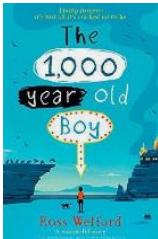
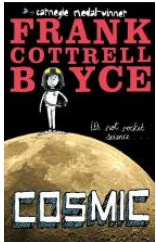
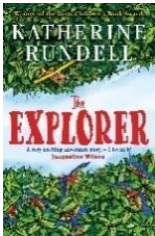
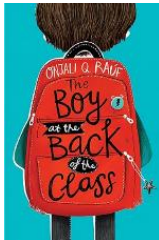
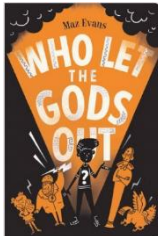
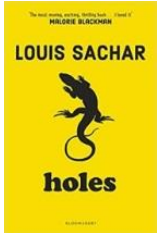

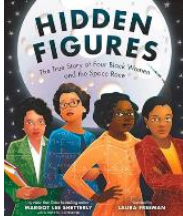


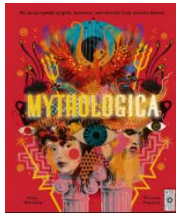
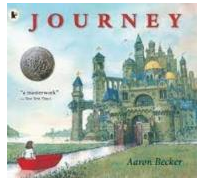




John Hampden Primary School
Curriculum Map

Year 5 Long Term Overview

| Autumn Term | | Spring Term | | Summer Term | |
|---|--|---|---|---|--|
| PSHE Theme COMMUNITY CELEBRATING DIVERSITY | | PSHE Theme PERSEVERANCE HEALTHY MIND AND BODY | | PSHE Theme HEALTHY RELATIONSHIPS EMBRACING CHANGE | |
| Belonging Responsibility Rights | Inclusion Respect Acceptance | Self-belief Aspiration Challenge | Balance Keeping Safe Self-esteem | Tolerance Choice Conflict Resolution | Independent Resilience Looking Forward |
| Autumn 1 British History: Vikings <i>Science: Forces in Action</i> (7 weeks) | Autumn 2 Geography: Time Zones: <i>Can we time travel on planet Earth?</i> <i>Science: The Solar System</i> (7 Weeks) | Spring 1 Geography: The Amazing Americas <i>Science: Living Things and Habitats</i> (6 weeks) | Spring 2 Geography: Local and Global <i>Science: Properties and Changes in Materials</i> (5 Weeks) | Summer 1 History: Ancient Greece <i>Scientists and Inventors</i> (6 weeks) | Summer 2 History: Mystical Mayans <i>Science: Animal-Reproduction and Growth</i> (7 weeks) |
| Core Text: The 1000 Year Old Boy by Ross Welford <i>(Friendship, Perseverance, Belonging).</i>  | Core Text: Cosmic by Frank Cottrell Boyce <i>(Relationship between father and son and friendships).</i>  | Core Text: The Explorer by Katherine Rundell <i>(Survival and perseverance; facing fears and insecurities and overcoming challenges.)</i>  | Core Text: The Boy at the Back of the Class by Onjali Q. Rauf <i>(Diversity and empathy)</i>  | Core Text: Who Let the Gods Out by Maz Evans <i>(Mental Health, Asking for Help)</i>  | Core Text: Holes by Louis Sachar <i>(Resilience and looking forward to a better future)</i>  |

