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

<u> </u>	oodlands Lemes and conventions
questions (to show and conventions more than one make notes using been used for effect understanding of what (heroism, battle to paragraph. (Themes can be linked to the text used to create atmosphere)	emes and conventions
understanding of what (heroism, battle to paragraph. quotations and reference Explore what the author has has gone before) survive) (Themes can be linked to the text used to create atmosphere	
has gone before) survive) (Themes can be linked to the text used to create atmosphere	
has gone before) survive) (Themes can be linked to the text used to create atmosphere	
back to 'Race to the Explain and discuss their	
The Polar Express (For Frozen North') understanding of what	
Christmas!) they have read, including	
(I week) through formal	
presentations and	
debates, maintaining a	
focus on the topic and	
using notes where	
necessary	
Maths Number and place value Fractions (1) Fractions (2) Measurement and Multiplication and division Frac	actions (2)
Focus Addition and subtraction Time (1) Geometry (1) qeometry (2) (2) Geometry	eometry (1)
Context (Measures context) (3) Geometry & measurement Addition and Subtraction Geometry (1) Multi	ıltiplication and
	vision (2)
	operations with
division Number: PV with Statistics-(1) Addition and subtraction including stats (2) decir	cimals and measure
Measurement (Area and measurement (mass, (2))
arrays) (3) capacity) and all 4	
operations. (3) Multiplication and	
Fractions (1) division (2)	
Weekly problem solving	
introduced.	
Convert units using PV understanding and knowledge of times tables Convert units using PV understanding and knowledge of times tables	
Start drip feeding time Practise mental strategies using facts and PV knowledge such as adding 99/0.99/near doubles/etc.	

