

Teacher – Miss Walker		Creative Curriculum – Long Term Plan				Year 5	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic Name	Changes in Leeds: Stone Age to Iron Age		Mayans		Rainforests		
Experiential Opportunities			York Planetarium				
Engaging Parents	Parents / Family Assembly School Blog Class Dojo Letter Home Website	Parents / Family Assembly School Blog Class Dojo Letter Home Website	Parents / Family Assembly School Blog Class Dojo Letter Home Website	Parents / Family Assembly School Blog Class Dojo Letter Home Website	Parents / Family Assembly School Blog Class Dojo Letter Home Website	Parents / Family Assembly School Blog Class Dojo Letter Home Website	
Literacy	Fiction: Narrative: Stig of the Dump Description Non-fiction: Non Chronological report: Stone Age	Fiction: Narrative: Stig of the Dump including diary Non-fiction: Biography: link to text Poems Based on a Model: Talking Turkeys By Benjamin Zephaniah	Fiction: Narrative: The Rain Player The chocolate tree Writing Myths Non-fiction: Persuasion: Visit Mexico Poems: Kennings	Fiction: Narrative: Stormbreaker suspenseful narrative Non-fiction: Instructional/ Explanation: How to use a spy gadget Stormbreaker Newspaper: Mayans	Fiction: Narrative: Journey to the River Sea Non-fiction: Explanation: Character description: Flanimals Travel Guide: for the rainforest	Fiction: Narrative: Running Wild Non-fiction: Non Chronological report: Rainforests Letters Poems Based on a Model: The Door by Miroslav Holub	
SPAG	Word classes, conjunctions, fronted adverbials, expanded noun phrases, verb prefixes – dis and de, punctuation for effect, apostrophes	Homophones, direct speech, verb prefixes – mis, over and re, modal verbs, adverbs, tenses, commas to clarify meaning	Time conjunctions, complex sentences, apostrophes, brackets, dashes and commas to indicate parenthesis, relative clauses	Direct speech, suffixes – ate, ise, ify, modal verbs, commas, imperative verbs, adverbs of time, place and number	Paragraphs tense choices, word classes, relative clauses, apostrophes, homophones, conjunctions	Brackets, dashes and commas to indicate parenthesis, direct speech, pronouns and prepositions	
Cross Curricular Maths Links	Place value Decimals Written addition and subtraction (problems and inverse) Geometry (angles, perimeter) Addition and subtraction (statistics)	Mental \times and \div (factors, multiples) Division including problems Fractions Multiplication and measures (area)	Place value Roman numerals Counting including negative numbers Addition and subtraction including problems Mental and written multiplication Measures Geometry (reflection, translation and angles)	Mental and written division 2D and 3D shape Calculating with fractions Measures (area and volume) Statistics and measures	Place value Fractions Measures (time) Statistics Geometry Addition and subtraction Multiplication and division	Place value Written calculations Fractions Measures (mass, volume and capacity) Area and volume of shapes	
Science	<u>Animals, including humans</u> Describe the changes as humans develop to old age.	<u>Properties and changes of materials</u> Properties and changes of materials. Grouping materials; Dissolving Separation, filtering and evaporation, reversible and irreversible change.	<u>Earth and Space</u> Movement of the Earth and other planets. Investigating the solar system. Describing night and day.	<u>Forces</u> Investigate forces and their effects; gravity, air resistance, wind resistance and friction. Explore some mechanisms pulleys, pushes and gears and their impact on some forces.	<u>All living things and their habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	<u>All living things and their habitats</u> Observe life-cycle changes. Investigate the work of naturalists and animal behaviourists.	

