LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

Year 5

	Autumn Topic	Spring Topic	Summer Topic
The 'Big Question' 	**What did the Ancient Greeks do for us?**	**Where does our food come from?**	**What was the Industrial Revolution and how did it change Middlesbrough?**
Rationale (Why this/Why now?) 	After learning about how civilisations changed Britain, children will now see how some ancient civilisations had an influence on the world. They will start to learn about more complicated terms such as democracy and oligarchy and how this influences a way a country is run (this also ties into Parliament Week). They will begin to investigate sources further, asking historical questions and evaluating the usefulness of sources when finding the answer. They will continue to develop and recap their knowledge of European and World Geography then they will use their fieldwork skills to plan a Geographical Enquiry in their local area. This return them back into their local area ready for Summer Term.	Topic starts in the UK and then extends out into World Geography as children learn where their food is grown and how countries are able to export and import and also why they do so. Trading has appeared in several historical topics across KS2 and children are now able to see the modern-day equivalent. This will also prepare them for their summer term topic. They will then focus specifically on the continents of North and South America. Using their map reading skills and knowledge of biomes that they have gained from Y3 and Year 4, they will begin to understand the importance of climate and how this can affect farming and therefore the world food supply. There will also be opportunities to compare life in North and South America to their own.	This topic will extend the pupil's knowledge about the Victorian period from KS1 and how this period dramatically changed transport and the town of Middlesbrough. They will look at the growth of Middlesbrough chronologically from the Anglo-Saxon times to present day, encouraging children to use knowledge gained in Y3/Y4 when studying earlier periods of British History. Using historical maps and their map skills, children will track the growth of Middlesbrough comparing similarities and differences and discussing why the town grew in the way that it did. This also ties in with previous Y5 topic and the Rivers topic – trade and will also be discussed in Y6 as part of WW2 in Middlesbrough.
Enrichment	Cinema Theatre/ Farm Forest Schools	Forest Schools	The Life Centre-Our place in space workshop Farm Visit Forest Schools
Science 	**Properties and Changes of Materials** Test materials and their properties Understand the difference between comparative and fair testing. Plan a comparative and fair test Form conclusions from testing Dissolving vs separation experiment Reversible and irreversible changes	**Living Things and their Habitats** Classifying animals Describe the difference in the life cycles of a mammal, amphibian, insects and birds. Describe the life process of reproduction in some plants and animals	**Earth and Space** Describe the movement of the earth, sun, moon and other planets within our solar system Explore the size and distance between each planet Research and compare planets Understand the phases of the moon and how craters are formed Understand day and night through the use of a sundial

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Geography 	**Where in the World is Greece?** Locate Greece using an atlas and understand it location. **Local Study - How Green is Middlesbrough?** Human and physical features Fieldwork – Local Study How can we help make Middlesbrough better? Identify ways to improve our environment and community. Human impact on the environment (pollution)	**Food and Farming** Name the different types of farming in the UK Understand that our food comes from different places (seasonality) Explore the terms: export, import and trade Food miles- discover the positive and negative impact of importing food. Understand Fair Trade Geographical Study– compare farming techniques in North and South America	**Industrial Revolution** Learn about the growth of Middlesbrough from Roman times to present day Compare maps of Middlesbrough over time Discover how Middlesbrough may change in the future using sources of information
History 	**Ancient Greece** Place Ancient Greece on Historical timeline Understand the significance of the 'Classic Golden Age' Compare the different cities of Sparta and Athens Use historical sources to gather information Understand how the Ancient Greeks influences the world. Learn about Alexander the Great.	**History of Farming** Explain how farming has changed over time Discuss the impact of modern farming.	**Middlesbrough and the Industrial Revolution** Explain how transport has changed over time Understand the industrial revolution and how it changed Britain Learn about George Stephenson and Robert Pease Understand the important of the Stockton to Darlington Railway Discover how the Industrial revolution changed Middlesbrough Research significant individuals who helped in the growth of Middlesbrough
Art 	**Express yourself** Design a personal outfit that expresses yourself Recording observations - facial expressions Calligram portraits Explore the Blue Period – Kandinsky and Pablo Picasso Unique artwork – fingerprinting	**Still life and sculpting vases** Improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials Compare a range of artwork designs Design a vase using a range of art and design techniques.	**Cityscapes** Learn about Charles Fazzino and his Cityscapes Explore the use of colour and texture in paintings. Use a range of art and design technique to create a reflective scene Design and create a cityscape scene

