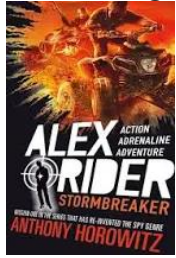
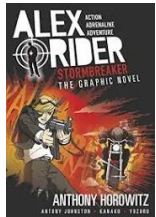
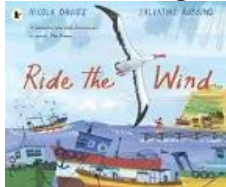
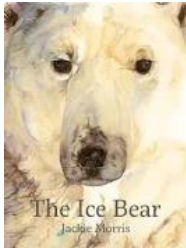
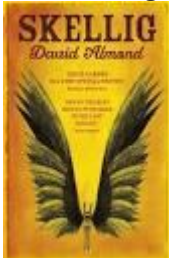
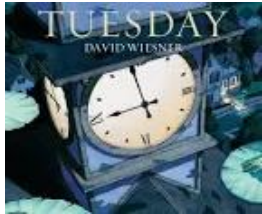
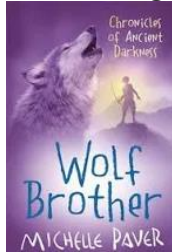
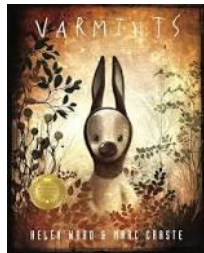
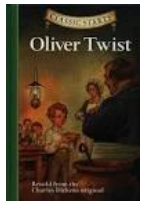
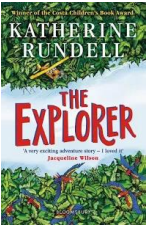
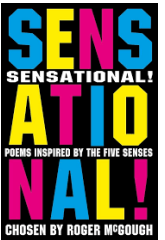


# Long Term Curriculum

## Year 5

| Term 1<br>Spy School                                                                                                                                                                                                                                                                                 | Term 2<br>Amazing Animals                                                                                                                                                                                                                                                   | Term 3<br>Changes                                                                                                                                                                                                                                                   | Term 4<br>The circle of life                                                                                                                                                                                                                                             | Term 5<br>Vile Victorians                                                                                                                                                                                                                                                         | Term 6<br>Raging Rivers                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Power of Reading Texts</p>  <p>Stormbreaker – Anthony Horowitz</p>  <p>Stormbreaker – Graphic Novel<br/>– Anthony Horowitz</p> | <p>Power of Reading Texts</p>  <p>Ride the wind – Nicola Davies</p>  <p>The Ice Bear – Jackie Morris</p> | <p>Power of Reading Texts</p>  <p>Skellig – David Almond</p>  <p>Tuesday – David Wiesner</p> | <p>Power of Reading Texts</p>  <p>Wolf Brother – Michelle Paver</p>  <p>Varmints – Helen Ward</p> | <p>Power of Reading Texts</p>  <p>Street Child – Bernie Doherty</p>  <p>Oliver Twist – Charles Dickens</p> | <p>Power of Reading Texts</p>  <p>The Explorer – Katherine Rundell</p>  <p>Sensational – Poetry</p> |
| <b>Science:</b> Space                                                                                                                                                                                                                                                                                | <b>Science:</b> Forces                                                                                                                                                                                                                                                      | <b>Science:</b> Reversible and Irreversible changes                                                                                                                                                                                                                 | <b>Science:</b> Life cycles and animals including Humans                                                                                                                                                                                                                 | <b>Science:</b> Properties of Materials and Global Warming                                                                                                                                                                                                                        | <b>Science:</b> Reproduction A and B                                                                                                                                                                                                                                       |
| <p><b>History:</b> Overview of WW2 and how it changed society</p> <p><b>Geography:</b> Land use then (draining Fenland in East Anglia) to now</p>                                                                                                                                                    | <p><b>Geography:</b> Ride the wind (South America, tropics, latitude, longitude etc)</p>                                                                                                                                                                                    | <p><b>History:</b> Changes in Crime and Punishment</p>                                                                                                                                                                                                              | <p><b>History:</b> Industrial Revolution in Britain</p>                                                                                                                                                                                                                  | <p><b>History:</b> Victorian Railways</p>                                                                                                                                                                                                                                         | <p><b>History:</b> History of the River Thames</p> <p><b>Geography:</b> Local study of the river Thames</p>                                                                                                                                                                |

