

**LONG TERM CURRICULUM PLANNING 2024 - 2025**

YEAR GROUP: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	It's all Greek to me!	Charlie and the Chocolate Factory	Island Invaders (Vikings)	Out of this world!	Off with their heads!	Ultimate Survivor!
Sensational Starts and Fantastic Finishes	<b>VR - Ancient Greece</b> <b>VR - Ancient Greek Art</b>	<b>Trip to Roald Dahl Museum</b> <b>TBC</b>	<b>Viking Workshop TBC</b>	<b>National Space Centre TBC</b> <b>VR - Apollo Saturn V Center</b> <b>VR - Astronomy</b> <b>VR - Celestial Objects</b> <b>VR - Extraterrestrial Skies</b>	<b>Troublesome Tudors Workshop</b> <b>VR-Death at sea:Mary Rose</b>	<b>Visit Coast - TBC</b> <b>VR - Evolution</b>
English Core Texts	Who let the Gods out? By Maz Evans	Charlie and the Chocolate Factory By Roald Dahl	Beowulf Michael Morpurgo	The Lion, The Witch and the Wardrobe By C.S. Lewis	Spy Master	Kensuke's Kingdom By Michael Morpurgo
English Genre	Myths and Legends, Explanations and Poetry – Kennings	Persuasive Writing Character Descriptions Poetry	Postcard Diary Information text Saga writing Instructions Adventure writing	Stories from Imaginary Settings, Letters, Play Scripts and Persuasive Writing	Newspapers, Debates and Instructions	Stories with Adventures, Biographs and Poet Study
Maths (Following White Rose)	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Fractions	Multiplication and Division Fractions Decimals and Percentages	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Decimals Negative Numbers Converting Units Volume
Science  Throughout the year Working scientifically Skills  1. to investigate and explain how scientific and technological developments affect the physical and living worlds  2. to explore and explain practical ways in which science can contribute to a more sustainable future	Properties of materials  Skills  3. to identify, group and select materials using properties and behaviours that can be tested, and identify and group living things using observable features and other characteristics 4. to investigate what happens when materials are mixed, and whether and how they can be separated again	Changes of materials  Skills  7. to explore, explain and use reversible and non-reversible changes that occur in the world around them and how changes can be used to create new and useful materials  Knowledge  give reasons, based on evidence from comparative and fair tests, for the	Forces  Skills  6. to investigate the effects of different forces and how they can use these to move mechanical parts or objects in specific ways  10. to investigate and explain the effect of changes in electrical circuits 11. to investigate combinations of forces  Knowledge	Earth and Space  Skills  8. to explore and explain how time measurement relates to day and night and the Earth's place in the solar system  Knowledge  describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Living Things and Their Habitats  Skills  1. to apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy  2. to investigate the physical characteristics of the local environment and the living things in it, comparing them	Animals [including humans]  Skills  1. to apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy  3. to apply knowledge and understanding to describe and explain the structure and function of key human body systems including reproduction

<p>Knowledge</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Knowledge</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>with those from another locality</p> <p>4. to investigate the structure, function, life cycle and growth of flowering plants and how these grow and are used around the world</p> <p>5. to investigate, identify and explain the benefits of micro-organisms and the harm they can cause</p> <p>6. to investigate and explain how plants and animals are interdependent and are diverse and adapted to their environment as a result of evolution</p> <p>Knowledge</p> <p>explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>	<p>5. to investigate, identify and explain the benefits of micro-organisms and the harm they can cause</p> <p>Knowledge</p> <p>describe the changes as humans develop to old age.</p> <p><b>*Moved back to Summer 2</b></p>
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<p>History</p> <p>Skill</p> <p>7. the characteristic features of, and changes within, two key periods of history that were significant to the locality and the UK</p> <p>8. the effects of economic, technological and scientific developments on the UK and the wider world over time</p> <p>9. to understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied</p>	<p>Ancient Greece</p> <p>a study of Greek life and achievements and their influence on the western world</p>		<p>Vikings</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld</i></p>		<p>Tudors</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
<p>Geography</p>		<p>Rain forests</p> <p>Skills</p> <p>3. a range of geographical processes that cause change in the physical and human world in different places</p> <p>Knowledge</p> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones,</p>		<p>Communities</p> <p>Skills</p> <p>1. how societies have been organised and governed in different ways and at different times, including in the present</p> <p>2. to distinguish between fact and opinion and make choices about sources of online information to find out about communities,</p>		<p>Coasts</p> <p>Skills</p> <p>3. a range of geographical processes that cause change in the physical and human world in different places</p> <p>Knowledge</p> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones,</p>

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		biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		locations, environments and events 4. how human patterns are influenced by both human and physical processes  Knowledge  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Computing	Internet safety	Spreadsheets	Coding (scratch)	Computer Networks	Programming (Kodu)	Using and applying project
Art	Planning, designing and creating Greek pottery	Observational Drawing liquorice allsorts - craypas Drawing and creating 3D chocolates using box nets and drawing techniques inspired by Quentin Blake.		3D Design Creating Cardboard Crowns based on Narnia symbolism, leaves and flowers.	Self portraits Hans Holbein – Tudor Portraits	Exploring ideas of adventure and landscape through illustration and the work of Hokusai.
D&T/Cookery			Create a 3D Viking village and landscape		Create a flag	Outdoor cooking Raft building
Music		Unit 1: Pulse and Rhythm. A paired composition written using note values.			Unit 2: Recorders. Learning to read notes on the stave and to play accurately.	
French		Introducing yourself: meeting people; school-bag objects; numbers 1-31; birthdays; alphabet; colours.	Family and friends: naming family and pets; describing personality, eyes and hair.		Introducing yourself: meeting people; school-bag objects; numbers 1-31; birthdays; alphabet; colours.	
RE*	U2:1 What does it mean if Christians believe God is holy and loving?	U2.2 Creation and science: conflicting or complementary?	U2.3 Values: what matters most to Humanists and Christians?	U2.4 How and why do some people inspire others? Examples from religions	U2.5 How do Christians decide how to live? What would Jesus do?	U. 2.6 What do Christians believe Jesus did to 'save' people?
PSHE	E Safety	My Mind	My Life	My Health	First Aid	Peer on Peer abuse

\*If you would like to find out more about R.E or partially remove your child from a section of the R.E curriculum, please contact [bsale@bestacademies.org.uk](mailto:bsale@bestacademies.org.uk)