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	Explore the same techniques as Chuck Close Create Christmas cards using printing techniques and designs					
Design and Technology 	**Mechanical Systems** Pulleys or Gears Build a working circuit with battery, motor and handmade switch. Use a range of tools to create a frame Design and create a moving vehicle (with chassis)		**Mechanical & Electrical Systems - Pulleys or Gears** Pulleys or Gears Investigate, analyse and evaluate existing toys Create a circuit with crocodile clips and screws Modify computer-controlled programs Design, plan and make a computer-controlled vehicle Evaluate the final product		**Using Computer Aided Design (CAD) in Textiles** Design and make a T-shirt for a fashion show. Generate, modify, scale and print images using a computer. Explore a range of stitching techniques Use stitching to add fasteners Evaluate using a design criterion	
Computing 	**Computer Science – Coding** Use design to create a program Design and write a program that stimulates a physical system Explore text variables Make changes to a game Create a program to inform others **Information Technology – Online Safety** Gain greater understanding of the impact that sharing digital content can have	**Information Technology - Spreadsheets** Use formulae within a spreadsheet to convert measurements of length and distance Use the count tool to answer hypotheses about common letters in use Use a spreadsheet to model a real-life problem Use formulae to calculate area and perimeter of shapes Learn to create formulae that use text variables. Calculate how many days in x amount of years	**Computer Science – Coding** Create a simple animation using loops on a microbit Create a simple animation that responds to an input button Create a simple code that uses the motion sensor Know and understand what variables are Use variables to describe a character Write algorithms that use variables Explain how variables are used in programs	**Information Technology - Creating Media (Vector Drawing)** Identify that drawing tools can be used to produce different outcomes Recognise that vector drawings are made using shapes Experiment with the shape and line tools Discuss how vector drawings are different from paper-based drawings Create a vector drawing by combining shapes Identify the shapes used to make a vector drawing	**Information Technology - Creating Media (Video Editing)** Explain that video is a visual media format Identify features of videos Compare features in different videos Identify and find features on a digital video recording device Experiment with different camera angles Recognise camera angles in a video	**Computer Science – Programming** Identify conditions in a program Modify a condition in a program Use selection in an infinite loop to check a condition Identify the condition and outcomes in an 'if…then…else' statement Create a program that uses selection to produce different outcomes Design the flow of a program that contains 'if…then…else…'

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	Understand the need for passwords Review children's responsibility to one Another in their online behaviour Be aware of appropriate and inappropriate content and the impact of sharing Understand the reliability of the internet	Use a spreadsheet to help plan a school cake sale	Debug programs containing variables Write an algorithm for a step-counter Program a microbit as a step-counter	Move, resize, and rotate objects I have duplicated Change the order of layers in a vector drawing Use layering to create an image Create a vector drawing for a specific purpose Reflect on the skills I have used and why I have used them Compare vector drawings to freehand paint program drawings	Capture video using a range of filming techniques Review how effective a video is Decide which filming techniques to use Create and save video content Store, retrieve, and export a recording to a computer Explain how to improve a video by reshooting and editing Select the correct tools to make edits to a video Evaluate a video and share opinions	Show that a condition can direct program flow in one of two ways Use a design format to outline my project Identify the outcome of user input in an algorithm Implement an algorithm to create the first section of a program Test and share a program with others Identify ways the program could be improved Identify the setup code I need in a program Extend a program further
PE 	Basketball	Gymnastics: Partner Work – Over and Under	Health Related Fitness	Tennis	Cricket	Athletics	Hockey
	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns.						

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	Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
PSHE 	**Lessons** Introducing Yasmine and Tom	**Theme Days/Celebrations** Harvest Festival Parliament Week Black History Month Remembrance Day Interfaith Week Anti-bullying Week	**Lessons** Online and Offline Friendships	**Theme Days/Celebrations** World Religion Day Children's Mental Health Week Internet Safety Day	**Lessons** Friendships and Secrets Making babies – Life cycle of a human, reproduction (Year 5 to be taught through science objectives)	**Theme Days/Celebrations** NSPCC: Speak Out and Stay Safe – Good Touch/Bad Touch Refugee Week Sports Week
RE 	**Key Question 2.1:** Why do some people believe God exists?		**Key Question 2.4:** If God is everywhere, why go to a place of worship?	**Key Question 2.2:** What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	**Key Question 2.6:** What does it mean to be a Muslim in Britain today?	
Music 	Sing Education Performing: Reading Notation – Rhythm Reading Notation 3: Time Signatures	Sing Education Performing: Reading Notation – Pitch Developing Sight Reading Skills 1: Melodies (Glockenspiel)	Sing Education Performing: Instrumental Performance Pop Music 1: Arrangements and Improvisation (Glockenspiel or Ukelele)	Sing Education Composing and Improvising Creating Music for Film and TV: Character, Atmosphere and Environment	Sing Education Creating and Performing Exploring Classical Music 2: Ensemble Performance	Sing Education Musicianship: Singing and Listening Becoming Musicians 3: Chords and Triads
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression					

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<table>
<tr><td></td><td colspan="6">Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listen with attention to detail and recall sounds with increasing aural memory
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Develop an understanding of the history of music</td></tr>
<tr><td rowspan="2">MFL
 
</td><td>Unit 1: Salut Gustave!</td><td>Unit 2: A l’ecole</td><td>Unit 3: La nourriture</td><td>Unit 4: En ville</td><td>Unit 5: En vacances</td><td>Unit 6: Chez moi</td></tr>
<tr><td colspan="6">Listen attentively to spoken language and show understanding by joining in and responding
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
Speak in sentences, using familiar vocabulary, phrases and basic language structures
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
Present ideas and information orally to a range of audiences
Read carefully and show understanding of words, phrases and simple writing
Appreciate stories, songs, poems and rhymes in the language
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Describe people, places, things and actions orally and in writing</td></tr>
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