position and Direction Decimals	<b>Maths: White Rose Scheme of Work:</b> Negative Numbers Converting units of measurement Volume
	<b>Science: Forces in Action</b> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  To identify the effects of friction acting between moving surfaces.  To identify and explain the effects of air resistance.  To identify and explain the effects of water resistance.  To recognise that levers and pulleys allow a smaller force to have a greater effect.	<b>Science: Properties and Changes of Materials</b> Introduce Materials and their properties.  To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.  That some changes of state and dissolving and mixing processes can be reversed through filtering, sieving and evaporating.  Explain that some changes form new materials, and that these changes are not usually reversible.  Explain that some changes, caused by heating or cooling form		<b>Science: Animals including Humans (Life Cycles) Living things and their habitat.</b> To describe the process of sexual reproduction in flowering plants  To describe the process of asexual reproduction in plants.  To describe the process of sexual reproduction in animals.  To observe and compare the life cycles of animals in our local environment with other animals around the world  To compare how different animals reproduce and grow.	

		new materials, and that these changes are often not reversible			
<b>RE:</b> How far would a Sikh go for his/her religion?	<b>RE:</b> Is the Christmas story true?	<b>RE</b> Are Sikh stories important today?	<b>RE:</b> How significant is it for Christians to believe God intended Jesus to die?	<b>RE:</b> What is the best way for a Sikh to show commitment to God?	<b>RE:</b> What is the best way for a Christian to show commitment to God?
<b>PE:</b> Real PE (creative) Handball	<b>PE:</b> Circuits/fitness Hockey	<b>PE:</b> Real PE (social), swimming	<b>PE:</b> Dance, Tennis swimming	<b>PE:</b> Real PE (physical), Athletics	<b>PE:</b> Cricket, OAA
<b>ICT/Computing:</b> Scratch: creating a story animation	<b>ICT/Computing:</b> Spreadsheets: Introduce Excel	<b>ICT/Computing:</b> <b>Databases Programs-</b> 2Question 2Investigate <b>Online Safety</b>	<b>ICT/Computing: Game Creator or 3D Modelling Programs-</b> 2DIY 3D Or 2Design and Make	<b>ICT/Computing:</b> Coding- WeDo	<b>ICT/Computing:</b> Concept Maps- 2Connect
<b>French:</b> Classroom instructions (ongoing) Revision of names and il/elle s'appelle, greetings, how are you, ages, where they live Revise numbers 1-31; Date, French speaking countries, School.  <b>Music :</b> History of Music Baroque Chacona by Merula Studying bass lines and melodies Learning to play to harpsichord and cornet parts on keyboards then composing own ground bass part	<b>French:</b> France, Eating out, Christmas activities  <b>Music:</b> Classical A Christmas Carol by Caleb Ashworth Thinking about voice as a instrument and learning a single line/chord accompaniment to a Christmas Carol Learning songs for Christmas service	<b>French:</b> Eating out, The Environment, Easter.  <b>Music:</b> Studying waltz time and composing own carousel piece of 3/4 time	<b>French:</b> Hobbies, Seasons  <b>Music:</b> The Beatles Learning about the Beatles their music and influence Looking closely at two 'story' songs 'Penny Lane' and 'Eleanor Rigby' Learning about major/minor chords; using these to play 'Eleanor Rigby' on keyboards	<b>French:</b> A school trip, Actions  <b>Music:</b> School play songs Learning songs for school play and putting backing track together	<b>French:</b> Sports, Family.  <b>Music:</b> School play songs Learning songs for school play and putting backing track together

<p><b>EMOTIONAL LITERACY: EMPATHY</b> - Show awareness and concern for other people's feelings and experiences. Value different people's experiences and roles in WW2</p> <p>Consider how lives changed because of war. Provide opinions about the people's attitudes &amp; views on war.</p> <p>"Having listened to what..... said, I now understand how they feel because....."</p> <p>"Having read ..... I now understand why..... thinks about war as ....."</p>	<p><b>EMOTIONAL LITERACY: CHALLENGING NORMAL</b> – Awareness of attitudes towards differences and perceived differences in society. <b>RESPECT</b>– other people's opinions and experiences and prejudices during WW2</p> <p>".....could affect somebody's life by...."</p> <p>"People may behave in this way because...."</p>	<p><b>EMOTIONAL LITERACY: RESILIENCE</b> - Awareness of how to stay motivated when doing something is challenging. Staying positive and to keep on trying even when it is difficult.</p> <p>"I can support ... by ...."</p> <p>" I would like to ..... I can achieve this by ...."</p>	<p><b>EMOTIONAL LITERACY: WELL-BEING</b> - Awareness of how to make a healthy choice to keep a healthy mind and body including smoking, alcohol and first aid.</p> <p>" I recognise that ... is/ isn't a healthy choice because ...."</p>	<p><b>EMOTIONAL LITERACY: RESPECT</b> - Awareness of what makes a good friendship. Know how to help themselves and others when they feel upset and hurt. Show respect in how they treat others.</p> <p>"When ... happens ... it makes me feel ..."</p>	<p><b>EMOTIONAL LITERACY: MANAGING CHANGE</b> - Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes that they see in themselves. Know who to ask for help.</p> <p>"I recognise when I feel...."</p>
--	--	--	---	--	---