Geog	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Hist.	<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>A local history study A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>		<p><u>A non-European society that provides contrasts with British history – Mayans</u></p> <p>Mayan civilization c. AD 900 Pupils could compare football today with the Mayan ball game – how similar are the rules? Was the ball game as important to the Maya as football is today to many people? Pupils could also discuss what it was like living in a rainforest. What foods were grown? What was the climate like? How well adapted to living there do the children think the Maya were? This could also be used to investigate pyramids, comparing Maya pyramids with those in Ancient Egypt. This could also be used to explore the foods we eat today compared with foods of the Maya</p>		<p><u>Rainforests</u></p> <p>Environmental impact of human activity Fair Trade study</p>	
Art	<p><u>Printing and Textiles</u></p> <p>Cave Paintings ·Create own cave painting using printing techniques Designing and making stencils Using printing to create texture using layers of colour</p>		<p><u>Sculpture and Collage</u></p> <p>Mayan Statues · Research statues – reason for Mayans making them · Design own statue. Use clay to make using appropriate tools · Make statues out of multiple parts and use glue to combine</p>		<p><u>Drawing and Painting</u></p> <p>Artist Study - Oenone Hammersley · Look at different rainforest animals she has painted · Practice painting techniques and colour mixing to make shades/tones/new colours · Use paintings as inspiration to design own rainforest pictures</p>	
DT	<p><u>Make a Stone Age home</u></p> <ul style="list-style-type: none"> Collect materials from woods/local area Plan and design house – including purpose Use ICT to continue model Build model using collected materials Evaluate materials/design/product 		<p><u>Create a Mayan style art piece</u></p> <ul style="list-style-type: none"> Research Mayan patterns and art Plan 3 different pieces and evaluate to decide which will be final piece Practise using batik equipment Create product in stages using batik wax and dye Evaluate final product 		<p><u>Research Aztec drink – Chocolatey!</u></p> <ul style="list-style-type: none"> Think about product market – in school, at summer fair, etc Design products using different flavour combinations and decide on final option. Make hot chocolate – chocolatey! Use evaluations to experiment with flavours and change product if needed. 	
Music	<p><u>Simple Notation</u></p> <p>Listening to and appreciating music Reading simple notation Iron age chants</p>	<p><u>Composing</u></p> <p>Composing music to accompany poetry Composing using tuned instruments</p>	<p><u>Music Appreciation</u></p> <p>Focus: The Planets 'Gustav Holst' link to Space. Choose from a wide range of musical vocabulary to accurately describe and appraise music.</p>	<p><u>Composition</u></p> <p>Focus: Tribal Music linked to Mayans Perform with controlled and skilful playing (instrument). Choose from a wide range of musical vocabulary to accurately describe and appraise music.</p>	<p><u>Singing</u></p> <p>Focus - singing for pleasure and performance .Sing or play from memory with confidence. Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p><u>Rainforest music</u></p> <p>Creating musical sounds, using own notation for these Using technology to record and share</p>

PSHCE	<p><u>Physical health and wellbeing: In the media</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> that messages given on food adverts can be misleading about role models about how the media can manipulate images and that these images may not reflect reality 	<p><u>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about stereotyping, including gender stereotyping workshop from Diversity Role Models or Equaliteach about prejudice and discrimination and how this can make people feel 	<p><u>Keeping safe and managing risk: When things go wrong</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about keeping safe online that violence within relationships is not acceptable about problems that can occur when someone goes missing from home 	<p><u>Mental health and emotional wellbeing: Dealing with feelings</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about a wide range of emotions and feelings and how these are experienced in the body about times of change and how this can make people feel about the feelings associated with loss, grief and bereavement 	<p><u>Drug, alcohol and tobacco education: Different influences</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis about different influences on drug use – alcohol, tobacco and nicotine products · strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol 	<p><u>Careers, financial capability and economic wellbeing: Borrowing and earning money</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> that money can be borrowed but there are risks associated with this about enterprise what influences people’s decisions about careers