## Long Term Curriculum

## Year 5

|                                                                                                                                         |                                                                                                                      |                                                                                                                                             |                                                                                                       |                                                                                                                   |                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DT:</b> Spy Gadget - include a switch, number of components in a circuit, programme a computer to control a product and make changes | <b>Art:</b> Typography and Maps                                                                                      | <b>DT:</b> Make a clock? Ensure precision when measuring, strengthen and reinforce a 3D frame, ensure product is strong and fit for purpose | <b>Art:</b> Mixed media - land and city scapes                                                        | <b>DT:</b> Prepare and cook savoury dishes, and adapt and change recipes (cheese straws? Afternoon tea?)          | <b>Art:</b> Architecture - Dream big or small?                                                                                                                    |
| <b>Music:</b> Keep the home fires burning                                                                                               | <b>Music:</b> Why we sing/Christmas production songs                                                                 | <b>Music:</b> Building a groove and Epoca                                                                                                   | <b>Music:</b> Mandina tun Nabi                                                                        | <b>Music:</b> Baloo baleerie                                                                                      | <b>Music:</b> Kis nay banaayaa                                                                                                                                    |
| <b>Online Safety:</b> Self-image and identity<br><b>Computing:</b> Programming: Code.org Course D                                       | <b>Online Safety:</b> Online Relationships<br><b>Computing:</b> Multimedia: Products with a range of media (Keynote) | <b>Online Safety:</b> Online Bullying/Safer Internet Day<br><b>Computing:</b> Multimedia: Music compositions using digital tools.           | <b>Online Safety:</b> Privacy and Security<br><b>Computing:</b> Handling Data: Spreadsheets           | <b>Online safety:</b> Health and well-being<br><b>Computing:</b> Multimedia: Green Screen video (back in time...) | <b>Online Safety:</b> Copyright and ownership<br><b>Computing:</b> Programming: Micro:Bit Data Handling and Scratch - River boat game with variables (e.g. speed) |
| <b>Jigsaw:</b> Being me in my world                                                                                                     | <b>Jigsaw:</b> Celebrating difference                                                                                | <b>Jigsaw:</b> Dreams and Goals                                                                                                             | <b>Jigsaw:</b> Healthy Me                                                                             | <b>Jigsaw:</b> Relationships                                                                                      | <b>Jigsaw:</b> Changing me                                                                                                                                        |
| <b>R.E:</b> What is the best way for a Hindu to show commitment to God? (Hinduism)                                                      | <b>R.E:</b> Is the Christmas story true? (Christianity)                                                              | <b>R.E:</b> How can Brahman be everywhere and everything? (Hinduism)                                                                        | <b>R.E:</b> How significant is it for Christians to believe God intended Jesus to die? (Christianity) | <b>R.E:</b> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (Hinduism)                       | <b>R.E:</b> What is the best way for a Christian to show commitment to God? (Christianity)                                                                        |
| <b>P.E:</b> Tag Rugby & Dance 1 (Haka)                                                                                                  | <b>P.E:</b> Gym 1 & Dance 2 (street dance)                                                                           | <b>P.E:</b> Hockey & Gym 3/Swimming                                                                                                         | <b>P.E:</b> Netball and Gym 3/Swimming                                                                | <b>P.E:</b> Netball & Gym (3)                                                                                     | <b>P.E:</b> Athletics & Cricket                                                                                                                                   |
| <b>French:</b> Do you have a pet?                                                                                                       | <b>French:</b> The date                                                                                              | <b>French:</b> My Home                                                                                                                      | <b>French:</b> Clothes                                                                                | <b>French:</b> The Olympics                                                                                       | <b>French:</b> Habitats                                                                                                                                           |

Long Term Curriculum

Year 5

