

Year 5 long term curriculum plan

Autumn 1

WW2 project.

How could Hitler have convinced a nation like Germany to have followed him?

English

Narrative – warning

- Journey (evacuees – Goodnight Mr Tom)

Non fiction – Balanced discussion

- Instructions

History

a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

Autumn 2

Earth and Space

(Science)

Purpose- To learn about the impact space has on our day to day lives.

Can you make a science documentary about space?

1. If we had to leave the planet Earth, which planet would be the best to live on?
2. Where is the solar system are we?
3. Are we moving right now?
4. What is the Moon and why do we need it?
5. Can you share your learning in a documentary film?

Have a visit from the space dome.

Mission to Outer Space - Decide which planet we will move to.

Art – pop art of the planets

Class text – Cosmic – Frank Cotrell-Boyce

Science – Earth and space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system?
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

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Spring 1 and 2

Can you feel the force?

(science)

Can you design a science museum to take visitors around?

Experiments – Children to complete a series of experiments over the weeks.

1. Gravity – paper falling
2. Water resistance vs air resistance (dropping plastacine/blutack in water and not in water) – How does water effect how an objects falls?
3. What shoe should I wear in winter? Friction – what force is needed? – using newton meter
4. How do you keep a potato hot
5. Can you reverse a change?
6. Hardness?
7. What happens when I mix liquids with bicarbonate of soda? (alkaline and acid)

ARE THERE ENOUGH EXPERIMENTS? – THIS IS A 10 WEEK TERM. Remember to use STEM.ORG WEBSITE – GREAT FOR NATIONAL CURRICULUM COVERAGE AS THEIR EXPERIMENTS ALL MATCH OBJECTIVES (THEY ALSO HAVE ALL THE RESOURCES)

Make a science museum where you can share your learning with visitors.

English 10 week term – you will need 2 non fiction, 2 fiction (just taught in smaller units – please fill in)?

Narrative

Suspense (Hide and seek – link to trapped in space station – Is there a better link here to the project for a suspense story?)

Revenge – Hamelin – Can you have a think about how you can link this with the project – mad scientists etc

Non fiction

Explanation test – solids, liquids and gases.

WAC – NC report, explanation text – Having taught this in the same half term, would it be better to move this?

Class book

Science – Forces

-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

-Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

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Properties and Changes of Materials

-Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

- Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

-Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

- Demonstrate that dissolving, mixing and changes of state are reversible changes.

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Summer 1

Summer 2

Egypt / tomb raiders?

(History /Geography)

1. Where is Egypt and why do so many people enjoy going on holiday there?
2. Who was Howard Carter? (archaeological dig – start with dig)
3. How can you recreate the wonders of the pyramids? (could you give them a choice of how they make their pyramid? Sugar/levers)
4. Who were the pharaohs and why were they so important?
5. Art – papyrus/hieroglyphics – canopic jars (clay).

Science Living things and their habitats???

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.

Questions/planning needed here

Make a video news report about a hidden tomb.

Go on a trip to Weston Park museum.

Would you like to live in my city?

(Geography/History)

What would the perfect city look like?

Create your own city

1. Why is Brinsworth situated where it is?
2. Why is the river Don important?
3. Why do people choose to live in Rotherham or cities?
4. What does a good city need?

Describe how humans change to old age? How will you be different when you are your grandparents age – sex ed link.

English

1.persuasion – brochure about their city.

2. Narrative – Finding/discovery story – Finding a lost city?

Class book

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English

1. Newspaper report (recount)
2. Narrative – monster story – escaping from a mummy.

Class book

History

The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society

Geography

-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
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Science

- Recognise that some mechanism, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Geography

- *Locate the world's countries, using maps to focus on South America and Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.*
- *Identify the position and significance of equator, northern and southern hemisphere.*
- *Understand geographical similarities and differences, through study of human and physical geography or a region of South America.*
- *Describe and understand key aspects of physical geography including climate zones, rivers and the water cycle.*
- *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
- *Use four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world.*

History

- *Local History study.*