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

Teckles Create a bay to carry their biographies in using skills lought and design previously researched. Resources seving kit, needles, thread, threading helpers, bullons, jall, jabric pens, jobric scissors, jobric scissors, bullons, jall, jabric pens, jobric scissors, bullons, jall, jabric pens, jobric scissors, solitors, bazars, dowlf-word, favority the position and Use maps, aliases, globes and digital/computer mapping to locabe countries and describe peatures studied. Continued the peatures studied Continued the peatures studied. Continued the peatures studied Continued the peatures studied Continued the peatures of th	Tear 5 Long-Ter	riii Curriculuiii Overvie	vv		9 301001		
their biographies in using skills lought and design previously researched. Resources: sewing kit; needles, litread, litreading helpers, bullons, pell, pabric pens, pabric scissors, pabric scis	DT			Textiles	Food Tech-	Structures & Electrical	
Situs Situs Locational Knowledge Locational Situs Locational Situs Locational Situs Locational Situs Locational Situs Locational Situs Situs Locational Situs Locational Situs Locational Situs Situs Situs Locational Situs Si	Focus / Purpose /			Create a bag to carry	Creating a salad using	Systems: Air raid shelters.	
design previously researched. Resources: sewing list, needles, thread, threading helpers, buttons, rell, patric pens, patric scissors, patric	Outcome			their biographies in	healthy ingredients and		
Geography (Light touch) GEOGRAPHICAL SKILLS Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. (Light leuch) GEOGRAPHICAL SKILLS Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. (Light leuch) GEOGRAPHICAL SKILLS Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. (Light louch) GEOGRAPHICAL SKILLS Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. (Light louch) GEOGRAPHICAL SKILLS Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. (Light louch) GEOGRAPHICAL SKILLS Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. (Light louch) GEOGRAPHICAL SKILLS Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. Use maps, alloses, globes and digital/computer mapping to locate countries and describe peatures studied. Understand that diggreent places may have similar / diggreent characteristics and give reasons for libes. Understand that diggreent places may have similar / diggreent characteristics and load-use pathers, and load-use pathe				using skills taught and	learning different food		
researched. Resources: sewing kit. needles, thread, threading halpers, buttons, pell, patric pens, patric scissors, Geography (Light louch) GEOGRAPHICAL SKILLS Use maps, altases, globes and digital/computer mapping to locate countries and describe peatures studied. Northern Hemisphere, the Prime/Greenwitch Meridian and time zones (including day and night)). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night)). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night)). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night)). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night)). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night)). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night)). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night). Frogress of Cancer and Capricorn, Arctic and Anharctic Circle, the Prime/Greenwitch Meridian and time zones (including day and night). Frogress of Cancer and Capricorn Arctic and				design previously	preparation skills.		
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Resources: sewing kit: needles, thread. threading helpers, bulthons, pell, rabric pens, pabric scissors. Continual Continua							
Topics of Cancer and Capricorn. Arctic and Anharctic Circle, the Prime/Greenwich Meridian and lime zones (including day and night). The Minister of the Prime/Greenwich Meridian and lime zones (including day and night).				Resources: sewing kit;			
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Geography (Light louch) GEOGRAPHICAL SKILLS Use maps, altases, globes and digital/computer mapping to locate countries and describe peatures studied. Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere in Including day and night). Southern Hemisphere is countries and discribe peatures shudied. Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night). Southern Hemisphere, He Prime/Greenwich Meridian and lime zones (including day and night).				threading helpers,		motors, circuits, wires,	
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History	Ancient Greece — a		Black and British-		WWII-	
Focus / Purpose /	study of Greek life and		Can they research about		During this topic we learn	
Outcome	achievements and their		the lives of significant		who and when the first	
	influence on the western		individuals? (Cross		black people arrived in	
	world		curricular link to English)		Britain and research key	
	Can they explain how		Nelson Mandela		figures and their	
	historical artefacts have		Describe the main		achievements. We investigate	
	helped us understand		changes in a period of		key events finding out about	
	more about people's lives		history, from several		significant black figures	
	in the present and past?		perceptions — e.g.		during the slave trade, WWI	
			political, cultural		and WWII and Windrush. We	
					explore how lives have	
					improved for black people in	
					the past 60 years.	
PSHE	Being Me in My World	Celebrating Difference	Healthy Me	Dreams & Goals	Relationships	Changing Me
R.E.	Concept: BELONGING A	Concept:	Concept: CREATION A	Concept: SACRIFICE A	Concept: SACRED PLACES	Concept: COMMUNITY
	How belonging is	INTERPRETATION A	Creation all faiths	Atonement	В	Umma Hajj & Zakał
	important to Muslims	Christmas — the two	Christian Jewish Hindu		Places of Worship Christian	Pack
	Islam at KS2 Pack	birth narratives	& Muslim		& Muslim	
25.10	RE0040	Download	Moodle & Pack		0 1 7 1 4011	
P.E./Games	Coach Jake —	Coach Jake — Golf	Coach Jake —	Coach Jake — Hockey	Coach Jake — Athletics	Coach Jake — Cricket
	Dodgeball	Integr8 - Dance	Gymnastics	Class Teacher -	Class Teacher - OAA	Class Teacher - Tennis
	Class Teacher - Yoga		Class Teacher - Football	Baskelball		
Music	Lister	1 12 Me	A Bao A Qu — pitch and	Space — texture and	Read, write, remember to	River journey — duration
	Digital Music		structure	timbre	twinkle — pitch and	and structure
	J				duration	Check with Helen/Katie
						that the links work
			Instruments:	Instruments:	Instruments:	
Home Learning	Weekly expectations	Weekly expectations	Weekly expectations	Weekly expectations	Weekly expectations	Weekly expectations

Nightingale Primary School Year 5 Long-Term Curriculum Overview TTRS (at least 3x TTRS (at least 3x TTRS (at least 3x TTRS (at least 3x weekly) TTRS (at least 3x weekly) TTRS (at least 3x Reading Reading weekly) weekly) weekly) weekly) Reading Reading Reading SATS companion SATS companion Reading SATS companion SATS companion

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