RE	<p><u>Why are some places and journeys special?</u></p> <p>Learn that there are different reasons for journeys. Compare their own ideas about journeys with those of others.</p>	<p><u>What do we know about Judaism?</u></p> <p>Learn about key events in the life of Moses and his importance to Jews. Find out some Jewish beliefs about God.</p>	<p><u>Should we forgive others?</u></p> <p>Discuss what Christianity and Islam teach about forgiveness. · Explore that there are benefits to forgiving others as well as difficulties.</p>	<p><u>Why is Easter important to Christians</u></p> <p>Explore why Christians believe in life after death - resurrection · Discuss why the cross and crucifix are symbolic for some Christians</p>	<p><u>What matters most to believers?</u></p> <p>Describe aspects of lives and teachings of Islam. Explore the fact that different people have different values. Deepen their understanding of the impact of values on life.</p>	<p><u>What do we know about places of worship?</u></p> <p>Discuss Christian, Islamic, Jewish and Sikh places of worship.</p>
PE	<p><u>Cognitive & Coordination; Ball Skills</u></p> <p>Understand what a successful performance looks like. Evaluate the successes and weaknesses within a performance. Anticipate where the ball is going by reading your opponents.</p> <p>Develop ball handling, agility, reaction and response.</p>	<p><u>Creative skills & Static balances; Floor work and Seated</u></p> <p>Use others’ ideas as a starting point and then make your own adjustments. Make changes to it to make it more fun or more challenging. Observe others and then see if you can do something completely different.</p> <p>Develop balancing skills paying attention to the position of the body.</p>	<p><u>Social skills & Balance; Dynamic and Counter</u></p> <p>Give specific feedback on what others have done well. Take responsibility for making sure everyone is clear on what they are doing. Listen to and take on others’ opinions and then discuss the best way forward.</p> <p>Explore counter and dynamic balances. Consider how size and weight can affect balance.</p>	<p><u>Applying Physical Skills & Static Balance: 1 Leg Standing and Dynamic Balance to Agility</u></p> <p>Focus on keeping in balance and controlling landings. Keep centre of gravity forward when combining jumps. Keep head up and scan ahead when combining jumps. Look to combine and control jumps with throws to extend yourself. Try to make one movement flow into the next. Agree on what an accurate movement should look like and judge performance against this. Consider how you can use movements and sequences learnt from previous lessons within your performance.</p>	<p><u>Health and Fitness & Static Balance: Small and Coordination: Floor Movement Patterns</u></p> <p>Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility. Monitor heart rate by taking pulse before, during and after exercise. When planning an activity, some dangers to consider are the environment e.g. weather/surface equipment, frequency and intensity. Developing good balance, stability, coordination and posture helps prevent injury and improves performance.</p>	<p><u>Personal Skills & Coordination with Equipment and Agility: Ball Chasing</u></p> <p>Think about what you can improve when you find things hard. Use opportunities away from the lesson to keep practising. Try to view things you can’t do as an opportunity to improve. Try to set yourself some timescales on your targets/goals. Communicate with others about the areas you need to improve and how they could help you achieve your goals.</p>
Computing	<p><u>E-Safety</u></p> <p>Investigate the dangers and risks of the internet. Understand the effects of comments online and how to communicate appropriately.</p>	<p><u>To Code</u></p> <p>Set IF conditions for movements. Specify types of rotation giving the number of degrees. Change the position of objects between screen layers (send to back, bring to front). Understand the effect of online comments and show responsibility and sensitivity when online.</p>	<p><u>To Connect</u></p> <p>Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</p>	<p><u>To Collect</u></p> <p>Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. Add special effects to alter the appearance of a graphic ‘save as’ gif or i peg. wherever possible to make the file size smaller (for emailing or downloading) Make an information poster using their graphics skills to good effect</p>	<p><u>To Code</u></p> <p>Gorilla & Gibbon Purple Mash Combine the use of pens with movement to create interesting effects. Understand how simple networks are set up and used.</p>	<p><u>To Code</u></p> <p>Gorilla & Gibbon Purple Mash Explain how an algorithm works Detect errors in a program and correct them Use an ICT program to control a number of events for an external device Check and refine a series of instructions</p>