| | | | | | |
|---|--|---|---|---|--|
|  |  |  |  |  |  |
| <p>PSHE Outcomes: 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>PSHE Outcomes: 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>PSHE Outcomes: 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>PSHE Outcomes: 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>PSHE Outcomes: 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>PSHE Outcomes: 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>Topic Overview History: Vikings In this topic, we will learn where and why Vikings settled in the UK their lifestyle, religion and the Raid on Lindisfarne. We will investigate why the Vikings explored many parts of the world and learn about King Alfred and the impact he had.</p> | <p>Topic Overview Science: Earth & Space Defining the solar system and what it contains, examining the different objects within a solar system. Exploring how the rotation of the Earth creates day and night. Exploring the phases of the moon and how</p> | <p>Topic Overview Geography: South America 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 describe and understand types of settlements and land use, economic activity</p> | <p>Topic Overview: PSHE/Geography Here We Are Local and Global Why are trees and forest important? Natural resources: What are they, where are they found, why are they important?</p> | <p>Topic Overview Ancient Greece Can order a number of significant events from ancient Greek times on a timeline. To research and describe some key features of the everyday lives of people living in ancient Greece. To make some comparisons between the modern and</p> | <p>Topic Overview History: The Mayans 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.</p> |

| | | | | | |
|---|---|---|--|---|--|
| To be able to use artefacts to find out about the past. | <p>the moon appears to change shape at different times.</p> <p>Finding out the names of the planets in our solar system and discovering facts about them.</p> | including trade links and the distribution of natural resources through the study of the Amazon rainforest. | | <p>ancient Olympic Games.</p> <p>Find out about some ancient Greek gods and goddesses.</p> | Investigate the reasons behind the decline of the Mayan civilisation |
| <p>Writing Opportunities: Narrative Biography- Greta</p> <p><i>Diary</i> <i>Formal report</i> <i>Newspaper</i> <i>Narrative</i></p> | <p>Writing Opportunities: Formal letter</p> <p><i>Information text</i> <i>Narrative</i> <i>Persuasive Letter</i></p> | <p>Writing Opportunities: Poetry</p> <p><i>Personification</i> <i>Internal Monologue</i> <i>Performance Poetry</i></p> | <p>Writing Opportunities: Newspaper</p> <p><i>Narrative</i> <i>Information text</i> <i>Discussion</i> <i>Formal Letter</i> <i>Newspaper</i></p> | <p>Writing Opportunities: Origin story/Biography of a God</p> <p><i>Press Release</i> <i>Narrative</i></p> | <p>Writing Opportunities: Non-Chronological Reports</p> <p><i>Narrative</i> <i>Informal Letter</i> <i>Non-Chronological Reports</i></p> |
| <p>ART 2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. Viking Boat 3D sculpture</p> | <p>D&T Mechanical Systems Design and make a moving toy linked to Space (Cam)</p> | <p>D&T Design a shelter for living in the Rainforest (Frame Structures)</p> | <p>ART Mixed Media: Land & City Scapes Explore how artists use a variety of media to capture spirit of the place.</p> | <p>ART Typography & Maps Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.</p> | <p>D&T Food Technology – Healthy Dips</p> |
| <p>Experiential Learning: Viking Day</p> | <p>Experiential Learning: Field Week</p> <p>Experiential Learning: National Space Centre workshop</p> | <p>Experiential Learning: Zoolab visit – handling rainforest animals Arts Week</p> | <p>Experiential Learning: Cinema Night Internet Safety Week Science Week</p> | <p>Experiential Learning: Ancient Greek Day- <i>Dress Up</i></p> | <p>Experiential Learning: Sports Week Production choir</p> <p>Mayan Workshop</p> |

| | | | | | |
|--|---|--|--|--|--|
| Maths: White Rose Scheme of Work: Place Value Addition and Subtraction | Maths: White Rose Scheme of Work: Multiplication and Division Fractions | Maths: White Rose Scheme of Work: Multiplication & Division Fractions | Maths: White Rose Scheme of Work: Decimals & Percentages Perimeter and Area Statistics | Maths: White Rose Scheme of Work: Decimals Properties of shape consolidation Position and Direction | Maths: White Rose Scheme of Work: Negative Numbers Converting units of measurement Volume Consolidation |
| Science: Forces in Action 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/water resistance. To recognise that levers and pulleys allow a smaller force to have a greater effect. | Science: Earth & Space 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. | Science: Living Things and their Habitat To describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants. To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats. To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles. | Science: Properties and Changes of Materials 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, caused by heating or cooling form new materials, and that these changes are often not reversible | Science: Scientists and Inventors Children will learn about different scientists and Inventors such as David Attenborough, Margaret Hamilton (inventor of the software and computer code that enabled Apollo 11 to go the Moon) and Leonardo da Vinci. | Science: Animals including Humans (Life Cycles) Describe the changes as humans develop to old age. To describe the changes as humans develop from fertilisation to birth. To explain how babies grow and develop into children. To describe and explain the main changes that occur during puberty. To identify the changes that take place in late adulthood. To describe the stages of human development. |

