

			Creative Curriculum – Long Term Plan			Year 5
British Value	Autumn 1 Rule of Law	Autumn 2 Democracy	Spring 1 Respect	Spring 2 Tolerance	Summer 1 Liberty	Summer 2 Iveson Values
Topic Name	Changes in Leeds: Stone Age to Iron Age		Maya Civilisation		Rainforests	
Experiential Opportunities	<p><i>Stone Age House – Creating a Stone Age house using clay and materials which have been collected from our local environment.</i></p> <p><i>Clayton Wood Walk</i></p> <p><i>African Djembe Drums – Learning play African Djembe Drums.</i></p>	<p><i>Visit Herd Farm to see full sized replica Iron Age roundhouses within the rolling rural setting.</i></p> <p><i>African Djembe Drums – Learning play African Djembe Drums.</i></p>	<p><i>Aurora Planetarium School Visit - The Solar System and Space beyond our small planet in an immersive theatre environment.</i></p> <p><i>African Djembe Drums – Learning play African Djembe Drums.</i></p>	<p><i>Chocolatiers – Learning how to produce our own chocolates while exploring how chocolate has evolved since the Maya era. (York Chocolate Stories)</i></p> <p><i>Make a rollercoaster.</i></p> <p><i>Pok-a-tok – Learning how to play an ancient Maya ball game.</i></p> <p><i>African Djembe Drums – Learning play African Djembe Drums.</i></p>	<p><i>African Djembe Drums – Learning play African Djembe Drums.</i></p> <p><i>International Students Visiting – Absorb the expertise from International Students.</i></p>	<p><i>Meet a creature – An introduction to a range of rainforest animals and mini-beasts.</i></p> <p><i>Sea Monkeys – Observe the growth of Sea Monkeys from eggs to fully growth.</i></p> <p><i>African Djembe Drums – Learning play African Djembe Drums.</i></p>
Engaging Parents	Parents / Family Assembly School Blog Class Dojo Newsletters Website Museum Showcase (Showing Stone Age house models)		Parents / Family Assembly School Blog Class Dojo Letter Home Website Coffee and Chocolate Tasting Afternoon		Parents / Family Assembly School Blog Class Dojo Letter Home Website African Djembe Drums Performance	
Literacy	<p>Fiction: Narrative: Wolf Brother Description</p> <p>Non-fiction: Non Chronological report: Stone Age</p>	<p>Fiction: Narrative: Wolf Brother</p> <p>Non-fiction: Biography: link to text</p> <p>Poems Based on a Model: Talking Turkeys By Benjamin Zephaniah</p>	<p>Fiction: Narrative: The Rain Player The chocolate tree Writing Myths</p> <p>Non-fiction: Persuasion: Visit</p> <p>Mexico Poems: Kennings</p>	<p>Fiction: Narrative: Stormbreaker suspenseful narrative</p> <p>Non-fiction: Instructional/Explanation: How to use a spy gadget Stormbreaker</p> <p>Newspaper: Mayans</p>	<p>Fiction: Narrative: Journey to the River Sea</p> <p>Non-fiction: Explanation: Character description: Flanimals</p> <p>Travel Guide: for the rainforest</p>	<p>Fiction: Narrative: Running Wild</p> <p>Non-fiction: Non Chronological report: Rainforests</p> <p>Letters</p> <p>Poems Based on a Model: The Door by Miroslav Holub</p>
SPAG	Word classes, conjunctions, fronted adverbials, expanded noun phrases, verb prefixes – dis and de,	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	Direct speech, suffixes – ate, ise, ify, modal verbs, commas, imperative verbs,	Paragraphs tense choices, word classes, relative clauses, apostrophes, homophones, conjunctions	Brackets, dashes and commas to indicate parenthesis, direct speech, pronouns and prepositions

	punctuation for effect, apostrophes		indicate parenthesis, relative clauses	adverbs of time, place and number		
Maths	Number and Place Value Number – Addition and Subtraction Statistics Number – Multiplication and Division Perimeter and Area		Number Multiplication and division Number – Fractions Number – Decimals and Percentages		Number – Decimals Geometry – Properties of shape Geometry – Position and direction Measurement – Converting units Measure – Volume	
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.	<u>Changes in Britain from the Stone Age to the Iron Age</u> Iron Age hill forts: tribal kingdoms, farming, art and culture		<u>A non-European society that provides contrasts with British history – Mayans</u> Mayan civilization c. AD 900 Pupils could compare football today with the Mayan ball game – how similar		<u>Rainforests</u> Environmental impact of human activity Fair Trade study	

	<p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>A local history study</p> <p>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>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>			
Art	<p><u>Printing and Textiles</u></p> <p>Cave Paintings</p> <ul style="list-style-type: none"> · Create own cave painting using printing techniques Designing and making stencils Using printing to create texture using layers of colour 		<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 makes 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 – Chocolatyl</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 – chocolatyl • Use evaluations to experiment with flavours and change product if needed. 	
Music	<p><u>Djembe - African Djembe Drums</u></p> <p>Focus - to get to know the instrument, posture, create basic sounds</p> <ul style="list-style-type: none"> • Perform with control and awareness of others. • Play notes on an instrument with care so that they are clear. 	<p><u>Composition - African Djembe Drums</u></p> <p>Focus - create a class album</p>	<p><u>Music Appreciation - African Djembe Drums</u></p> <p>Focus -The Planets link to Space</p>	<p><u>Composition - African Djembe Drums</u></p> <p>Focus - Tribal Music linked to Mayans</p>	<p><u>Singing - African Djembe Drums</u></p> <p>Focus - singing for pleasure and performance</p>	<p><u>Music Appreciation and use of tuned percussion - African Djembe Drums</u></p> <p>Focus – ethnic music link to Rainforests topic</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 	<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 	<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 	<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 	<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

		<ul style="list-style-type: none"> about prejudice and discrimination and how this can make people feel 	someone goes missing from home	<ul style="list-style-type: none"> about the feelings associated with loss, grief and bereavement 	<ul style="list-style-type: none"> – alcohol, tobacco and nicotine products · strategies to resist pressure from others • about whether to use drugs – smoking drugs and alcohol 	<ul style="list-style-type: none"> 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.</p>	<p><u>To Code</u></p> <p>Set IF conditions for movements. Specify types of rotation giving the</p>	<p><u>To Connect</u></p> <p>Upload sounds from a file and edit them. Add effects such as fade in</p>	<p><u>To Collect</u></p> <p>Select appropriate applications to devise, construct and</p>	<p><u>To Code</u></p> <p>Gorilla & Gibbon Purple Mash</p>	<p><u>To Code</u></p> <p>Gorilla & Gibbon Purple Mash Explain how an algorithm works Detect</p>

	<p>Understand the effects of comments online and how to communicate appropriately.</p>	<p>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>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>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>Combine the use of pens with movement to create interesting effects. Understand how simple networks are set up and used.</p>	<p>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>
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