

Year 5 Long-Term Curriculum Overview

Nightingale Primary School

	Autumn 1 Ancient Greeks	Autumn 2 Arctic Adventures	Spring 1 Black and British	Spring 2 Into the Unknown	Summer 1 Wings for Victory	Summer 2 Raging Rivers
Parental Engagement	Live Stream Theatre Show to Parents (Thursday 23 rd Oct)	Parent Kahoot Quiz	Art Gallery		WWII Museum	
Stunning starter (Hook)	Ancient Greek Box	Ice discovery (using clues to find out when Al, the explorer)	Segregation Morning	Astronaut training	Air raid experience	River Assembly followed by the River Walk – Wessex River Trust
Fabulous finish (Outcome)	Greek Theatre Show	Polar Region Flip Books	Influential People Art Gallery	'Wanted Down Under' Videos	WWII Museum	River Art Attack
Visitors/Trips	Treehouse Theatre	Al the Antarctic Explorer	Chris Lubbe (Friday 23 rd Jan)	Intech Planetarium	Library visit	Wessex River Trust
English Text Driver (3) Writing outcome(s) and context (3)	<u>Leo and the Gorgon's Curse</u> Fact file – choosing a mythological creature to based their fact file on (3) <u>The Journey through the Greek myths</u> Narrative Children will continue narrative from the story Theseus and the Minotaur. Create tension and build up to an action scene with vivid description (4)	<u>Shackleton's Journey</u> Outcome: An informal letter from Shackleton to his family at home. (4) SOA: Fact file <u>The Search for the Giant Jellyfish</u> Outcome: A narrative following the form of the text driver (3)	<u>Long Walk to Freedom</u> Diary Entries Linking between paragraphs using adverbials and linking sentences. (3) Biography: Linking ideas across paragraphs and clause structures (3)	<u>Cosmic</u> Newspaper report e.g. first kid in space! (3) SOA: Setting description /narrative <u>Mr Wuffles!</u> Narrative using dialogue between characters. (3)	<u>Friend or Foe</u> Balanced argument – "Should the boys help the German piolets?" (3) <u>The Evacuee</u> Poem based on Arthur E King's structure from the parents' perspective. (3)	<u>Floodlands</u> Newspaper report: rising sea level/flooding affecting Norwich and surrounding areas (3) <u>Persuasive speech</u> Why Doobie should be the leader of Eels Island? (From Doobie's perspective) (3)

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Reading	<u>Who let the Gods Out?</u> Prediction and asking questions (to show understanding of what has gone before)	<u>Race to the Frozen North</u> Comparisons of themes and conventions (heroism, battle to survive) <u>The Polar Express</u> (For Christmas!) (1 week)	<u>Journey to Jo'Burg</u> Identify the ideas from more than one paragraph. (Themes can be linked back to 'Race to the Frozen North')	<u>Cosmic</u> Extract information and make notes using quotations and reference to the text Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	<u>Letters from the lighthouse</u> Explore how language has been used for effect Explore what the author has used to create atmosphere	<u>Floodlands</u> Themes and conventions
Maths Focus Context Fluency/Reasoning skills	Number and place value Addition and subtraction (Measures context) (3) Multiplication and division Measurement (Area and arrays) (3) Fractions (1) Weekly problem solving introduced.	Fractions (1) Time (1) Geometry & measurement (2) Number: PV with measurement (mass, capacity) and all 4 operations. (3)	Fractions (2) Geometry (1) Addition and Subtraction (1) Fractions (1) Statistics- (1)	Measurement and geometry (2) Fractions (1) Addition and subtraction (2) Multiplication and division (2)	Multiplication and division (2) Geometry (1) 4 operations (1) Addition and subtraction, including stats (2)	Fractions (2) Geometry (1) Multiplication and division (2) 4 operations with decimals and measure (2)
	Convert units using PV understanding and knowledge of times tables Start drip feeding time		Convert units using PV understanding and knowledge of times tables Practise mental strategies using facts and PV knowledge such as adding 99/0.99/near doubles/etc.			

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Computing Focus / Purpose / Outcome	Creating Media – Video Production	Programming A – selection in physical computing	Computing Systems and Networks – systems and searching	Programming B – Selection in Quizzes	Creating Media – Introduction to Vector Graphics	Data and Information – Flat file databases
Science Focus / Purpose / Outcome	Light & Sight How light travels and behaves, including light sources, reflections and shadows. Resources: BRIGHT torches, mirrors and prisms	Sound How are sounds made? How does it travel? Can it be changed? We will investigate pitch and volume. Resources: app on iPads, tuning forks	Life cycles Mammals, amphibians, insects, birds and humans. Life processes – reproduction in plants and animals. Changes in humans from babies to old age. Resources: n/a	Space What are the planets in our solar system? How do the temperatures, etc vary across the planets? Moon cycles. Resources: model of planets (InTech trip)	Changing states Compare and group everyday materials – hardness, solubility, transparency, conductivity. New substances- how do we know if we have made a new substance? Resources: thermometers, see-through beakers	Fossils What is a fossil? What is a palaeontologist? The different types of fossils and how they are formed Resources: fossils, salt, flour, dough,
Art Focus / Purpose / Outcome	Mythological creatures Picking a creature and drawing them by pen & wash. Painting their creatures before creating clay sculptures of their creatures Resources: pens, pastels, poster paint and clay	Arctic Adventures Comparing and focusing on the artist, William Grill – colour, pattern, texture, line and shape - Arctic dogs Resources: pencils, inks, ink pots and ink pens	Art Mastery Nelson Mandela – mono printing Artist, Craftsperson Designer colour, design, texture, form and function; Resources: pencils, pastels, biro pens, photos of Nelson Mandela	Art Mastery – Space Marbling ink – planets Lucy Arnold Resources: marbling ink, marbles, sticks	Art Mastery – WW2 Pencil drawing Wax resist painting Henry Moore Colour, design, texture, form and function Resources: pencils, wax painting	Mixed material river – Lizzie McKellar Adding thread, beads etc to added to create the look of a reflection Colour, pattern, texture, line, shape, form and space Resources: watercolour paint, salt, thread, cellophane,

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DT Focus / Purpose / Outcome			<u>Textiles</u> Create a bag to carry their biographies in using skills taught and design previously researched. Resources: sewing kit; needles, thread, threading helpers, buttons, felt, fabric pens, fabric scissors,	<u>Food Tech-</u> Creating a salad using healthy ingredients and learning different food preparation skills.	<u>Structures & Electrical Systems:</u> Air raid shelters. Build an air raid shelter as either a frame or freestanding structure, use an electrical system and computer programming to create a siren/alarm. Resources: batteries, buzzers, motors, circuits, wires, corrugated cardboard, paint, glue guns, glue sticks, straws, dowel/wood, lollipop sticks, PVA glue, A3 card base (nature bits)	
Geography	<i>(Light touch)</i> GEOGRAPHICAL SKILLS Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	LOCATIONAL KNOWLEDGE 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).	<i>(Light touch)</i> GEOGRAPHICAL SKILLS Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	EXPLORING AND COMPARING THE WIDER WORLD - Australia Explain how a locality has changed over time with reference to physical features and human features. Understand that different places may have similar / different characteristics and give reasons for these. Describe how change can lead to similarities between different places	<i>(Light touch)</i> HUMAN GEOGRAPHY Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	PHYSICAL GEOGRAPHY To describe and understand key features of rivers. Technically vocabulary to describe the features of courses of a river. Water cycle LOCATIONAL GEOGRAPHY Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

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