| | | | | | |
|---|--|---|---|---|--|
| RE: Sikhism: What is the best way for a Sikh to show commitment to God? (Enquiry 3) | RE: Christianity Is the Christmas story true? (Autumn 2: 9-10) | RE Sikhism How are sacred teachings and stories interpreted by Sikhs today? (Enquiry 2) | RE: Christianity How significant is it for Christians to believe God intended Jesus to die? (Spring 2: 9-10) | RE: Judaism What is the best way for a Jew to show commitment to God? (Enquiry 2) | RE: Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? (Enquiry 1) |
| PE: Handball Real PE (Social/Gymnastics), | PE: Circuits/fitness Hockey | PE: Swimming Real PE (creative) | PE: Dance, Tennis | PE: Real PE (Applying physical), Cricket | PE: OAA, Athletics |
| ICT/Computing: 3D Modelling MicroBits | ICT/Computing: Scratch: creating a story animation | ICT/Computing: Blogging- Purple Mash Online Safety | ICT/Computing: Spreadsheets: Introduce Excel | ICT/Computing: Videoing- Filming Techniques | ICT/Computing: External Drives WeDo- Coding |
| French: Where is France? Numbers Greetings | French: My Home Colours | French: Animals Food- Going Shopping Calendar | French: The Body Clothing Shopping | French: Holidays/Celebrations Towns and Transport | French: Weather Sports School |
| Music- Duration To understand beat, pulse, ostinato and syncopated rhythms (Using the Ukuleles) | Music: Timbre To compose and structure musical pieces. | Music: Rhythm We will look at different music from around the world exploring key characteristics and rhythms. | Music: Tonality We will explore melody and how it can be used to tell a story. We will explore the effect of moving between major and minor keys on emotional response. | Music: Structure We will look at different forms of music (Binary, Ternary, Sonata and Rondo) | Music: Beat, Pulse, Rhythm We will compose music and begin to make notations to record our work. School play Learning songs for school play |
| EMOTIONAL LITERACY: EMPATHY - Show awareness and concern for other people's feelings and experiences. Value different people's experiences a | EMOTIONAL LITERACY: CHALLENGING NORMAL – Awareness of attitudes towards differences and perceived differences in society. | EMOTIONAL LITERACY: RESILIENCE - Awareness of how to stay motivated when doing something is challenging. Staying positive and to keep on | EMOTIONAL LITERACY: WELL-BEING - Awareness of how to make a healthy choice to keep a healthy mind and body including smoking, alcohol and first aid. | EMOTIONAL LITERACY: RESPECT - Awareness of what makes a good friendship. Know how to help themselves and others when they feel upset and hurt. | EMOTIONAL LITERACY: MANAGING CHANGE - Understand that everyone is unique and special. Can express how they feel when change happens. Understand and |

| | | | | | |
|--|---|--|--|--|--|
| <p>Consider the opinions of others and how lives changed because of conflict.</p> <p>"Having read what..... said, I now understand how they feel because....."</p> | <p>RESPECT– other people's opinions and experiences</p> <p>".....could affect somebody's life by...."</p> <p>"People may behave in this way because...."</p> | <p>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>" I recognise that ... is/ isn't a healthy choice because"</p> | <p>Show respect in how they treat others.</p> <p>"When ... happens ... it makes me feel ..."</p> | <p>respect the changes that they see in themselves. Know who to ask for help.</p> <p>"I recognise when I feel...."</p> |
|--|---|--|--|--|--|